



Roberto Clemente Charter School

Board of Trustees

August 17, 2021

7:00PM

Agenda

1. Review of Agenda
2. Review of Minutes
 - 7/20/21 Minutes (motion)
3. Public Input
4. CEO Office
 - ARP ESSER Health and Safety Plan Update
 - Masking (motion)
 - School Safety
5. Principals' Offices
 - Secondary School Report
 - 2021/22 Student/Parent Handbook (motion)
 - Course Catalog Update (motion)
 - Elementary School Report
 - 2021/22 Student/Parent Handbook (motion)
6. Human Resources
 - HR Report
 - Hires/Appointments (motion)
7. Business Office
 - August Business Report
 - June's Financial Report
 - July's Payment List (motion)
 - 2021/22 Consolidated Application (motion)
 - Assigned funds: Administration Building Parking Lot (motion)
8. New Business
 - New board members
9. Adjourn (motion)

**Roberto Clemente Charter School
Board of Trustees Meeting Minutes
July 20, 2021**

Attendees: Dr. Lynn Columba, Dr. Kathleen Dolgos, Agustín García, Rev. Nelson Quiñones, Alex Rolón, Dr. Jill Sperandio

RCCS Staff: Brighid Abbott, Charles Boger, Alyssa Mace, Judy Maginnis, José Molina, Jr., Michael Rodríguez

EXECUTIVE SESSION:

The Board entered executive session at 6:34 p.m. to discuss personnel and legal issues. The Board left executive session at 7:00 p.m.

Dr. Columba called the meeting to order at 7:04 p.m.

MINUTES:

The minutes of the June 2021 meeting were reviewed. A motion was made to approve the June minutes by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

PUBLIC COMMENT:

No public input.

PRINCIPALS' REPORTS:

The principals' reports were emailed to the Board in advanced. The principals were excused from the July meeting.

A motion to accept the ARP ESSER Health and Safety Plan was made by Mr. García and seconded by Rev. Quiñones. The motion carried unanimously.

HUMAN RESOURCES REPORT:

Mr. Rodríguez presented the Human Resources Report.

A motion to ratify the appointment of Mr. Andrews as the Elementary School Principal was made by Mr. García and seconded by Dr. Dolgos. The motion carried unanimously.

A motion to approve the resignations of Ana Arzuaga, Sarah Capella, and Ralph Andrews as posted in the HR Report was made by Mr. García and seconded by Dr. Dolgos. The motion carried unanimously.

BUSINESS & FINANCIAL REPORTS:

The payment list for the month of June 2021 was presented by Mr. Boger for discussion.

A motion to approve the June 2021 payment list was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the Elementary School Lease Reimbursement Form PDE 418; 850 N 5th Street was made by Mr. García and seconded by Rev. Quiñones. The motion carried unanimously.

A motion to approve the Secondary School Lease Reimbursement Form PDE 418; 136 S 4th Street was made by Mr. García and seconded by Rev. Quiñones. The motion carried unanimously.

A motion to approve opening a Principal's Account at New Tripoli Bank for the Secondary School, authorizing the School Principal, CEO, and Board Treasurer as signers and maintaining a balance not to exceed \$1,000 was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve closing the Rent Escrow Account at New Tripoli Bank was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve a three-year contract beginning 9/1/21 for waste removal and recycling with J.P. Mascaro was made by Rev. Quiñones and seconded by Dr. Dolgos. The motion carried unanimously.

A motion to approve extending the 2020/2021 special ed support services contract with Trina Williams until 8/31/21 was made by Mr. Rolón and seconded by Mr. García. The motion carried unanimously.

A motion to approve the 2020-2021 Charter School Annual Report was made by Mr. García and seconded by Rev. Quiñones.

NEW BUSINESS:

A motion to accept the Board resignations of Rev. Francisco Franceschi and Audree Chase-Mayoral was made by Rev. Quiñones and seconded by Mr. García. The motion carried unanimously.

There being no further business, Mr. Rolón moved to adjourn the meeting, seconded by Dr. Sperandio. The motion carried unanimously.

The RCCS Board meeting was adjourned at 7:44 p.m. **The next regular Board meeting will be August 17, 2021, at 7:00 p.m.**

Dr. Lynn Columba, President

Date

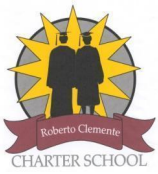
Mr. Alexander Rolón, Secretary

Date



Roberto Clemente Charter School
2021-2022 Health & Safety Plan
Masking Approach

	Low Transmission 0-9 cases per 100,000 and <5% positivity	Moderate Transmission 10-49 cases per 100,000 or 5-7% positivity	Substantial Transmission 50-99 cases per 100,000 or <8-9.9% positivity	High Transmission 100 to >100 cases per 100,000 or >10% positivity
Elementary School (K-5)	Student masks recommended	Student masks required	Student masks required	Student masks required
Middle/High School (6-12)	Student masks recommended	Student masks required	Student masks required	Student masks required
Teachers and Staff	Masks recommended	Masks required when in presence of students	Masks required when in presence of students	Masks required
Transportation (Students & Staff)	Masks required	Masks required	Masks required	Masks required
Outdoors	Masks recommended	Masks recommended	Masks recommended	Masks required
Visitors/Volunteers	Required for unvaccinated individuals	Required	Required	Required



Roberto Clemente Charter School

College: It's what we do!
Middle / High School

M&H Principal's Report
Ms. Mitza Morales / Mrs. Lara Ashworth
Board of Trustees Meeting
August 17, 2021

ENROLLMENT 2020-21

	Girls	Boys	Total
MS	83	66	149
HS	79	105	184
Total	162	171	333

PIMS & PDE REPORTING

- Title I Student (2019-2020)
- Child Accounting End of Year (2019-2020)
- Title III Professional Development (2019-2020)
- Interscholastic Athletic Opportunities (2019-2020)
- Graduate, Dropout and Cohort Grade Rate (2019-2020)
- Special Education Act 16 (2019-2020)
- October 1st Student (2020-2021)
- October 1st Staff (2020-2021)
- 12/1 Special Education Count (2020-2021)
- Keystone Exemption (2019-2020)
- ACCESS for ELLs Accountability Internal Snapshot (2020-2021)
- Spring Keystone Precodes Internal Snapshot (2020-2021)
- Bus Drills (2020-2021)
- Course/Instructor (2020-2021)
- Career Standards (2020-2021)
- Safe Schools Fire and Security Drills (2020-2021)
- Special Ed Transitions/Exits (2020-2021)
- LIEP Survey (ESL Program) (2020-2021)
- Safe Schools AED (2020-2021)
- Safe Schools (2020-2021)
- Title I Student (2020-2021)
- Title III Professional Development (2020-2021)

HEALTH ROOM UPDATES

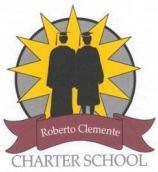
- The health room is continuing to monitor summer school for cases of covid and is performing contact tracing where appropriate.
- The health room has started compiling new student information to prepare to import information into the sapphire system
- We have received a few donations of masks from other staff members to help our supply to enforce the current mask policy

COUNSELORS' UPDATES

HS

- Mrs. Lara Ashworth was hired as new School Counselor for 10 to 12+ grades and started that position on August 9, 2021.

136 South 4th Street, Allentown PA 18102
610-439-5181 – Fax: 610-435-4731



Roberto Clemente Charter School

College: It's what we do!

Middle / High School

- Worked in coordination with Ms. Hart and Ms. Morales in discussion of students who took summer school and still need to be held back.
- Worked in coordination with Ms. Hart and Ms. Morales on the master schedule and student rosters.

MS

- Worked on Master Schedule in collaboration with Ms. Morales.
- I am coordinating elective selection for the Middle School and High School.
- I am planning for 6th grade orientation which will be held on September 2nd.

TEAM SHOWCASE

Summer School

- Mrs. Wiersch (Summer School Coordinator), Ms. Mulcahy (MS ELA), Mr. Burak (MS ELA), Ms. DeCamp (MS and HS Math), Mr. Evans (MS Social Studies), Mr. Valentine (MS Science), Mrs. Greco (HS ELA), Mr. Gallagher (HS ELA), Mrs. Tascan (HS Science), Mr. Burgermeister (HS Social Studies), Ms. Santos (MS TA), Ms. Rodriguez (HS TA), Ms. Reid (HS TA)
- Most students seem very positive about being in the building for the first time in a long time.
- 8th grade students are excelling in English on topics that they have been taught during the year, which is evidence that they are remembering what is being taught.

PARENT & FAMILY ENGAGEMENT/NEWS

STUDENTS' NEWS

- Summer school graduation was August 10th at 5:30 pm. Twelve students graduated but 1 student did not participate in the ceremony.
- Failure rate was reduced from 60% of middle school students to 15%. Those students will begin the year on academic improvement plans, working in collaboration with the parent/guardian. Copy of plan is attached.

COMMUNITY PARTNERS' NEWS

- Internships
- Scholarships
- Etc

ASSISTANT PRINCIPAL'S CORNER

- New Assistant Principal was hired and will begin on August 16, 2021.

PRINCIPAL'S CORNER

- Collaborating with our neighbor, The Heritage Museum
- Participating on Sapphire Training, learning the new system
- In collaboration with facilities and Ms. Abbott, working on updating the Emergency Plan for RCCS (both campuses)

UPCOMING EVENTS / MEETINGS

- Staff Induction week will be August 23-27, 2021
- 6th grade Orientation will be September 2, 2021
- 8th grade Celebration will be September 1, 2021

The Roberto Clemente Charter School

Prepare To Live the Dream! College: It's what we do!

2021-2022

Student/Parent Handbook



Mitza Morales, Principal

Alyssa Mace, CEO

Dr. Lynn Columba, President Board of Trustees

_____, Assistant Principal

**136 S. 4th Street
Allentown, PA 18102
610-439-5181**



General Information	5
Mission	5
Community Spirit	5
School of Choice	5
Vision:	5
Future State? What We Envision- An Early College Model Program	5
Objectives	5
Academics	6
Student Grading	6
Homework Policy	7
Marking Period Dates	7
Student Progress Reports and Report Cards	7
Multidisciplinary Project	7
Special Education	7
Programs and Services for Children with Disabilities	7
Services for Protected Handicapped Students	8
English as a Second Language Program	9
Summer School Policies	9
Grading System	9
Policies for Failed / D courses and changing grades	9
Absences and Incompletes	10
Offered Courses	10
Summer School Dress-Code	10
Pupil Services	10
Guidance Services	10
Student Assistance Program (SAP)	10
Health Services	10
Health Requirements	10
Medication	11
Physical Education Classes	11
Emergency Phone Numbers	11
Parent and Family Involvement	11
Public Input	11
School Procedures, Policies, and Regulations	12
Attendance	12
Truancy	12
Habitual Truancy	13
Leaving School without Permission	13
Dismissal for Appointments	14
School Tardiness	14
TARDINESS TO CLASS	14
Family or Voluntary Trips	14
Transfer/withdrawal from RCCS	15
Library Rules and Regulations	15
Cafeteria Rules and Procedures	16

Computer System Guidelines	16
Internet / Network Acceptable Use Policy	17
After School Activities Guidelines	22
Dress Code	22
Dress Code Rationale	22
Dress Code	22
Gym Uniform	23
Dress Down Days	24
Entering and Exiting the School	24
Pledge of Allegiance	25
Fire Drills	25
Lockdown Situation	25
Fund Raising	25
Hall Conduct	26
Lockers	26
Lost and Found	26
Passes	27
Physical Education Classes	27
School Telephone Usage	27
Appointments with School Personnel	27
Outstanding Debts	27
Homework Policy	27
Emergency School Closing	28
Bicycles	28
Visitor Policy/Security System	28
Dances	28
Promotional Pictures	28
Social Events and Class Trips	29
Overnight School Trips	29
Senior High, Senior Class Overnight Trips	29
Student Responsibilities	30
Notice Concerning Public Input	30
Parent Responsibilities	31
Title I School Parent Involvement Policy Checklist	31
Title I District Parent involvement Policy Checklist	32



Disciplinary Actions	33
Denial of Student Privileges	33
After School Detention	33
Suspension from School	33
Expulsion from School	34
Unacceptable Behavior	34
Abusive Language	34
Assault	34
Anti-Bullying policy	34
Display of Affection	38
Drugs and Alcohol Use	38
Fighting	39
Forgery	39
Plagiarism	39
Copying/Cheating	39
Insubordination and Disrespect	39
Leaving School Grounds	39
Electronic Communication Devices (such as cellular phones and smart watches)	39
Other Electronic Devices	40
Sexual Harassment	40
Smoking or Possession or Use of Tobacco Products	40
Stealing	40
Threats	40
Vandalism	41
Weapons	41
Mandated Reporter	41
Asbestos Information	41
Homeless Act: McKinney Vento Act	41
CODE OF CONDUCT	42
Restorative Practices	44
Types of Restorative Approaches	44
Disciplinary Guidelines	45
LEVEL 1 VIOLATIONS:	48
LEVEL 2 VIOLATIONS:	49
LEVEL 3 VIOLATIONS:	50
LEVEL 4 VIOLATIONS:	51
Guidelines and Procedures	54
Notification of the Allentown Police Department/Law Enforcement Authority when incident involves children with disabilities	54
Response and Handling of a Student with a Disability	55
Acknowledgement Form	56

General Information

Mission

Roberto Clemente Charter School is a neighborhood school that was founded in 1999 by the Hispanic American Organization. Roberto Clemente is a small learning community school 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 they will need to be successful in college, a secondary level of study, and as life-long learners.

Community Spirit

At Roberto Clemente, our goal is to create a climate conducive to teaching and learning that embraces a multicultural perspective. We want to build a culture that is caring, respectful, supportive, and welcoming and has high expectations.

School of Choice

Since Roberto Clemente Charter School is a school of choice, enrolled students and their parents/guardians (henceforth and thereafter will be referred to only as parents) are required to adhere strictly to the rules and regulations as described in this Handbook. This handbook has been prepared, written and approved by the school administrators and the School Board. Feedback from school-community stakeholders including staff, parents and families was taken into account in this process. Violations of the school rules and regulations may lead to serious consequences including dismissal. In order to avoid unnecessary arguments with school administrators regarding the school's discipline policies, parents/guardians and students should read the Student and Parent Handbook thoroughly prior to enrollment with Roberto Clemente Charter School.

Vision:

Future State? What We Envision- An Early College Model Program

- **Parents** who work cooperatively with the school; support the school's rules, policies and expectations; provide the time and support at home for their child's academic work; promptly inform the teacher/school of any pertinent medical, family, home, and learning problems, and ensure that their child attends school daily, on time, in uniform and ready to learn.
- **Students** who are responsible; abide by all rules and expectations of behavior; treat adults, other students, school property, and others with respect; participate in class, complete and turn in classwork and homework; are highly motivated; engage in meaningful activities; are able to work independently and in groups, and engage in the social and political world.
- **A Professional Community** that uses reflective dialogue; develops relationships among teachers and are mentors and advisors for students; has professional collaborations; shares norms and values where professionals meet to identify what they have in common; and has a collective focus on students learning where the priority is placed on activities that promote student growth.
- **A School Community** in which Students, Teachers, Administrators, Parents, and Community Members are all learners; share common values, ideas, and commitments; and embrace a multicultural perspective and a collaborative approach with local resources to maximize student success.
- **Curriculum & Instruction** that provides for small classroom size; individualized instruction; academic rigor with an emphasis in standards-based learning; emphasis in reading and writing across content areas; proper assessments to verify progress; lively discussions and critical thinking; relevant, real-world context; active problem finding and problem-solving; national best practices, and character development and increased social skills.
- **A Climate** that is safe and supportive; welcoming and caring; collaborative; exciting; multicultural; filled with school pride; respectful; and high in its expectations.

Objectives

Roberto Clemente Charter School is committed to the education of the whole person with the following objectives:

1. To instill a strong sense of responsibility towards oneself and society.
2. To challenge students to pose a positive attitude and to conduct themselves with dignity, respect, and responsibility.
3. To address students' emotional and social growth by providing individual and group counseling that develop self-esteem and appropriate socialization skills.

4. To offer a well-rounded curriculum that utilizes technology, so that students may meet the challenges of a global community with a solid educational foundation.
5. To prepare students to be successful in college or secondary level of study, and as life-long learners.
6. To provide students with opportunities to develop critical thinking, independence of thought, and a life-long love for learning.
7. To equip students with knowledge and skills to make successful choices for their futures and life careers.
8. To offer opportunities for community service and experiences wherein students will learn to be sensitive and caring toward others.
9. To promote character development, respect for others, and self-respect.
10. To encourage respect and appreciation of the individual differences among students and their cultural and linguistic backgrounds.
11. To encourage respect for every student's right to learn and every teacher's right to teach.
12. To nurture developing skills as well as foster the discovery of hidden talents and leadership potential.
13. To meet the needs and interests of the students through innovation and technology.
14. To energize school spirit by offering extracurricular activities.

Academics

Student Grading

How students are evaluated in each class depends upon a number of factors determined by the course, the curriculum, and teacher requirements.

Grades will be posted as follows:

Grade point average scale

A 90+
B 80-89
C 70-79
D 60-69
F 59 and below
P Pass *
F Fail *
I Incomplete +

*Is for credit only and does not affect GPA

+ Incomplete- will be granted only with the principal's approval for extenuating circumstances. All work must be completed within the designated time.

- Students that receive a "D" on any particular marking period, must participate in a mandatory tutoring program and will be monitored through MTSS (multi-tiered system of support).

Students will be graded using a number of assessment tools as developed by each classroom teacher.

Report cards are issued quarterly. Progress reports will be sent between report periods. A student who fails English, mathematics, social studies, or science will be required to attend the extended school day tutoring program and/or the summer program. Each case will be evaluated on a case-by-case basis. Failure to attend and pass summer school courses will delay the student's graduation.

A grade is the result of the teacher's professional evaluation of the student's performance including attendance and employability skills. Each grade reflects all the facets of the learning process and becomes a positive force in the student's motivation. Grades are arrived at through continuous individualized evaluation, using stated educational objectives.

Employability skills are defined as the following:

- punctuality
- active participation
- quality of work
- homework
- overall attitude

Students receiving a D or an F may be required to attend summer school.

Homework Policy

Students are required to complete all teacher assigned homework. Students are also required to make up all missed assignments due to an excused absence. Students must check with their teachers to schedule a time to make up the work.

If a student fails to make up any assigned work, it will be recorded as a zero unless a valid excuse is provided.

Marking Period Dates

First Marking Period.....September 7 - November 10

Second Marking Period.....November 11- January 28

Third Marking Period.....January 31 - April 6

Fourth Marking Period.....April 7 - June 15

Student Progress Reports and Report Cards

Progress reports inform parents of a student's academic progress at the midpoint of each marking period.

Parent/teacher conferences will be scheduled after the issuance of progress reports.

Report cards are a record of student academic achievement. Report cards are issued to students quarterly, report cards are mailed to parents/guardians as well. It is important that the parents and/or guardian review and discuss the student's reports with their teachers, guidance counselor, or principal.

Special Education

Special education classes are available at the Roberto Clemente Charter School. Teachers or parents who feel a child is exceptional and in need of a special program may request an evaluation. (Request forms will be available at the school). When a student enrolls at RCCS, it is the responsibility of the parent to inform the school if an IEP exists.

The school follows the inclusion model for Special Education students. If you need more information about the Special Education Program, please call RCCS at (610)-439-5181 or visit the school website.

Programs and Services for Children with Disabilities

Child Find

Roberto Clemente utilizes a multi-disciplinary team that includes the parents to determine eligibility, type of support, and related services (if applicable) that a student might need based on the results of the initial evaluation.

Multi-tiered System of Support (MTSS)

Students who are struggling in their core subjects will receive interventions and will be monitored as part of the Multi-Tiered Systems of Support (MTSS). If there is little or no progress, the student will be referred for a multidisciplinary team evaluation. If a child is found to be eligible for special education services as defined by

IDEA, an Individualized Education Plan (IEP) is created by the multidisciplinary team. The multidisciplinary team or also known as the IEP team is made up of different professionals depending on the needs of the students. Members of the team are parents, the student (if of transition-age), teachers, counselor, principal or assistant principal, and/or other professionals who may know the student well.

The parents of the student have the right to be notified of and to be invited to participate in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which the school may hold an IEP team meeting even if the parents refuse or fail to attend the IEP team meeting.

IEPs must contain: (1) present levels of academic achievement and functional performance (This is the baseline that give us a starting point for your student.); (2) areas of academic/behavioral needs that must be addressed in the IEP; (3) for students who are of transition age (turn 14 years old academic year addressed by the current IEP), the transitional grid must be completed with services and activities that will help student achieve post-secondary goals; (4) measurable annual goals which cover specific areas of skills deficit that will be targeted for instruction and progress monitoring; (5) progress monitoring (how and how often the student will be monitored to ensure that they are on track to achieve the academic/behavioral goal); (6) any related services and possible supplementary aids; (7) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities; (8) accommodations that are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and (9) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications. Special education services are provided according to the educational needs of the child, not the category of disability.

Types of service that may be available, depending upon the child's disability and needs include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) autistic support; and (5) multiple disabilities support. General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, among others as determined by the academic needs of the student. Roberto Clemente follows an inclusive model, meaning that students are in the least restrictive environment with non-disabled peers unless the student's academic needs require additional academic support.

For students who are eligible for extended school year services as determined by their IEP team and in accordance with Chapter 711 regulations, they will receive academic services during the summer. Additionally, starting when a student turns 14 during the academic year of the current IEP, the team (including the student) must include appropriate and measurable postsecondary goals. Transition services that will facilitate reaching the transition goals must also be included. Beginning not later than one year before the child reaches the age of 21, which is the age of majority for education purposes under Pennsylvania law, the IEP must include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of 21.

Services for Protected Handicapped Students

Other Than Special Education Services under Section 504 of the Federal Rehabilitation Act of 1973, some school-age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and

otherwise qualifies under the applicable laws. Roberto Clemente Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, we provide to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Roberto Clemente Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student.

English as a Second Language Program

English as a Second Language (ESL) programming is available at RCCS. RCCS adheres to federal and state policies and procedures regarding English language learners (ELs). RCCS utilizes "sheltered" English instructional methods. All ELs receive language support through ESL teachers and through content-area teachers. Students may be screened for ESL services based on the Home Language Survey filled out by the parent(s)/guardian(s) upon enrollment into the school and/or on a review of student records. Visit the school's website for more information.

Graduation Requirements

In order to graduate, students must meet the following requirements:

- **Attainment of 24 academic credits as per Roberto Clemente Charter School graduation requirements**
- Proficient/Advanced score on standardized assessments, or the alternatives which include:
 - Demonstrate proficiency in English and Mathematics through a standardized assessment.
 - Retake the Keystone Exam in the senior year and demonstrate proficiency in the content areas where proficiency was not previously attained
 - Take the SAT and score at least 900 as a combined total of the verbal and mathematics sections
 - Obtain a senior-year grade point average (GPA) of at least 2.50
- Successful completion of the graduation project
- Completion of 25 hours of community service
- 90% attendance rate for the full senior year
- Payment of all outstanding debts

Summer School Policies

Grading System

Students required to attend summer school to repeat courses will receive a numerical grade computed from the previous grade and the summer program grade. A numerical average will be computed for each course by adding the grade point value from each grading period (academic year and summer program) and dividing it by two. The grade can only increase by one grade.

Policies for Failed / D courses and changing grades

Students who receive either a failure in a core subject area (below 60%) or a D average will be required to attend the summer school program. Students are required to attend 90% with no exceptions being made for vacation or casual absences. The School will inform parents that their child may be in need of summer school by the first week of the fourth marking period.

The changing of grades following summer school is dependent upon the student's attendance and academic performance. Students who fail a course during the summer program will be required to retake the class during the academic year (see Absences and Incompletes below).

Absences and Incompletes

Summer school is mandatory for all students who receive below a 70% average. Students who do not show up for the summer program, as well as those who stop attending or who are dismissed by the administration because of behavioral issues, will be required to repeat the course. This policy also applies to students who have a failing average in a core class at the end of the summer session

Offered Courses

Every effort will be made to offer students the courses they need during the summer program. Failed courses will take priority over those courses in which a student received a D average. Students who fail four or more core academic subjects will be retained for the upcoming academic year. Any student who fails to earn a C average in a core subject area during the summer must participate in the after school tutoring program during the following academic year.

Summer School Dress-Code

No uniform is required; however, students must follow the dress-down policy.

Pupil Services

Guidance Services

Each student will work with a guidance counselor who will assist him or her with academic issues and social concerns. The guidance counselor can also help students with study skills, career and college planning, coping with personal problems, and post-high school planning.

The guidance counselor will be available by appointment during school hours. Requests for appointments are made by emailing the counselors directly.

Student Assistance Program (SAP)

There is a SAP team at RCCS which provides assistance to students who have academic and/or social needs. More information about the SAP program and the referral process can be found on the school's website (<https://sites.google.com/myrccs.com/sap>)

Health Services

The health room is available as needed. The nurse will notify staff when state-mandated screenings, such as vision and hearing are being conducted so that teachers may plan accordingly.

Students who become ill during the school day should first inform their teacher and ask for a pass to go to the health room. If it is necessary to send a student home, the parent/guardian will be contacted by the school nurse, and the parent will need to pick up the student immediately. If the school is unable to locate the parent/guardian, then it will attempt to contact individuals on the emergency contact list. If RCCS is unable to contact an individual, then the student will remain in the nurse's suite.

Health Requirements

Students entering RCCS are required to have current immunization records as well as physical and dental examination records on file at the school. The Pennsylvania Department of Health revised the required immunizations for school attendance in March 2017. Parents should contact the school nurse to ensure that their child has received all required vaccinations or if they have questions regarding required immunizations or need more information.

Medication

Please contact the school nurse if a physician prescribed medication or over-the-counter medication must be given at school. A parent or an adult must personally deliver it. RCCS must receive a signed, written permission from the parent and the prescribing doctor for the school to administer any medications to students. The medication permission form must include the name of the medication and instructions for its administration (time and dosage). Medication permission forms are available from the RCCS school nurse.

Emergency Phone Numbers

It is extremely important that the school has a record of phone numbers to reach parents/guardians in the event of an illness or injury to your child during the school day. Update these numbers as needed by sending a note to the main office. The school is not responsible for updating phone numbers and addresses for students. Parents should keep the school updated with all the pertinent information in case of an emergency.

Parent and Family Involvement

Parent and Family Involvement group objectives include:

1. Promoting a closer relationship between the home and the school in order that parents and teachers may cooperate effectively in the training of the child.
2. Uniting efforts that will secure for every child the highest advantages in physical, mental, and social education.

Please call (610) 439-5181 and get involved.

Public Input

Any parent, resident or community group shall have the right to present a request, suggestion or opinion concerning the school and/or the programs offered. The public's voice will be considered with the purpose of improving education for the students at RCCS. The Board has a duty to protect its staff from unnecessary harassment and maintain a safe and instructional environment for the students. It is the intent of this policy to provide a fair and impartial manner for seeking appropriate and constructive input from the public.

Any input of the public shall be first considered by direct discussion of an informal type among the interested parties. The Principal/CEO shall be the first contact between the public and the school. It is only when such informal meetings are not successful that more formal procedures will be employed.

The CEO/Principal shall prepare formal procedures for public input.

Volunteers in School

Parents/guardians and anyone interested in volunteering at our school should contact Human Resources regarding required documentation. For more information on clearances visit the volunteer section on the school's website at: myrccs.com/how_to_volunteer.html

School Procedures, Policies, and Regulations

Attendance

RCCS adheres to provisions for attendance and truancy under Pennsylvania Act 138. Students must attend school from 8:00 a.m. to 2:55 p.m. in its entirety to be considered present for the school day. Regular school attendance is vital to academic success. A student who is absent frequently will not be able to achieve his/her potential ability

because of missed work. Therefore, all RCCS students are expected to report to school daily by 8:00 a.m., unless they have a legal excuse.

***A written excuse must be submitted to the main office within 3 days of the absence in order for it to be excused.** A written excuse must be provided, whether or not you called in the absence. If no written excuse is provided, the absence will be considered unlawful/unexcused. Once an unlawful/unexcused absence is recorded, RCCS will not make changes.

***A doctor's note is required for extended illness absences and for a student who has had more than 10 illness absences during the school year. Failure to provide a doctor's excuse will result in an illegal absence.**

Legal or excused absences and late arrivals are defined as the following:

- Illness of student
- Physical incapacity of the student
- Death in the family of student
- Court attendance
- Suspension of the student

A **written request** must be submitted and approved by the Principal **before** the day(s) in order for the absence to be excused:

- Religious holiday
- Educational trip

Unlawful or unexcused absences and late arrivals are defined as the following:

- Trips not approved by the principal or principal's designee
- Absence from or late arrival to school with the parent's consent for reasons other than those considered excusable.
- Absence or late arrival for which no legal excuse has been returned within 3 school days.

Students who are absent with a legal excuse will be permitted to make up any work that was missed. It is the student's responsibility to make up any assignments within a reasonable amount of time. Students who are unlawfully absent, or absent without an excuse, from school will not be permitted to make up any work missed on the day of the absence.

Truancy

Truancy refers to when a student has **3 or more unexcused absences** in the current school year. These absences do not need to be in a row. Upon the 3rd unexcused absence, a student is considered truant. RCCS will issue a truancy notice to the student's parent/guardian within 10 days of the student's 3rd unexcused absence.

Habitual Truancy

Habitual truancy refers to when a student has **6 or more unexcused absences** in the current school year. These absences do not need to be in a row.

Upon the 6th unexcused absence, a student is considered habitually truant. RCCS will issue a truancy notice to the student's parent/guardian within 10 days of the student's 6th unexcused absence. RCCS will also hold a school attendance improvement conference. Written notification will be sent to a student's parent/guardian prior to the conference requesting their attendance at the conference. If a parent/guardian does not respond to the written request, RCCS will attempt to contact them by phone. RCCS will still hold a school attendance improvement conference for a student if a parent does not attend the conference. At the attendance improvement conference, RCCS will create a plan to help a student attend school.

After an attendance improvement conference is held and a plan is put in place, if a student has more unexcused absences, RCCS must refer the student to either a school-based or community-based attendance improvement

program or Children and Youth Services. In addition, RCCS may file a citation against a student's parent/guardian in district court. RCCS may file a citation for each additional unexcused absence after the initial 6th unexcused absence occurred. If a student accumulates 10 unexcused absences, RCCS will issue a "10 Day Letter" to notify their parent/guardian. **Any student who is absent illegally or unexcused for ten (10) consecutive days will be immediately dropped from the school's rolls.**

Attendance in each class and to school, separately, is necessary for any student to pass his/her classes in each marking period. Students are required to have at least 80% attendance in every class to pass each marking period. In addition students are required to maintain at least 80% attendance for the full year in order to be promoted into the next grade level. Seniors are required to maintain at least a 90% attendance for the full year in order to graduate.

Students are expected to arrive at school at the appropriate time each day. Students who do not arrive on time to school will be subject to prosecution for truancy due to the accumulation of missed time at school.

Students must be present at least four hours in a school day to have the day count as a full day of school.

If your child must be absent for any reason, we ask that you do two things:

- Call the school (610-439-5181) between 7:30 a.m. and 8:00 a.m. on the morning of the absence. If the absence continues for more than one day, it is necessary to call every day unless specifically requested not to. If we do not receive a call identifying the reason for an absence, we will attempt to contact the parent/guardian at home or at work to verify the absence.
- If your child is absent for one to three days, then a written note is needed with a detailed reason for your child's absence. The note **must** indicate your child's name, the date(s) of the absence, and the reason for the absence. This note **must** have the parent/guardian signature. If the illness continues for more than 3 days, it is necessary to have a doctor's note detailing the reason for the absence. Certain circumstances may warrant a doctor's note before a student will be allowed to return to school.

Leaving School without Permission

Students are not permitted to leave the school building under any circumstances without permission. Students who leave the school and wish to come back on the same day will not be permitted to re-enter the school. Every attempt will be made to contact the parent or guardian of record to notify them that the student has left school. Students who leave school without permission will be subject to immediate suspension

Dismissal for Appointments

In the event that a medical appointment is scheduled for a student during school hours, a doctor's or parent note will be required to count the absence as legal/excused. Please send a note **(24 hours in advance if possible)** to school with your child specifying the date of the appointment and the time you want your child to be released. If your child has an appointment scheduled during school day hours, we ask that you do the following:

1. If your child has an appointment early in the morning and your child will not report to school until after the appointment, notify the main office in writing, in person, or via phone call, by 8:00 a.m. on the day of the appointment.
2. If your child has an appointment later in the day requiring an early dismissal, notify the main office in writing, in person, or via phone call, by 8:00 a.m. on the day of the appointment.

All students who need to leave the school before dismissal time must be signed out and picked up by a parent/guardian. **If a person other than the parent or guardian will pick up the student, this person must be**

included in the emergency contact list and must present ID at the time of signing out the student. RCCS does not allow early dismissal as a privilege.

School Tardiness

All RCCS students are expected to report to their homerooms no later than 8:00 a.m. Any student who is not seated in the homeroom by 8:00 a.m. is considered tardy. If a student arrives at school later than 8:15 a.m., a parent or legal guardian must sign-in the student in order for the student to be admitted to school.

If a student is going to be late to school, a written note is required specifying the reason for the delay. Students that arrive late to school must report to the front desk to receive a late pass in order to be admitted to class.

After a student accumulates 3 tardy days, they will have a conference with the attendance officer and the principal. After a student accumulates 5 tardy days, a conference with the parent will take place.

If your child is going to be late to school, please call prior to 8:10 a.m. in order to inform.

TARDINESS TO CLASS

Students will be allowed 2-minutes to arrive at their class during school hours. Tardiness to class will be handled as follows:

Class Tardiness

- 0 – 4 minutes late – students will have class consequences as outlined in the teacher’s classroom management plan and team guidelines.
- Above 4 minutes late will be considered cutting class (level 2 violation)

School tardiness will be handled according to the procedures outlined in the student/parent handbook

*Please be aware that there will be a 7:57 bell to alert students of the homeroom bell at 8:00 am.

Family or Voluntary Trips

To avoid interruption of your child’s educational program, we recommend that you schedule trips during the summer months or during holiday vacations when schools are closed.

Regulations of the State of Pennsylvania provide that, upon a written request from the parents/guardians of the pupil involved, the pupil may be excused from school attendance to participate in an educational tour or trip not sponsored by the school. The trip must be evaluated by the school Principal as being educational, and the adult supervision must be acceptable to both Superintendent and to the pupil’s parents/guardians.

The Roberto Clemente Charter School CEO/Principal is designated to make the initial decision, based on information provided by the parents/guardians.

1. This Leave of Absence Request must be submitted to the Principal a minimum of five (5) days prior to the trip except in an emergency. Parents/guardians will be notified if the request is approved or not.
2. The request will be approved only if it is determined that the trip/tour is of educational value to the student or if there is a documented family emergency.
3. Unless there are unusual or emergency circumstances, requests will not be approved for the first (10) days of school, during semester examination periods at the secondary level, during RCCS standardized testing period, or during the state’s testing periods.
4. If more than one child is making the trip, a separate request must be submitted to the Principal for each child.

5. No more than ten (10) school days will be approved for an educational trip/tour or family emergency in any school year. Special requests involving extraordinary circumstances or exceptional opportunities for learning should be discussed in person with the Principal well in advance of the requested days of absence.
6. Satisfactory academic achievement will be considered in the approval of such a request.
7. Please note that the student assumes all responsibility for make-up work or failure due to an extended absence. It is the student's responsibility to obtain a list of assignments from his/her teachers.

If a student does not hand in his/her assignments upon return, it may result in an incomplete grade for the quarter. In this case, the student will have 30 days to remove the Incomplete. After 30 days incomplete work that has not been made up becomes a zero.

Transfer/withdrawal from RCCS

If your child will be transferring from Roberto Clemente Charter School to another school, a parent/guardian must notify the school with a minimum of two-day notice. The parent needs to come to the office and sign a withdrawal consent form. The student will have to go to all of his/her teachers, return books and any other instructional materials, and pay any outstanding debts. When this has been done a copy of the withdrawal consent will be given to the student to take to his/her new school. School officials will then request records from RCCS.

Library Rules and Regulations

Library Computer Use

1. No Facebook, Instagram, or any other social networking sites.
2. No Proxy sites.
3. No email without the permission of the instructor.
4. No online chatting.
5. The computer's taskbar must be visible at all times.
6. Any teacher may request that any students leave a site at any time, without justification.
7. No games without permission.
8. All problems must be reported to the teacher.
9. The computer is for school-related projects only.
10. All other computer rules as outlined in the RCCS handbook apply.

Library Rules

1. No food, drinks, candy, or gum are allowed in the library.
2. No materials may leave the library unless they are checked out or signed out by a staff member.
3. A staff member must be present in order for students to use the library.
4. The book must be put back in the correct location. Use a placeholder, if necessary.
5. Keep noise to a minimum.
6. Only one verbal warning will be given for any infraction.
7. After one warning, the student(s) will be removed from the library.
8. After three removals, the students will lose his/her library privileges for the remainder of the quarter or at least four weeks.
9. If a student loses his or her library privileges twice; he/she may not use the library for the remainder of the year.
10. All other RCCS rules apply.

Library Book Rules

1. Books are checked out for two weeks.
2. Books may be renewed once.
3. Any late book will be charged a fine of \$0.25 per day until the book is returned.
4. Students who damage or misplace books will be charged the cost of the book.

5. No report cards or transcripts will be issued to a student with an outstanding balance.

Cafeteria Rules and Procedures

The Roberto Clemente Charter School will have four lunch periods and one breakfast period. The following are the procedures and guidelines while in the cafeteria:

Morning breakfast will be provided from 7:30 a.m. to 7:55 a.m.

Students may purchase a breakfast or school lunch at the school price.

1. Upon entering the cafeteria students are to sit down at a table.
2. Once the students are seated and quiet, they will be called to get their lunch.
3. Students must line up quietly to get their lunches and return to their tables to eat.
4. Students are responsible for disposing of all their trash in their lunch area. This will be supervised by the cafeteria monitor. Dismissal will occur after everything is cleaned up and the teacher or monitor dismisses the students.
5. Please be considerate of others. A quiet conversation will be permitted. However, loud, boisterous behavior will not be tolerated.
6. Inappropriate behavior will be addressed according to the disciplinary guideless.
7. Only two (2) students at a time can leave the lunchroom to go to the restroom. They must sign a bathroom log before going to the restroom.
8. ***No food or drink is permitted outside the cafeteria***
9. Students may not order food from outside sources or have parents bring lunches during the lunch period. Students may bring lunch to school in the morning, store lunch in the cafeteria's refrigerator if perishable, and heat it in the cafeteria microwave.
10. Book bags, handbags, backpacks and/or jackets, coats, or any piece of clothing that is not part of the school uniform, will not be allowed in the cafeteria. Students must place these items in their lockers before entering the cafeteria. No exceptions.

Computer System Guidelines

The Roberto Clemente Charter School will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms; and cyberbullying awareness and response.

Students using the computers at the Roberto Clemente Charter School must follow the guidelines as described below:

1. No unauthorized entry into a file, either to read or change information.
2. No Facebook, Snapchat, Instagram, or any other social networking sites.
3. No downloading of any files from the Internet
4. No unauthorized transfer of files.
5. No unauthorized use, destruction of, or tampering with another individual's or school's computer.

6. No use of computers or computer facilities to send, create or gain access to obscene, abusive, or threatening information (including the Internet).
7. No chat rooms, e-mail, or instant messaging.
8. No games without permission
9. No theft of equipment.
10. No duplication, selling, trading, or serial loading of software or manuals with copyright.
11. No attempting to break into a system, security code, number, or password.
12. No passing security information to others.
13. No attempting to bypass any computer-related rule, procedure, security measure, or common-sense courtesy.
14. No attempting to insert a non-school, personal disk into the drive of any computer unless a competent authority has granted permission.
15. No food or drink of any kind (including chewing gum) is ever allowed in the computer room.
16. All laptop computers must remain in the classroom where the computer cart/chest is. Students and teachers will not be allowed to move laptops without the cart/chest.
17. All laptop computers must be returned to the computer cart/chest, be plugged in for recharging after use, and at the end of the school day teachers are responsible for returning all chests/carts to the IT department office.
18. Computer and A/V equipment schedule and sign out will be managed by the IT department.

Students who violate computer ethics or enter unauthorized areas will be subject to disciplinary action. Student discipline for computer violations may range from detention or suspension to expulsion.

Internet / Network Acceptable Use Policy

The Roberto Clemente Charter School will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms; and cyberbullying awareness and response.

A. Educational Purpose

- a) The network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality personal research.
- b) The Network has not been established as a public access service or a public forum. Roberto Clemente Charter School (RCCS) has the right to place reasonable restrictions on the material accessed or posted through the system. All staff and students are expected to follow the rules set forth in the school's student conduct regulations and the law in the use of the Network.

- c) The Network / Internet may not be used for commercial purposes. This means it may not be used to offer, provide, or purchase products or services through the Network unless it is approved by a school administrator for educational purposes.
- d) The Network / Internet may not be used for political lobbying. Nevertheless, the system may be used to communicate with elected representatives as needed and approved by a school administrator.

B. Student Internet Access

- 1. Students will have access to the Internet under their teacher's direct supervision using a network student account.
- 2. Students may obtain an individual account with the approval of their parent and the school.
- 3. The student and the parent must sign an Account Agreement to be granted an individual student account on the Network. This Agreement must be renewed on an annual basis. Parents may withdraw their approval at any time.

C. Unacceptable Uses

1. Personal Safety

- a) Student users will not post or transmit photographs or personal contact information about themselves or other people without prior written parental consent from the parent of the student whose information is being posted. Such consent must be delivered to the child's teacher or principal. Personal contact information includes, but is not limited to, home address, telephone number, school name, school address and classroom.
- b) Student users will agree not to meet with someone they have met online without their parent's approval and participation.
- c) Student users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activities

- a) Users shall not attempt to gain unauthorized access to the RCCS main computer Network system or to any other computer system through the RCCS system, or go beyond their authorized access. This prohibition includes intentionally seeking information about passwords belonging to other users, modifying passwords belonging to other users, or attempting to log in through another person's account. Further, users may not attempt to access, copy, or modify another user's files. These actions are not permitted and may be illegal, even if only for the purposes of "browsing."
- b) Users shall not attempt to subvert Network security, impair the functionality of the Network or bypass restrictions set by network administrators. Users are also prohibited from destroying data by spreading computer viruses or vandalizing data, software or equipment.
- c) Users shall not use the Network system to engage in any other illegal act, such as arranging for a drug sale, purchasing alcohol for a minor, engaging in criminal gang activity, threatening the safety of a person, etc.

3. System Security Violations

- a) Users are responsible for the use of their individual account if applicable and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user

provide their password to another person, except that supervisors and/or teachers may require users to provide their passwords.

- b) Student users will immediately notify a teacher if they identify a possible security problem (such as disclosure of their password to another person) and other users will immediately notify the system administrator. No users are authorized to look/solve for security problems, because this may be construed as an illegal attempt to gain access.
- c) RCCS must install and maintain anti-virus software on each workstation. Updates, typically referred to as "virus definitions," should be updated as the manufacturer recommends. Such installation and maintenance will be performed by the IT Department.

4. Inappropriate Language

- a) Restrictions against inappropriate language apply to public messages, private messages, and material posted on Social Media and on web pages.
- b) Users will not use or share obscene, profane, lewd, vulgar, rude, inflammatory, threatening, abusive or disrespectful language.
- c) Users will not post information that could interfere with the educational process or cause a danger of disruption in the educational environment.
- d) Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- e) Users will not harass another person. Harassment is persistently acting in a manner that distresses or aggravates another person. If a user is told by a person to stop sending him/her messages, they must stop. However, nothing in this paragraph shall prohibit supervisory use of e-mail in connection with school activities and employment.
- f) Users will not knowingly or recklessly post false or defamatory information about a person or organization.

5. Privacy Violations

- a) Users should not repost a message that was sent to them privately without permission of the person who sent them the message.
- b) Users should not post private information about another person.

6. Respecting Resource Limits.

- a) Users will use the system only for educational and professional activities. Staff may not use the Internet for personal use during working hours, except that they may engage in incidental use during their duty-free time.
- b) Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to their personal computer or diskette.

- c) Users will not post chain letters or engage in "spamming." Spamming is sending an annoying or unsolicited message to many people, except that an unsolicited message sent by a supervisor, relating to work activity does not constitute spamming.
- d) Users will limit the size of their stored data to a school-identified storage limit. The system will notify users when they are approaching the limit and users will not be able to store more data once they have exceeded the defined limit.
- e) Users will not send e-mail containing commercial links unless the link is predominantly instructional in nature.

7. Plagiarism and Copyright Infringement

- a) Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- b) Users will respect the rights of copyright owners and not infringe on those rights. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

8. Access to Inappropriate Material

- a) Users will not use RCCS' Network system to access material that is profane or obscene (e.g., pornography).
- b) User will not use RCCS' Network system to access material that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (e.g., hate literature). For students, a special exception may be made if the purpose is to conduct research related to a specific academic activity, as prescribed by the teacher, and is approved in writing by both the teacher and the parent. School employees may access the above material only in the context of legitimate research related to academic content and is approved by the employee's supervisor.
- c) If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by the school. This will protect users against an allegation that they have intentionally violated the Internet Acceptable Use Policy.

9. Other

- a) Users will not use the Internet for advertising, promotion, commercial purposes or similar objectives unless it is approved by a school administrator for educational purposes.
- b) Users will not use the Internet to conduct for-profit business activities or to engage in religious activities. Users are also prohibited from engaging in any non-governmental-related fundraising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes. RCCS is not responsible for this or any other commercial activity users engage in.

D. Your Rights

1. Free Speech

- a) Your right to free speech, as set forth in the student conduct regulations, applies also to your communication on the Internet. The Network is considered a limited forum, similar to the school newspaper, and therefore the RCCS may restrict your speech for valid educational reasons.

2. Search and Seizure

- a) You should expect only limited privacy in the contents of your personal files on the school network system and records of your on-line activity. The situation is similar to the rights you have in the privacy of your locker.
- b) Routine maintenance and monitoring of the Network may lead to a discovery that you have violated this policy, the student conduct regulations, or the law.
- c) An individual search will be conducted if there is reasonable suspicion that you have violated this policy, the district student conduct regulations or the law. The investigation will be reasonable and related to the suspected violation.
- d) Your parents have the right at any time to request to see the contents of your email files.

3. Due Process

- a) RCCS will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the Network.
- b) In the event there is a claim that you have violated this policy or the student conduct regulations in your use of the Network, you will be provided with notice and opportunity to be heard in the manner set forth in the student conduct regulations.
- c) If the violation also involves a violation of other provisions of the student conduct regulations it will be handled in a manner described in the district student conduct regulations. Additional restrictions may be placed on your use of your Internet account.

E. School Web Page

- 1. The building principal will designate a School Web Publisher, responsible for managing the school Web page and monitoring class, teacher, student, and extracurricular web pages subject to district procedures. All official material originating from the school must be consistent with the style and content guidelines developed by the School Web Publisher and approved through a process established by the School Web Publisher.

F. E-mail Policy

Email Acceptable Use Guidelines

“Acceptable” e-mail activities are those that conform to the purpose, goals, and mission of the Roberto Clemente Charter School (RCCS) and to each user's job duties and responsibilities. Users shall have no right to privacy while using the RCCS’ internet or e-mail system. E-mail may not be used for personal purposes during working hours, except that users may engage in minimal e-mail activities for personal purposes, such as family correspondence if the use does not diminish the employee's productivity, work product, or ability to perform services for RCCS.

“Unacceptable” use is defined generally as activities using RCCS’ hardware, software, or networks at any time that does not conform to the purpose, goals, and mission of the RCCS and to each user's job duties and responsibilities. The following list, although not inclusive, provides some examples of unacceptable uses:

1. Opening unknown email attachments or introducing computer worms or viruses. Users are prohibited from performing any activity that will or may cause the loss or corruption of data or the abnormal use of computing resources (degradation of system/network performance).
2. Using e-mail services for private commercial or business transactions and any activity meant to foster personal gain.
3. Using your RCCS e-mail address to subscribe to websites or other internet services that do not conform to your RCCS duties and responsibilities.
4. Conducting non-RCCS fundraising or public relations activities such as solicitation for religious and political causes or not-for-profit activities.
5. Transmitting threatening, offensive harassing information (messages or images) containing defamatory, abusive, obscene, pornographic, sexually-oriented, racially offensive, or otherwise biased, discriminatory, or illegal material.
6. Attempting to subvert network security, impair the functionality of the Network, or bypass restrictions set by the network administrators. Assisting others in violating these rules by sharing information or passwords.
7. Distributing "junk" mail, such as chain letters, advertisements, or unauthorized solicitations.
8. Revealing, publicizing, using, or reproducing confidential or proprietary information regarding the RCCS including, but not limited to, financial information, databases and/or the information contained therein, computer network access codes, staff or student information and business relationships.
Users should contact their supervisors about questionable e-mail usage.

Users may be subject to limitations on their use of e-mail as determined by their supervisor. RCCS reserves the right to examine any/all e-mail or Internet correspondence for security and/or network management purposes.

This email Acceptable Use (EAU) applies to all RCCS employees, temporary employees, consultants, contractors, and anyone given access to e-mail via any RCCS electronic device, network, or e-mail service owned, provided or maintained by RCCS. The acceptable uses are an integral part of the RCCS Internet Acceptable Use Policy. Users should call RCCS' IT Department if they experience any problems with opening documents; believe they may have a computer virus, or encounter questionable material or potential threats to the RCCS' internet or e-mail system.

G. Limitation of Liability

Roberto Clemente Charter School (RCCS) makes no guarantee that the functions or the services provided by or through the RCCS system will be error-free or without defect. RCCS will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. RCCS is not responsible for the accuracy or quality of the information obtained through or stored on the system. RCCS will not be responsible for financial obligations arising through the unauthorized use of the system. Parents can be held financially responsible for any harm to the system as a result of student intentional misuse.

After School Activities Guidelines

1. All school rules are in effect during any dance, after school program or field trip. In order to attend an activity, the student must be present during the school day.
2. If a school dance is scheduled, students must dress appropriately and conduct themselves as if it were a regular school day.

3. There is to be no loitering outside the building after the dance and students are not permitted to leave the dance and come back later. **Parents must pick up students within 15 minutes at the end of the dance or the police will be called.**
4. When on a field trip, the same rules apply as if the student were in school.

Dress Code

Dress Code Rationale

Dress code is the unwritten, but understood by most members of the society, rules of clothing as an aspect of human physical appearance. Clothing like other aspects of human physical appearance has social significance. The dress code has built-in rules or signals indicating the message being given by a person's clothing and how it is worn. Clothes convey social messages.

Roberto Clemente Charter School (RCCS) is committed to preparing our students for the professional/working environment after they graduate from high school and college. As a result of this vision, the RCCS' School Board has established a dress code that must be observed by students and staff. This dress code includes a school uniform and dress down rules for certain days declared as dress down days. A business casual dress is the standard for this dress code. Not all casual clothing is suitable for the professional/workplace. Clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sports contests may not be appropriate for a professional appearance at work. Clothing that reveals too much skin, your back, your chest, your feet, your stomach or your undergarments is not permitted. Any clothing that has words, terms, or pictures that may be offensive to others is unacceptable.

Dress Code

The dress guidelines are designed to provide students, faculty, and the administration the most conducive working environment. The school uniform must be worn to school. Listed are the uniform requirements for all students:

Standardized Dress Requirements:

- Solid-colored white dress or polo shirt. Logos other than RCCS are not permitted.
- Shirts must be tucked in at all times.
- Khaki cotton twill pants or RCCS plaid skirt. All pants must be of basic design, without additional pockets (such as cargo pants), material (such as ruffles, lace, or layers) or decorations (such as jewels, additional zippers, or tears). **No denim, skinny, or stretch styles jeans/pants allowed.** Skirts may be no more than 1 inch above the knee.
- Solid black or brown belts with standard size buckles must be worn if belt loops are present.
- Solid colored navy-blue cardigan with RCCS logo or navy-blue suit jacket with RCCS logo.
- Solid black dress shoes only.
- White, black, or navy-blue solid color socks.
- Shoes must be closed-toe with a standard-width heel that is secured to the foot with a maximum height of 1 ½ inches.

All students must wear their uniforms in order to enter the building. *Students will be sent home for uniform violations!*

Lost School ID must be replaced at the cost of \$3.00.

Students may wear small earrings (only one pair). Nails must be short. Only one bracelet allowed per arm, one necklace and one ring per hand

Boys must wear khaki dress pants at the waistline with a belt. Only one bracelet allowed per arm, one necklace and one ring per hand.

All students need to maintain clean hair. It may not follow extreme fashion trends such as spiking, Mohawk, or any other fashion considered extreme by RCCS. It must be kept neatly and appropriately trimmed.

It is not permissible for any student to have facial piercings that render itself distracting to the learning process. Facial piercings must be discrete.

Students must always maintain and wear their school uniforms. A student may remove his/her blazer or sweater in the classroom once he/she has been given permission by the classroom teacher. No student will be allowed to be in the hallway without his/her blazer and complete uniform. Students may use the RCCS cardigan under their blazer. It is mandatory to wear a tie at all times.

Gym Uniform

RCCS Navy Blue T-shirt with printed logo (a blue, white, black, gray shirt may be worn under the sweatshirt)

RCCS navy blue sweatshirt with embroidered logo

Navy blue sweatpants

Navy Blue shorts (thigh-length, not shorter). **Shorts may be worn only to play sports inside the gym.**

No cut-off, side pockets, designs, stripes or zippered shorts permitted

Sneakers (with non-marking sole and tied laces—no open sneakers)

NO JEWELRY OR EARRINGS MAY BE WORN DURING GYM CLASS

Any student who does not have their complete gym uniform will not be able to participate in class. The student will receive a zero for this gym day for not following school regulations.

Dress Down Days

At RCCS, certain days can be declared dress-down days. On dress-down days, casual clothing that is in compliance with RCCS' dress code/dress down rules is allowed.

On the pre-announced days, RCCS students can pay \$1 or \$2 to be exempt from uniform rules for the day. Students who choose to wear their uniform that day will not pay. All students must follow the dress down rules in order to enter the building. Dress-down rules apply to field trip days unless differently directed by an administrator.

The students must follow the following rules for Dress-Down Day:

- 1. No spaghetti straps, No tube-tops or halter tops**
- 2. No tank tops or any sleeveless top or shirt (shoulder must be covered)**
- 3. No shirts that hang below the knees**
- 4. No see-through apparel**
- 5. No see-through ripped jeans/clothes**
- 6. No visible stomachs**
- 7. No inappropriate messages on shirts**
- 8. No shorts that are more than one (1) inch above the knee**
- 9. No visible undergarments**
- 10. No spandex or skin-tight clothing including leggings**
- 11. No skirts or dresses shorter than one inch above the knee**
- 12. No pajamas**
- 13. Jewelry, hair, and makeup rules from the Handbook apply**
- 14. No gang colors, insignias, or symbols**

15. No bandanas, No do-rags, No headgear (hats, caps, fitted caps) unless it is a Hat Day
16. No sunglasses
17. No open shoes, no flip flops, no slippers, no open-toed shoes
18. Shoes must be securely fastened
19. No heels higher than 2 inches

Parents, please make sure that your child has their complete uniform on prior to leaving the home. Students will not be allowed to change into their uniforms in the school building.

Entering and Exiting the School

On arrival at school, all students are to enter the main entrance of the building on South 4th Street. Once a student arrives, they must go to their lockers to store their book bags, jackets and winter garments. After these items are in their lockers, they may proceed to their homeroom class or to the cafeteria for breakfast. No loitering in the halls is permitted. Any student arriving after 8:00 a.m. must enter via the parking lot entrance.

At the end of the school day, if the student is staying after school, he or she must report to the designated area as soon as possible. All students leaving the building should exit by any of the designated exit doors. Loitering is not permitted on school property.

Parents:

The school does not assume responsibility for your child after 3:10 p.m. The police may be notified if the child is not picked up by 4:00 p.m. unless participating in a school-sponsored activity. Parents will be notified of these activities and must make arrangements to pick up their child(ren) promptly at the end of the session. Students will not be allowed to walk home after dark. Parents must provide transportation within 15 minutes of the end of any activity ending after school hours. The police may be called if a child is not picked up 15 minutes after the end of an activity.

Pledge of Allegiance

During the homeroom period, students are asked to rise and pledge allegiance to the flag of the United States of America. Students have the right to decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious conviction; however, the student will remain silent during the pledge.

Fire Drills

Directions for leaving the building in the event of a fire drill are posted in each room. Teachers will inform the students of all emergency procedures.

When the fire alarm is sounded, please do the following:

1. Students must be silent during a building evacuation and when returning to the building/classrooms.
2. Follow directions for leaving the building.

3. Stay in line and walk quickly. DO NOT RUN.
4. Be alert and cooperative.
5. Stay with the class with which you left the building.
6. All students/staff will meet at their designated evacuation site to verify that all students are accounted for.

Lockdown Situation

As determined by Administration, a crisis situation may require a lockdown where staff and students remain in current locations with doors locked. This may be conveyed by Public Address System or Room by Room visitation.

The Lockdown will be removed by the administration only.

If evacuation of the building must be executed, it is incumbent upon the teacher to lead his/her students in an orderly fashion to the nearest exit. Follow fire drill procedures.

1. The teacher will reassemble the class in the Fire Drill Area.
2. Roll must be taken. Be sure to bring your emergency bag with you.
3. No one may enter the building until the signal is given by the Administration.

Fund Raising

The Principal must authorize all fundraising activities.

*All raised funds must be deposited in the appropriate and designated account(s). The appropriate and designated account is determined and authorized by RCCS.

Hall Conduct

All movement between classes shall be prompt and orderly. The following are the guidelines for the change of classes.

1. Students have two minutes to change classes.
2. Students need to keep to the right side of the hallway in the direction they are moving.
3. Students may not loiter in the hallways or outside of classrooms.
4. Students are expected to arrive at class on time, seated, and ready to learn. Lateness will not be tolerated. If a student is late for class, he/she is subject to detention.

Lockers

Lockers are the property of RCCS. Pupils are given the qualified privilege of using lockers only for the purpose of storing books, lunches, garments, and other personal items. No pupil shall use any locker for the retention of any prohibited material as herein defined. Given reasonable suspicion, the school and its employees reserve the right to inspect any locker and its contents at any time, either with or without any pupil's consent and either in or out of any student's presence and to confiscate prohibited material. **Principal or designee may remove any lock to permit the inspection of any locker or the confiscation of any prohibited material.** The school reserves the right to use specially trained drug detection animals to inspect lockers with prior approval of the CEO or Board of Trustees.

1. Each student will be assigned a locker. The lockers are the property of the Roberto Clemente Charter School.
2. Students may go to their lockers at the opening and closing of the school day and before and after lunch.
3. No clothing, shoes, or book bags may be left in the lockers at the end of the school day with the exception of students participating in after-school sports programs.
4. Students must not give their locker combinations to any other student. Students are responsible for the items in their lockers at all times.
5. **Any damage to the locker will be paid for by either the student or parent or guardian.**
6. Students are not permitted to discolor, mark up, place inappropriate insignias, vulgar pictures or words, or graphics inside or outside the locker.
7. Locker clean-out will be held at intervals throughout the school year to **keep lockers clean**. At the end of the year, students will be asked to clean out the entire locker.

Lost and Found

The Lost and Found bins are located in the Cafeteria. Lost items may be redeemed here. Students who find any lost items should deliver them to the main office.

Passes

Only one student at a time is permitted to leave his/her classroom to use the lavatory. Students must ask permission before leaving and sign out on the classroom sign out sheet. The student must also take a bathroom lanyard.

The student may also use the lavatory during lunch. The cafeteria attendant will allow no more than 2 students to leave at a time. A bathroom-use log must be signed by the student before using the lavatory.

There are general passes available if a student needs to leave his/her classroom for other reasons. The teacher will issue this pass at his or her discretion.

No student is allowed outside his/her room or in the hallway without a pass.

Physical Education Classes

All students are required to take physical education as scheduled, unless excused because of physical limitations. In case of such limitations, a physician should indicate in writing the reason for excusing the student from gym class.

Any student who is physically unable to participate in a gym class due to an ailment should submit a written doctor's notice to the respective teacher who will evaluate the individual case with the school nurse and the principal.

School Telephone Usage

Students are not allowed to make telephone calls in the school. The only time the telephone will be used is in an emergency situation, and in this case someone from the administration will place the call. Emergency situations will be determined only by the school nurse and/or administration staff. Please make arrangements with your son/daughter regarding pickup for appointments. The student will not be allowed to call for this purpose.

Appointments with School Personnel

Parents are encouraged to meet with school personnel (principal, assistant principal, guidance counselor, teacher, etc.) for answers to questions regarding the academic progress of their child. Because teachers cannot be called out of class for meetings, it is necessary that parents call the school in advance to schedule an appointment with the appropriate person. Also, please call ahead to schedule appointments to discuss concerns with the principal, assistant principal or guidance counselor. The school secretary will make an appointment for you.

Outstanding Debts

Students are responsible for paying all outstanding debts as quickly as possible. Report cards will not be released at the end of the school year to students who have outstanding debts. Educational records, including diplomas, will not be sent to a new school until all outstanding debts are paid by students transferring out.

Homework Policy

Homework is an extension of the learning process and requires student time and effort beyond the demands of the class period. We believe that homework is an essential part of a child's education, as such, students are expected to complete their homework on time and to the best of their ability.

Emergency School Closing

When it is necessary to delay the start of the school day, dismiss early due to inclement weather, or cancel school completely, announcements will be made on WFMZ-TV Channel 69, www.wfmz.com and on our RCCS Facebook page. This information will also be communicated through automated call parents by 6:30 a.m. To sign up for the automated phone call, please visit the Technology tab under Departments (<http://www.myrcs.com/it.html>)

Early dismissal for teacher in-service meetings will be announced at the beginning of the school year and posted on social media sites and morning announcements throughout the school year.

Bicycles

Students who ride a bicycle to school may not keep it on school property during the school day without proper authorization from the school principal or assistant principal.

Visitor Policy/Security System

The safety of our students and staff is everyone's concern, and certainly a priority for Roberto Clemente Charter School. Visitors (**including parents/guardians**) must use the parking lot entrance. Outside the entrance door, there is a bell. Please ring it and identify yourself in order to enter the school building. **Visitors must then report to the main office for permission to visit or be on school property. All visitors must adhere to the following procedures:**

- 1. All visitors/volunteers must check in with the receptionist upon arrival.**
- 2. All visitors must present a form of identification in order to proceed to any area in the school.**
- 3. This form of identification will be retained by the receptionist until the visitor/volunteer exits the school building.**
- 4. Upon the presentation and submission of proper ID the visitor will receive a pass that must be returned in order to receive ID back.**
- 5. Security personnel or a staff member will escort the visitor to the destination area.**
- 6. Any person picking up a student during the school day must present a valid proof of ID**

A visitor is described as any person who is not a staff member and/or does not directly work with the school. This includes parents, volunteers, and all external public including business representatives, service workers, community members, etc.

Any person who is not a staff member and/or does not directly work with the school **found within any school area without a pass must immediately be escorted to the front office for registration or expulsion.** A visitor to the school who behaves inappropriately will be asked to exit the premises. If the visitor does not exit the building, he/she will be arrested.

Dances

Students must follow dress down guidelines to enter dances. The administration reserves the right to determine admission to school dances based on dress or conduct.

Promotional Pictures

You authorize the school to have pictures of your son/daughter used for promotional purposes unless we receive a written letter from you prohibiting us to do so.

Social Events and Class Trips

The Board recognizes the value of social events and class trips in the enrichment of the total school experience for the students of the Roberto Clemente Charter School.

The Board shall make school facilities available and provide appropriate staff for the conduct of social events within the school facilities which have been approved by the Principal of the school.

For social events that take place outside school facilities, approval of the Principal is required. For all trips outside the school facility, a signed parental/guardian's permission shall be required.

Trips Within/Outside Lehigh Valley

1. Trips to museums, zoological gardens, industrial plants, places of historic or community importance, radio and television studios, and to rehearsals or performances sponsored by the school are approved, provided safety for the students and staff is present.
2. Trips to recreational areas, or to any location with swimming or boating facilities, are not approved unless adequate supervision is provided; winter trips including skiing, ice skating, tobogganing, or other sport trips are not approved unless adequate supervision is provided.
3. Trips extending beyond the curfew time of students are not approved; responsible adults must meet students at a designated location when students return from a trip in the evening, and school personnel must remain until all students have been met.
4. Trips that exclude students who cannot meet financial costs are not approved.
5. Trips that are sponsored privately by individuals, including any staff members or groups are not approved; there is to be no dissemination of information, collection of funds, use of class lists, or solicitation of students for this type of activity.
6. Transportation for trips shall be school vehicles or Board approved carriers only. Private vehicles may not be used without the prior consent of guardians and principals.

Overnight School Trips

Because of the cost and risks involved in overnight trips, approval will be given only for trips that have significant educational value. These trips must be approved in advance by the Principal of the school and the Board.

Senior High, Senior Class Overnight Trips

1. Requests for overnight senior class trips shall be carefully evaluated by the Principal. They will be approved only if they have educational value.

2. Senior class trips sponsored by private individuals or groups are not approved.

Class trips must be selected with staff recommendation and the Principal's approval, supported by stated educational objectives and a minimum of two-thirds (2/3) student participation. Students who do not participate are required to attend school. Any exceptions to the above policy must be presented for approval by the Principal or his/her designee.

The Principal or his/her designee shall develop procedures for the conduct of student social events and class trips, this shall include the following:

1. All necessary permission slips submitted in advance of any trip;
2. The designation of a staff member who shall be responsible for the trip;
3. The provision of adequate adult supervision as required by the circumstance of the event; and
4. The formulation of rules and regulations governing the conduct and safety of all participants and the promulgation of such rules and regulations to all students and adults involved.
5. Students must follow proper dress code for all dances, student activities and/or field trips. The administration reserves the right to determine student participation based on appropriate dress code.

For trips that may be classified as extra-curricular such as class trips, club trips, picnics or outings, financial support must come from other than Board funds (i.e. parents/guardians, school/parent organization, etc.)

Student Responsibilities

As a citizen, each student has a right to a free public education. Along with this right, there are corresponding responsibilities:

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Along with the administration and faculty, students have the responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
3. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
4. It is the responsibility of the student to:
 - a. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.

- b. Be willing to volunteer information in matters relating to the health, safety, and welfare of the school, community, and the protection of school property.
- c. Dress and groom to meet fair standards of safety and health and not cause substantial disruption to the educational process.
- d. Assist the staff in operating a safe school for all students.
- e. Comply with the Commonwealth of Pennsylvania laws as well as local laws.
- f. Exercise proper care when using public facilities and equipment.
- g. Attend school daily and be on time for all classes.
- h. Makeup work when absent from school. The student is responsible for asking teachers for missing work.

Notice Concerning Public Input

As a *student* of the Roberto Clemente Charter School, you have the right to make use of RCCS's public input procedures.

The following questions and answers should give you the basic information you may need:

1. When may I communicate with school officials?
You may communicate with school officials if you believe that your rights have been violated or if you have constructive input that you may want to share.
2. A person may also communicate with school officials if any one of the following occurs:
 - a. Feels he/she has been subjected to any form of physical, verbal, humiliating, or frightening punishment of any kind
 - b. Feels he/she has been subjected to any act of sexual abuse including any visual, verbal or physical conduct of a sexual nature
 - c. All public input should be first directed to the Principal/Assistant Principal in a timely fashion.

Parent Responsibilities

The most important responsibility of parents is being an active participant in their child's education. **Roberto Clemente Charter School parents must complete 5 hours of student support.** The student support hours include, open house events, parent/teacher conferences, and other school activities. Parents that do not complete the hours may lose their child's slot/seat for the following school year. Please speak to the principal for special arrangements. The parents and the school must work together in order for the students to succeed. Parents must be active in the student's education.

Parents who wish to obtain a copy of the policies and procedures manual must make their request in writing. You will receive a reply within 10 business days.

Title I School Parent Involvement Policy Checklist

LEA Name: Roberto Clemente Charter School School Name: Roberto Clemente Charter School

All Local Education Agencies (LEA) receiving Title I funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent and Family Engagement Policy for the LEA. The ESSA states that the LEA Parent and Family Engagement Policy must be jointly developed with parents and family members, incorporated into the LEA plan (Consolidated Application), and distributed to parents of participating children in a

format and language that parents can understand. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

	<i>YES</i>	<i>NO</i>
The policy states how the LEA involves parents and family members in the joint development of the Title I Plan	<i>X</i>	
The policy states how the LEA involves parents and family members in the process of school review and improvement	<i>X</i>	
The policy states how the LEA provides technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance	<i>X</i>	
The policy states how the LEA will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs	<i>X</i>	
The policy states how the LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and the effectiveness of the parent and family engagement policy in improving the academic quality of all schools, including identifying • barriers to greater participation by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; • the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and • strategies to support successful school and family interactions	<i>X</i>	
The policy states how the LEA will use the findings of the annual evaluation to design evidence based strategies for more effective parent and family involvement, and revise, if necessary, the Parent and Family Engagement Policy	<i>X</i>	
The policy states how the LEA involves parents and family members in the activities of the school, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members to adequately represent the needs to the population; revising; and reviewing the Parent and Family Engagement Policy	<i>X</i>	

USE OF FUNDS (only applies to those LEAs that receive \$500,000 or more in Title I funds)	<i>YES</i>	<i>NO</i>
If the LEA reserves \$500,000 or more and are required to set aside 1%, funds shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following:		
If the LEA reserves \$500,000 or more and are required to set aside 1%, funds shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following:	<i>X</i>	
Supporting programs that reach parents and family members at home, in the community, and at school.	<i>X</i>	

Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members	X	
Collaborating, or providing subgrants to schools to enable such schools to collaborate with, community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement	X	
Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the LEA's Parent and Family Engagement Policy	X	

Title I District Parent involvement Policy Checklist

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand. The policy must be: developed jointly with and agreed upon by parents and family members of Title I children; written in an understandable format and provided in a language parents can understand; distributed to all parents and family members of Title I children; made available to the local community; and updated annually to meet the changing needs of parents, family members and the school.

SCHOOL CHECKLIST OF REQUIRED COMPONENTS	<i>YES</i>	<i>NO</i>
The policy describes how parents and family members will be involved in the planning, review and improvement of the school's Parent and Family Engagement Policy	X	
The policy states that the school will convene an annual meeting, at a convenient time; which all parents and family members of participating children shall be invited, and encouraged to attend; to inform parents of their schools' participation as a Title I school; and to explain the requirements, and the rights for parents to be involved	X	
The policy states that the school will offer a flexible number of meetings, in the morning and/or the evening	X	
The policy states that the school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, August 2017 4 including the planning, review, and improvement of the school's parent and family engagement program	X	
The policy describes how the school will provide parents of participating children with timely information about the Title I program	X	
The policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards	X	

The policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible	X	
The policy states how the school will involve parents and family members in the joint development of the Schoolwide Program Plan under Section 1114 per ESSA	X	
The policy states that a school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards. The compact shall – • describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and • address the importance of communication between teachers and parents on an ongoing basis through, at a minimum— ○ parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; ○ frequent reports to parents on their children's progress; ○ reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ○ ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand	X	
The policy states how the school will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent involvement	X	
The policy states how the school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school	X	
The policy states how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children	X	
The policy states how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of	X	

participating children in a format and to the extent practicable, in a language the parents and family members can understand		
The policy states how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children)	X	

Disciplinary Actions

Any disciplinary action taken by the school is intended to benefit the student by improving attitude and subsequent behavior. The disciplinary options available to the school are regulated by law and school policy. The disciplinary option chosen depends on (1) the nature of the offense, (2) the nature of the student's previous behavior, and (3) stated policy or precedent based on previous actions.

Potential disciplinary actions included: detentions, in-school suspensions, Saturday detentions, out of school suspension, expulsion.

Denial of Student Privileges

Privileges must be earned. They will be withdrawn for improper behavior. The length of denial depends on (1) the nature of the offense and (2) the previous behavior of the student. Privileges can be denied from one day to the entire year, depending on the circumstances. Students who do not have passing grades in all subjects may not be allowed to participate in any activities.

After School Detention

Detention is assigned in a 45 minute block and is served from 3:15 p.m. to 4:00 p.m. on the day following the infraction or as assigned by the Assistant Principal. On some occasions, as approved by the Assistant Principal, students may serve detention during tutoring time provided by the teacher. Failure to report to an assigned detention may result in a scheduled Saturday detention. If a student does not come to their scheduled Saturday detention, a one day suspension from school may be issued. The only legitimate excuse for not reporting to a detention is a doctor or dental appointment. In this case, the student must show proof of visit, and will need to make up their detention the following day. RCCS will provide verification of a student's detention upon request.

Suspension from School

Suspension is the temporary exclusion from school and all school-related activities for serious and or repeated infractions of school rules. Students suspended from school are excluded from all school activities including field trips, assemblies, and all extra-curricular activities. The length of the suspension can run one to ten days, depending on the nature of the infraction. Parents will be notified by mail and by telephone, and in most cases, must confer with the administration before the student is readmitted to school. Suspension should be the last resort taken to redirect student misbehavior. Students who are suspended are not eligible for honor roll status during the current rating period regardless of their academic average. Students cannot be on school grounds or surroundings while on suspension or participate in extracurricular activities.

The student must be accompanied by a parent/guardian upon re-entering the school after a suspension.

If the suspension exceeds four days, the parent/guardian has the right to request a suspension hearing.

The following actions may result in immediate suspension:

- Fighting (all students involved, regardless who started the fight)

- Assaulting a staff member, student, or visitor to RCCS
- Sexual harassment
- Cutting class (leaving the school premises)
- Writing on walls, destroying school property or any other type of vandalism
- Possession of a weapons, drugs, or sexual content
- Refusal of direct order from administration and staff (Insubordination)
- Violating established school bus rules or any other school provided transportation rules.
(Fighting, possession of drugs, assault and or possession of weapon)

Expulsion from School

Expulsion is the permanent exclusion from school. Such action results from a Board of Trustees action preceded by the recommendations from the principal or CEO. Recommendation for expulsion may be repeated misconduct, theft, illegal drug activity, inciting a riot, actions that endanger the welfare of others, assault upon a staff member and vandalism.

Unacceptable Behavior

Abusive Language

Foul and abusive language will not be tolerated. Students who engage in the use of foul and/or abusive language will be subject to progressive discipline:

1. First Time – Warning
2. Second Time – Behavioral Contract and parental contact
3. Third Time – Office referral/Suspension of privilege (casual day, dance, trip, etc.)

Assault

Any form of assault will be dealt with as a criminal offense. The police will be called immediately. The student involved will be subject to immediate suspension pending due process for possible expulsion.

Anti-Bullying policy

The Roberto Clemente Charter School prohibits acts of harassment or bullying. The Board of Trustees has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle. If it is initiated off school grounds, the school will take the appropriate measures to contact the proper authorities.

All RCCS students have the right to be educated in an environment free of discriminatory practices, including unlawful harassment. The Board of Trustees is committed to establishing and maintaining an educational

environment free from unwelcome sexual conduct, either verbal or physical, for all students. This policy applies to third parties. The term harassment includes but is not limited to repeated, unwelcome and offensive slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation, national origin, age or handicap/disability that create an intimidating, hostile or offensive educational environment.

Bullying is defined as intentional electronic, written, verbal, visual, or physical act and/or series of acts directed at another student or students that is severe, persistent or pervasive and has the effect of doing the following: (1) Substantial interference with a student's education; (2) Creation of a threatening environment; (3) It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one person is physically larger, stronger, mentally quicker, or socially more powerful); (4) Substantial disruption of the orderly operation of the school. This includes cyber bullying. Students who are being bullied are encouraged to promptly report such incidents to a teacher, guidance counselor or building administrator.

The Roberto Clemente Charter School Board of Trustees expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

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

The Roberto Clemente Charter School Board of Trustees believes that the best discipline is self-imposed, and is the responsibility of staff, as monitored by the Assistant Principal, to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices as defined in the Code of Conduct to *prevent* discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the school prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students constructively in an attempt to stop them or report them to the designated authority.

The Roberto Clemente Charter School Board of Trustees requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Factors for Determining Remedial Measures

Personal

- Life skill competencies

- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School climate
- Student-staff relationships and staff behavior toward the student
- General staff management of classrooms or other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the Board of Trustees approved Code of Student Conduct or Employee Handbook. RCCS has a “No Tolerance” policy toward Bullying and strictly enforces this policy at all times.

Consequences for a student who commits an act of harassment or 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 the Board of Trustees’ approved Code of Student Conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Temporary removal from the classroom
- Loss of school privileges or exclusion from school sponsored activities
- Classroom or administrative detention
- Referral to Assistant Principal or Principal
- Counseling within school
- Referral to counseling/therapy outside of school
- Detention
- In-school suspension or temporary, alternative placement
- Out-of-school suspension
- Referral to law enforcement officials
- Expulsion or termination procedures as approved by RCCS Board of Trustees

Examples of Remedial Measures

Personal

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The Guidance Counselor or Assistant Principal assists the misbehaving student to find a better way to solve the problem or meet the goal
- Peer support groups
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team (SAP Team or other), peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to the SAP Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Referral to Assistant Principal
- Student counseling (Guidance Counselor)
- Parent conferences (Staff and/or Administration as necessary)

Environmental (Classroom, School Building)

- Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School climate improvement
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules and adjustment in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to community based counseling
- Involvement of parent-teacher organizations
- Involvement of community-based organizations
- Development of a general bullying response plan
- Peer support groups
- Law enforcement involvement (e.g., probation officer, police officer)

The Roberto Clemente Charter School Board of Trustees requires the principal and/or the principal's designee to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.

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

The Roberto Clemente Charter School Board of Trustees requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

The Roberto Clemente Charter School Board of Trustees prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who

engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Roberto Clemente Charter School Board of Trustees prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with school policies, procedures, and agreements.

The Roberto Clemente Charter School Board of Trustees requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The Principal shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The Roberto Clemente Charter School shall incorporate information regarding the policy against harassment or bullying into the RCCS School Employee Training Program.

Display of Affection

Distasteful display of public affection by students is not permitted in school. No student has the right to impose the effects of their behavior on others. Kissing, hugging, etc. are not permitted. Repeated violations will result in disciplinary action. Courtesy must be observed at all times and in all situations.

Drugs and Alcohol Use

School officials recognize our responsibility to existing laws and to publicly demand that our school and school-grounds be free of drugs and drug-related activities during all school hours and events. The following are the procedures for suspected drug and/or alcohol use:

1. Any student suspected of being under the influence of drugs or alcohol during school hours or at any school-sponsored activity will be isolated from his peers in order to determine the cause of unusual behavior or conditions. Parents will be contacted immediately if the student is suspected of using or selling drugs or alcohol of any kind.
2. Any student possessing any amounts of marijuana, illegal drugs, alcohol, or any other non-prescribed drugs on school property or at a school-sponsored event, will be recommended for suspension. Parents and police will be contacted and apprised of the problem. The principal will review the entire incident and make subsequent recommendations accordingly. Students guilty of this conduct may be recommended for suspension or expulsion.

Should a student be charged with any drug offense, which allegedly took place off school property, and after school hours, the principal will interview the student to determine the role the school must take. Be assured that any student whose presence, in the opinion of the principal or CEO, constitutes a threat to the health, safety, and morals of other students and/or interferes with the educational process of this school can reasonably expect to be recommended for suspension and/or expulsion.

Given reasonable suspicion, the Roberto Clemente Charter School reserves the right to search a pupil's pockets or any possession (including but not limited to lockers, purses, gym bags, jackets, coats, parcels, packages or other containers) to discover or confiscate any prohibited materials.

Fighting

All students, no matter what the circumstances, should make every effort to avoid fighting and should seek help from professional school staff. Consult your teacher or principal about any problems you may have with another student. Students involved in fighting may receive a citation from the Allentown Police Department.

Parties involved in a fight on the Roberto Clemente Charter School property during school hours or school activity may be suspended and/ or arrested based upon the school principal's recommendation.

Forgery

Forging excuse notes, late passes, or hall passes may be punished by suspension based upon administrative discretion.

Plagiarism

The act of claiming the work of another person and calling it your own is plagiarism. Such action on the part of the student is unacceptable and will not be tolerated. A teacher reasonably suspecting plagiarism may require the student to rewrite the work or simply give the student a "0." A willing accomplice to plagiarism is treated as if he/she committed the offense. Students who are guilty of plagiarism may have it marked in their permanent school record, depending on the severity of the offense.

Copying/Cheating

A student caught cheating or copying work of another student will be disciplined. A teacher reasonably suspecting copying/cheating may require the student to rewrite the work or simply give the student a "0." A willing accomplice to copying/cheating is treated as if he/she committed the offense.

Insubordination and Disrespect

A pupil who is insubordinate or disrespectful to any staff member may be suspended based upon the discretion of the administration.

Leaving School Grounds

Students are not permitted to leave the school building without specific permission from the principal. Any student violating this policy will be subject to disciplinary action.

Electronic Communication Devices (such as cellular phones and smart watches)

The possession/use of communication devices by the school employees, where supportive of the general welfare and the educational program of the school, is endorsed. Technology plays a large role in our students' lives. Personal devices can enhance and enrich learning opportunities both at home and in school. RCCS is committed to allowing responsible, learning-centered use of personal devices at school to provide as many pathways to learning for our students. Students will be allowed to use their cell phones during permitted class times only for instructional purposes and only under teacher discretion and direct supervision.

If a student is found to be using a cell phone during instructional time without instructor approval, direction and supervision, the teacher will issue a warning and hold the device until the end of the class period when it can be returned to the student.

A second offense with the same instructor will result in the instructor holding the device until the end of the school day when it can be returned to the student.

A third offense will result in the teacher submitting an office referral as well as bringing the device to the front office. An administrator will contact the parent and the device returned to the parent.

A fourth incident will result in another office referral, parent contact, and administration will hold the device for 7 days.

A fifth incident will result in another office referral and administration will keep the phone at school for a week. RCCS will not be responsible for electronic devices lost, stolen, or damaged.

Smart watches will not be allowed during the school day. Smart watches provide a level of distraction during instructional time that is difficult to supervise. If a student is wearing a smartwatch, they will be asked to put it away in their locker. If a student is found with it a second time, the watch will be taken by a staff member and held in the main office until the end of the day. A member of Administration will contact the parent/guardian and the watch will be returned to them. If a watch is taken to the office a second time, the school will contact the parent/guardian and hold the device for a week and then it will be returned to the parent/guardian. Students may not use any of these devices during instructional time or the school day. Therefore, any such device found in areas other than the areas designated by the administration, will be confiscated. After the first offense the communication device will be confiscated, and parents will be contacted. Both the student and the parent will be reminded of the rules and the device will be returned to the parent.

Other Electronic Devices

Personal electronic devices such as Ipods, MP3 players, headphones, video games, etc. are not permitted in school unless approved by teachers to support or improve the general welfare and the educational program of the school.

Sexual Harassment

Sexual harassment of students or of school personnel physically, verbally or in writing will not be tolerated.

Forms of sexual harassment include the following:

Verbal - such as derogatory comments, jokes, or slurs, and sounds.

Physical - such as touching, pinching, patting, grabbing, or brushing up against another, impeding or blocking movement of another.

Visual- Inappropriate gestures, body language, or pictures.

Any individual who feels he/she has been subjected to any act of sexual harassment including any visual, verbal or physical conduct of a sexual nature should communicate immediately with a staff member, and/or principal for further investigation.

Any individual who is found to be guilty of sexual harassment will be subject to appropriate discipline, including expulsion from school.

Smoking or Possession or Use of Tobacco Products

Smoking is forbidden on all RCCS properties and vehicles. Those caught smoking will be cited and may face other forms of disciplinary action. Students caught in possession of any tobacco related product (including lighters or matches) may also be cited. The fine for smoking is \$75.00. Items will be confiscated and discarded. These items will not be returned under any circumstances. This includes electronic smoking devices such as vaping.

Stealing

Theft of any kind of property belonging to the school, faculty, or other students may be punishable by suspension, expulsion, and/or arrest.

Threats

Threats of any kind directed toward a student or staff member will result in immediate suspension and/or legal action.

Vandalism

Students apprehended defacing or purposely damaging the building or school property, such as writing on desks, walls etc. will face disciplinary consequences and fines.

Weapons

Possession of a weapon on school property is a crime. **Weapons are defined in the Pennsylvania Crimes Codes 18 Penns, C.S.A. Section 912 as follows: “Any knife, cutting instrument, cutting tool, num-chuck, stick, firearm, shotgun, rifle, any other sharp instrument or implement capable of inflicting serious injury.”**

Anyone possessing a weapon on school property will be subject to automatic suspension and possible recommendation for expulsion from the Roberto Clemente Charter School. The police will also be notified. For more details on disciplinary procedures, please refer to the included RCCS Code of Conduct.

Mandated Reporter

Under PA law, all school employees are mandated reporters. School employees adhere to the law in reporting a suspicion of child abuse to Child Line. School employees may also report concerns of a student’s safety and well-being to Children and Youth Services.

Homeless Act: McKinney Vento Act

About Homeless Act-McKinney Vento Act:

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all homeless children and youth. B.E.C. 42 U.S.C. 11431 outlines procedures for deciding school placement, enrolling students, and determining responsibility. Federal and state laws make our responsibility clear. With the huge number of homeless children currently attending public schools, we must provide proper educational support and services.

McKinney-Vento Act Basics At-a-Glance:

What is the definition of a “homeless youth” under McKinney Vento?

“Homeless” is defined as “anyone lacking a fixed, adequate, regular nighttime residence.”

What situations fit this description?

- Staying in the home of other people due to unavailable housing, financial hardship, or similar circumstances
- Living in motels, hotels, trailer parks (in some instances-examples: leaking roof, no heat, etc.), public places, or campgrounds due to unavailable suitable housing options
- Living in an emergency shelter or transitional housing
- Unaccompanied (not living in direct care of legal parent or guardian) or runaway youth
- Refugee and migrant youth

How does McKinney-Vento help these students?

The law makes sure that these students receive a free and suitable public education by removing barriers to school enrollment and full basic, daily participation in school activities.

This includes:

- Immediate enrollment
- Free and Reduced School Lunch
- Help from school with any necessary enrollment documents
- Help from school with basic school supplies
- Help from school with getting basic uniform clothing
- Help from school with any basic clothing needs
- Help from school with basic high school graduation
- Help from school setting up transportation service needs

Where can I find more information for Pennsylvania?

You can visit the PA Education for Children and Youth Experiencing Homelessness site. You can also contact Ms. Bethann Hankin, Guidance Counselor and Homeless Liaison at Roberto Clemente Charter School. She can be reached at bhankin@myrccs.com or at 610-439-5181.

CODE OF CONDUCT

Roberto Clemente Charter School Code of Conduct

Code of Conduct/Incorporating Restorative Practices

Introduction:

To promote the intellectual, social, emotional and physical growth of all students, the Roberto Clemente Charter School provides a safe and secure learning environment for all students and staff. We promote respect for self and others through good conduct modeled by staff, students, and parents/guardians. When relationships break down, we repair them through restorative practices. Restorative Practices is a form of progressive discipline. It does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change.

This Code of Conduct and Restorative Practices is presented to assist students, staff and parents/guardians to understand the expectations for acceptable conduct while in school or attending school-sponsored activities, on school grounds, and while away to and from school. All students are expected to follow the Code of Conduct. Administration will review core principles and key components of the Code of Conduct/Restorative Practices with staff and students at the beginning of each school year, and as needed throughout the year. We ask families to do the same with their children. It is the collective responsibility of all students, staff, and parents/guardians to ensure that the expectations set forth in this Code of Conduct are adhered to. Responses to violations of the Code of Conduct will be developmentally age-appropriate and a balance of proportional consequences and restorative practices. Equally imperative, all school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be fair and consistent in addressing student behavior in a manner which enables students to learn from their mistakes and be accountable for their misconduct.

We Value:

- Justice and Fairness – Demonstrating impartial, unbiased and equitable treatment for all
- Inclusiveness – The quality of including all sections of society
- Honesty – Being truthful in word and action
- Respect – Showing high regard for self, others, and property
- Responsibility – Being accountable for individual behavior
- Self-esteem – Confidence in one's own worth or ability
- Caring – Showing concern for the well-being of others
- Citizenship – Being an informed, responsible, and caring participant in the community
- Courage – Doing the right thing in the face of adversity
- Perseverance – Demonstrating commitment, pride, and a positive attitude in completing tasks

Students, staff, and parents/guardians must be partners in education.

Administration, faculty and staff will:

- Establish and maintain a positive, safe, secure, orderly, and non-threatening learning environment that allows for open communication, dialogue, and discussion;

- They will be courteous and respectful to all, being sensitive to individual needs, and using appropriate language;
- Treat individual students fairly, consistently, and respectfully;
- Provide due process and appeal procedures;
- Be cooperative and provide support to administration, staff, and students, in the performance of their duties;
- Refer students to counseling and support services when the need arises;
- Support students in using the internet in ways that are safe, responsible, and appropriate, and help students follow the rules and etiquette that lead to effective digital learning.
- Actively engage every student in the learning process and promote achievement of high academic standards;
 - Be precise about expectations regarding student conduct and learning outcomes;
 - Communicate student progress and behavior to students, parents/guardians and other staff in a timely, consistent and effective manner.

The parent/guardian partners are asked to:

- Establish conditions for your child's academic, social and emotional success:
 - Provide space, time, and necessary supervision in which their child can study and complete assignments;
 - Ensure that their child attends school in compliance with the law;
 - Ensure that their child is appropriately dressed for school;
 - Be supportive of the staff's authority and responsibility to maintain a positive, productive, safe, orderly and non-threatening learning environment;
 - Monitor your child's social media activity to ensure that all are safe.

Student partners are expected to:

- Engage in their academic growth;
 - Attend school regularly and be on time for school and classes;
 - Be prepared for and participate in learning by having a positive attitude, asking thoughtful questions, completing and returning homework on time, and seeking help when needed;
 - Demonstrate personal academic integrity and social responsibility in their interactions with everyone;
 - Act responsibly towards those you interact with face-to-face and/or online;
 - Commit themselves to constant personal growth and improvement.
- Respect one another's differences and resolve conflicts using restorative practices: discussion, peer mediation, or assistance from school personnel:
 - Contribute to the creation and maintenance of a safe, clean, and orderly school;
 - Follow all lawful directions;
 - Respect themselves and others;

- Take responsibility for their own behavior, realizing that there are always options and consequences for choices;
- Dress in an appropriate and safe fashion;
- Bring home communication from school and return all necessary materials;
- Respect school property and the personal property of others.

Restorative Practices

Restorative Practices are a framework for building community and responding to challenging behavior through authentic dialogue leading to understanding and action to set things right and repair and restore damaged relationships. The process supports initiators in acknowledging and repairing the harm done, helps victims and witnesses process what happened, and helps the class or school community rebuild trust.

All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the behavior will be punished, a restorative approach asks four key questions:

1. What happened?
2. Who was harmed or affected by the behavior?
3. What needs to be done to make things right?
4. How can people behave differently in the future?

Types of Restorative Approaches

Circle Process: Regular use of restorative circles within the instructional program of the school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected and included, they build a positive connection to school and foster resilience.

Community building circles focus on:

- Safety and Trust – Community members need a sense of safety and trust to connect with one another.
- Honor – Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.

- Openness – Community members feel free to share their thoughts and feelings.
- Respect – To bond as a community, members must feel that they are valued and respected as individuals, and they must respond respectfully to one another.
- Empowerment – A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants; particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

Collaborative Negotiation: Using the collaborative negotiation or informal conferencing process enables an individual to talk through an issue or conflict directly with the person he/she disagrees with to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution skills.

Formal Restorative Conference: A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A circle can also be used in response to a particular issue that affects the school community.

Disciplinary Guidelines

Roberto Clemente believes that order and discipline are essential to an effective educational environment. This commitment requires a code of discipline that clearly defines individual responsibilities, categorizes unacceptable behaviors, and provides for appropriate disciplinary procedures. Finally, to be effective the code must:

1. Be preventive in nature.
2. Promote self-discipline.
3. Concern itself with the welfare of the individual as well as that of the school community as a whole.
4. Promote a close working relationship between parents and the school staff.
5. Discriminate between minor and serious offenses as well as between first-time and repeated offenses.
6. Provide disciplinary procedures that are appropriate to the misconduct.
7. Be administered in a way that is firm, reasonable, consistent and fair.
8. Encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct.
9. Be in compliance with the provisions of federal, state, and local law as well as with guidelines and directives of the Pennsylvania Department of Education.

Whenever students violate the rules and regulations of the school or show disrespect for school employees or property, they shall be disciplined within the limits provided in these guidelines.

Accused students do not have an inherent right to meet face-to-face with the student making the accusation at the time of the finding of facts by the vice-principal/principal. Also, the vice-principal/principal bases her/his

decisions on the best available information and is not obligated to present to the students or her/his parents/guardians evidence of the infraction level which would be required in a state criminal court. Violations of law normally are promptly referred to the police for investigation.

Corporal punishment, including striking and paddling, will not be administered.

However, reasonable force may still be used by teachers and school authorities under any of the following circumstances:

- To quell a disturbance
- To obtain possession of weapons or other dangerous objects
- For the purpose of self-defense
- For the protection of persons or property
- The discipline of students is the responsibility of the school while the student is on school

property and/or on school conducted field trips, school bus or other school sponsored activities.

Students are required to abide by the discipline codes of the school. The administrators of the school will determine the consequences for misconduct by students.

Four levels of misconduct are identified. Examples are provide with specific procedures explained. It is understood that a student's right to Due Process will be honored.

The types of misconduct and examples of infractions and the "procedures" and "options" specified shall be treated as guidelines for use by teachers, the administration and the school Board in dealing with matters relating to student conduct and deportment. The following shall not constitute a limitation upon the authority granted to teachers, administrator and the school Board the Public School Code of 1949 including the authority granted by sections 1317 and 1318 of the Public School Code of 1949, as amended.

Note: For special needs students only, when the total days suspensions of a student reaches ten Consecutive (Federal) or fifteen cumulative (PA) for the school year, the staff will schedule a Multi-Disciplinary Evaluation. Also, when a manifestation review is necessary, it will be scheduled by the staff of the school.

Note: Re-Enrollment – At the end of each school year, all current students must be re-enrolled for the next school year. Failure to meet the school requirement for correction of behavior may deprive the student of the privilege to be re-enrolled.

Definition of Terms

Administrative Review – a formal hearing between school administration, a student, and his/her guardian(s). This hearing will focus on behavioral patterns and incidents involving the student throughout the current school year. Behavior contracts will be issued to students after completion of the administrative review. Failure to comply with a behavioral contract will result in a judicial review.

Behavior Modification Counseling-The school helps the student understand the causes and ramifications of his/her misconduct and develops with the student a specific plan for changing behavior. A counselor will meet with the student within a week of approval and a minimum of once every three weeks thereafter. The Counselor coordinates with parent/guardian, teacher and principal.

Behavioral Contact – A written document which stipulates behaviors which are permission for the student and the consequences for failure to comply with the terms of the contract, foremost of which will be dismissed from the school.

Cooperative Behavior- shall be defined as the willingness of a student to work with staff and school personnel in a reasonable and helpful manner.

Office Discipline Referral – A written or online electronic document that states behavioral infractions committed by a student. Teachers should complete this document in a timely fashion after an infraction has occurred and forward a copy of the report to the office. This report should include all necessary information about the incident being reported including, but not limited to, who, when, where, how, level of infraction, number of offences, action taken, parent contact information and any consequences assigned to the student.

Classroom Discipline Report – A written or online electronic document that states behavioral infractions committed by a student. The teacher should complete this document in a timely fashion after an infraction has occurred. This report should include all necessary information about the incident being reported including who, when, where, how, number of offences, action taken, parent contact date information and any consequences assigned to the student.

Distributing – deliver, sell, pass, share, or give any alcohol, drug, or mood-altering substance, as defined by this policy, from one person to another or to aid therein.

Drug/Mood Altering Substance/Alcohol – shall include any alcohol or malt beverage, any drug listed in Act 64 (1972) as a controlled substance, chemical, abused substance or medication for which a prescription is required under the law and/or any substance which is intended to alter mood. Examples of the above include but are not limited to beer, wine, liquor, marijuana, hashish, chemical solvent, glue, look-alike substances, and any chemical or pills. Students are not permitted to have or take any prescription or over-the-counter medications on school property.

Drug Paraphernalia- includes any utensil or item which in the school's judgment can be associated with the use of drugs, alcohol, or mood-altering substances. Example include but are not limited to syringes, razor blades, roach clips, water pipes, and bowls.

Judicial Review – A formal expulsion hearing from Roberto Clemente Charter School between school administration, school board members, a student and his/her guardian(s). Parents/students have the right to be legally represented during this hearing. This hearing will focus on behavior patterns and incidents involving the student throughout the current school year. Students who are not expelled will be issued a behavioral contract. Judiciary hearing may be held without a student or guardians present if the student or guardian refuses to attend. Violation of behavioral contracts from judicial review will result in another judicial review for expulsion from the school.

Possession- possess or hold, without any attempt to distribute any alcohol, drug, or mood altering substance determined to be illegal and/or as defined by this policy.

Suspension - Discipline issued by the principal of the school to a student who has broken a school rule. Suspended students and their parent/guardian are required to meet with the principal or his/her designee before returning to school after being suspended. Students who are suspended may not be on school property unless meeting at a predetermined time, with an administrator. Note: Suspension days may differ from information found in Level Procedures for special needs students.

Uncooperative Behavior – is resistance or refusal, verbal, physical or passive, on the part of the student, to comply with the reasonable request or recommendations of the school personnel.

Defiance, assault, deceit, and flight shall constitute examples of uncooperative student behavior. Students who are found to be uncooperative will be placed on a behavioral contract. Violation of a behavioral contract will result in either administrative review or judicial review.

Teacher & Administration Detention Rules

1. After school detention will be held in the detention room or in the room of the instructor or staff member's room that issued the detention.
2. The vice-principal or instructor who issued the detention will determine the amount of detention time to be served and when to serve it.
3. Students must report on time for after school detentions.

4. Students will write a reflection regarding the incident and will complete appropriate work assigned by their teachers. Students are responsible for bringing their assignments to their detention. An essay assignment will be given to students who fail to bring schoolwork.
5. Talking, eating, drinking, sleeping, or other inappropriate behavior will not be permitted in the detention room.
6. **Students are responsible for their own transportation after detention.**
7. Note: Students who fail to remain on task or display disruptive or inappropriate behavior, as per the student handbook, will be subject to further disciplinary action as determined by the principal.

Administrative detentions are reserved for students whose behavior is repeatedly interrupting the learning process. This detention will be assigned to students by the administration using information provided by classroom teachers.

LEVEL 1 VIOLATIONS:

Actions that interfere with the orderly operation of the class will be handled by the classroom teacher until that behavior is frequent or serious enough that it disrupts the learning environment of the classroom or the school. Teachers should keep clear documentation of all efforts made to correct or minimize these behaviors before referring the student to the office. The teacher will complete a classroom discipline report to document the incident.

Examples of Level 1 misconduct include but are not limited to:

- Unexcused tardiness to class
- Lack of courtesy and respect
- Failure to complete assignments
- Profane and inappropriate language*
- Prankish behavior and agitation
- Wasting time
- Public display of affection
- Disruptive in the hall (running, shouting, etc.)
- Classroom disruption
- Refusal to stay in assigned seat
- Uniform violation
- Eating or drinking in class and halls
- Throwing items (resulting in no injury)
- Horseplay
- Neglect of responsibility (return of excuse cards, school forms, etc.)
- Deliberate misuse of school equipment
- Plagiarism
- Misuse of the internet & Network

***Note:** Profane language directed by the student to an adult employee of school or guest is dealt with as a Level 3 offense.

LEVEL 1 PROCEDURE:

Each classroom instructor is expected to be familiar with and incorporate restorative practices into their classrooms. Initial Level 1 infractions should be addressed by the instructor through employing appropriate disciplinary steps. If the behavior continues, the instructor will complete a classroom discipline report and parents will be contacted when appropriate. A parent conference may be scheduled at the discretion of the parent/guardian, teacher, or school administrator. Listed below are examples of procedures that teachers or staff may use to handle Level 1 violations after restorative steps have proven ineffective in controlling the behavior. Staff are not limited to the examples found below.

*Special assignment may include: detention given by teacher, work assignment or other appropriate assignment from the instructor.

- Classroom discipline report
- Verbal reprimand
- Special assignment
- Withdrawal of privileges
- Student conference
- Detention from teacher
- Parent/guardian contact
- Parent/guardian conference
- Consult with administrator, counselor, or other teachers for behavior modification recommendations

At any time in the above discipline process the parents/ guardians, teacher, and/or school administration may request a conference of concerned parties for the purpose of examining the problem(s), posing possible solutions, and reviewing progress with a plan for improvement in the student's conduct. For a student with an IEP, this conference could take the form of a Manifestation Determination (MD) Meeting, which could result in recommended changes in the Individualized Education Program (IEP). Regardless of whether the conference is informal or an MD, one possible outcome of the conference is a Behavioral Contract. Normally a student will not be dismissed from the school for Level 1 misconduct, but that could happen if eventually the misconduct is seriously disrupting the education of other students or consuming an unreasonably large amount of the school's, teacher's and/or assistant principal's time.

*Three classroom discipline reports with at least one parent contact are necessary before school/office discipline referral.

LEVEL 2 VIOLATIONS:

Behaviors that are frequent or serious enough to disrupt the learning climate of the class or school. Examples of Level 2 misconduct include but are not limited to:

- Insubordination: (NOTE: Includes repeated refusal to follow rules or policies classified as Level 1 offenses.)
- Possession of incendiary devices
- Safety violations
- Other actions of a similar nature
- Cutting class
- Cheating on tests or other assignments
- Leaving class without permission
- Plagiarism (repeated infractions)
- Possession of banned material that is not a safety threat

LEVEL 2 PROCEDURES:

- Immediate intervention
- Referral to office for collaborative conferencing or informal conference using school discipline referral
- The instructor will complete a discipline referral and parents will be contacted
- The disciplinarian may possibly recommend and schedule behavior modification counseling
- Disciplinarian will make parent contact
- An informal hearing may be scheduled at the discretion of the parents or the Administration
- Administrative detention

Level 2 Insubordination Offenses

1st Offense – One administrative detention

2nd Offense – One administrative detention

3rd Offense-One day in-school suspension

4th Offense-Two day out of school suspension

Suspensions will only be given for level 2 infractions after administrative conferences and counseling are found to be ineffective.

Failure to attend after-school detention(s) will result in double detention(s) as determined by the principal.

At any time in the above discipline process the parents/guardians or school principal may request a conference of concerned parties for the purpose of examining the problems(s), posing possible solutions, and reviewing progress with a plan for improvement in the student's conduct. For a student with an IEP, this conference could take the form of a Manifestation Determination (MD) Meeting, which could result in recommended changes in the Individualized Education Program (IEP). Regardless of whether the conference is informal or an MD, one possible outcome is a functional behavior assessment and the revision of the IEP.

LEVEL 3 VIOLATIONS:

Actions that are directed against persons or property but limited to the degree that they endanger the health and safety of others.

Example of Level 3 misconduct include, but are not limited to:

-Possession or use of tobacco (a lighted or unlighted cigarette, cigar, pipe, or other lighted smoking product and smokeless tobacco in any form) by any student in a school building or on school property owned by, leased by, or under control of Roberto Clemente.

- Fighting
- Possession of fireworks
- Use of incendiary devices
- Forgery of notes and excuses
- Threats to students
- Inappropriate language directed at staff or visitors
- Leaving school property without permission
- Harassment/bullying
- Horseplay resulting in injuries
- Minor vandalism
- Stealing
- Public display of lewd or vulgar gestures or images, including inappropriate computer files
- Endangering others
- Other actions of a similar nature

LEVEL 3 PROCEDURES:

Actions that are generally directed against persons or property

- Immediate intervention
- The instructor will complete an office discipline referral and parents will be contacted.
- The Administration will assess severity of situation and apply restorative steps if deemed appropriate
- Referral to office for a conference
- Behavior modification and counseling will be provided by the counselor.
- Behavioral contract
- Parental contact
- Notification to police, if necessary
- Parent conference may be scheduled at the discretion of the parents or the administration
- Required parent conference before returning to school

1st Offense- One day out or in-school suspension

2nd Offense- Two days out or in-school suspension

3rd Offense- Two days out of school suspension

4th Offense- Three days out of school suspension and administrative review

5th Offense-Judicial review

At any time in the above discipline process the parents/guardians or school principal may request a conference of concerned parties for the purpose of examining the problem(s), posing possible solutions, and reviewing progress with a plan for improvement in the student's conduct. For a student with an IEP, this conference could take the form of a Manifestation Determination (MD) Meeting, which could result in recommended changes in the Individualized Education Program (IEP). Regardless of whether the conference is informal or an MD, the IEP will be revised to include the results of functional behavior assessment and a behavior goal will be added to the IEP.

LEVEL 4 VIOLATIONS:

Actions which result in violence to another person or property or which pose a direct threat to the safety of the individual or to others in the school. Examples of Level 4 misconduct include but are not limited to:

- Assault/battery
- Major vandalism
- Arson
- Misuse of fire alarm & safety equipment
- Bomb Threats
- Extortion
- Threats to staff and visitors
- Sexual harassment
- Terrorist threats
- Other actions of a similar nature
- Drugs and controlled substance (See specific procedures on page 8)
- Possession, use, or transfer of dangerous weapons (See specific procedures on page 9)

LEVEL 4 PROCEDURES:

- Immediate intervention
- The instructor will complete a discipline report and parents will be contacted.
- The principal verifies the offense, collects documentation, and meets with the student. The students and parents/guardians are required to make restitution.
- Police will be notified.
- Parents are requested to come to school immediately to remove the student.
- An informal hearing is scheduled within five days.
- Letter sent to the parents (copies to teacher, school, office, student file).
- Up to ten days out-of-school suspension
- Judicial Review

If for some reason the student who committed a Level 4 offense would continue his/her enrollment in the school then the following procedures will apply: At any time in the above discipline process, the parents/guardians or school principal may request a conference of concerned parties for the purpose of examining the problem(s), posing possible solutions, and reviewing progress with a plan for improvement in the student's conduct. Provided certain criteria are met, a formal restorative conference will be held to address the harm done. For a student with an IEP, this conference could take the form of a Manifestation Determination (MD) Meeting, which could result in recommended changes in the Individualized Education Program (IEP). Regardless of whether the conference is informal or an MD, the IEP will be revised to include the results of functional behavior assessment and a behavior goal will be added to the IEP.

LEVEL 4-DRUG AND ALCOHOL SITUATIONS:

Students may be searched for suspicion of possessing illegal drugs. In all cases in which drugs are found, students will be disciplined and prosecuted. Students suspected of being under the influence of drugs or alcohol will not be

sent home from school without a parent or guardian. If the student's behavior indicates that he/she is exhibiting behavior not associated with their normal behavior pattern, their parents will be contacted to take their child home. If the student's behavior indicates that he/she is confused, disoriented, or out of control, school administration will be contacted immediately to assess the situation. All appropriate measures will be utilized and school procedures will be followed.

A. The use of drugs, alcohol or mood-altering substances by a student is suspected, but there is not evidence of violation of laws or school regulations.

PROCEDURES:

- Immediate Action- The student is informed of available help and encouraged to seek assistance
- Notification of Parents- Notification of behavior and/or performance indicator, if warranted
- Discipline/Rehabilitation-An intervention conference will be held.

B. The student has a drug, mood-altering or alcohol related medical emergency.

PROCEDURES:

- Immediate Action- Standard health and first aid procedures will be followed. The student will be transported to a medical facility at parental expense.
- Investigation-An administrator will investigate the incident. This may include a search of the student, his/her locker and other possessions.
- Notification of Parents-Notification of the incident in the case of a health problem or medical emergency.
- Notification of Police-At the discretion of the administration.
- Disposition of Substance-Analysis will be made by proper authorities.
- Discipline/Rehabilitation-Referral for counseling and services. For additional evidence of violations see appropriate situation category.

C. A student possesses, uses, or is under the influence of drugs, mood altering substances or alcohol while in school or on school property.

PROCEDURES:

- Immediate Action-An administrator is summoned. A staff member writes an anecdotal report of the incident.
- Investigation-The student, his/her locker, desk and other possessions will be searched.
- Notification of Parents- Parents will be requested to come to school immediately.
- Notification of Police- Police will be notified.
- Disposition of Substance-Analysis will be made by proper authorities for possible use in further proceeding.
- Discipline/Rehabilitation-Informal hearing. Out-of-school suspension until formal board hearing for expulsion. Assessment by a certified addiction counselor (C.A.C.) and compliance with the recommendations.

D. A student is found to be in possession, use or under the influence of drugs, mood altering substances or alcohol while attending any school-sponsored function. (Cooperative behavior)

PROCEDURES:

- Immediate action- The chaperon will contact the group advisor or administrator. An anecdotal report of the incident will be written.
- Investigation-The student, his/her locker and other possessions will be searched.
- Notification of Parents- The student will be sent home immediately at parental expense or detained until a parent can accompany him/her.
- Notification of Police- Police will be notified.
- Disposition of Substance-Analysis will be made by proper authorities for possible use in further proceedings.
- Discipline/Rehabilitation-Referral to the Counselor. Informal hearing. Ten days out-school suspension or day care treatment. Assessment by a Certified Addictions Counselor (C.A.C.) AND compliance with the recommendations.

E. A student is caught again in possession, use or under the influence of drugs, mood altering substances, alcohol or possesses drug related paraphernalia. (Any second offense)

PROCEDURES:

- Immediate Action-An administrator is summoned. A staff member writes an anecdotal report of the incident.
- Investigation-The student, his/her locker, desk and other possessions will be searched.
- Notification of Parents-Parents will be requested to come to school immediately.
- Notification of Police-Police will be notified.
- Disposition if Substance-Analysis will be made by proper authorities for possible use in further proceedings.
- Discipline/Rehabilitation-Referral to Counselor. Informal hearing. Out-of-school suspension until formal board hearing for expulsion. Administration will request that conditions for the return to school following the expulsion include assessment by a designated C.A.C. and compliance with the recommendations.

F. A student is distributing a drug, mood altering substance, alcohol, look-alike drug, or drug related paraphernalia.

PROCEDURES:

- Immediate Action-An administrator is summoned. A staff member writes an anecdotal report of the incident.
- Investigation- The student, his/her locker, desk and other possession will be searched.
- Notification of Parents-Parents will be requested to come to school immediately.
- Notification of Police-Police will be notified.
- Disposition if Substance-Analysis will be made by proper authorities for possible use in further proceedings.
- Discipline/Rehabilitation- Informal hearing. Out-of-school suspension until formal board hearing for expulsion. If the student is not expelled upon return to school the student will be referred to the Human Services Coordinator which will include assessment by a designated C.A.C. and compliance with the recommendations.

LEVEL 4-WEAPONS POLICY

Students may not possess a weapon, at any time or under any circumstance, on school property, in a school building or on the campus, during a school-sponsored activity, or on a school bus or vehicle or other transportation service sponsored by Roberto Clemente.

Possession of a weapon in violation of this policy is a state criminal code misdemeanor of the First degree and all violations of this Policy shall be reported to the local police for prosecution. Expulsion will proceed.

DEFINITIONS OF TERMS

“Possession of a weapon” means when a weapon is found on the person of a student, in a student’s locker or under a student’s control, on school property or at any school activity (including any school activity held away from school property), or when the student is traveling to or from school property or a school sponsored activity. or when the student is on a school bus or vehicle or other transportation service sponsored by the school.

“School Property” means all buildings, facilities, parking areas and ground owned or under the control of Roberto Clemente Charter School.

“Weapon” including, but is not limited to:

-Any knife, cutting instrument, cutting tool, numb chucks, club, mechanical device, metal knuckles firearm, shotgun, rifle, air gun or spring gun, and any tool, instrument, or implement capable of inflicting serious bodily injury.

-Any firearm which is not loaded or lacks a clip or other component to render it immediately operable, and components which can readily be assembled into a weapon.

-Any destructive device, including any explosive, incendiary or poison gas bomb, grenade, rocket, missile, ammunition, or similar device.

-Any “look-alike” of any items listed above.

-Any item intended to be used or being used, offensively or defensively, to harm or threaten or harass students, staff members, parents or patrons, or to cause property damage.

The possession of spray mace, noxious chemicals, and/or any device which projects or emits gas or other substances intended to produce discomfort is also a violation of this Policy. The use of such items is a violation of this Policy. Students could be found liable for adverse effects of spray mace or noxious chemicals upon innocent bystander students in civil cases brought to court by students or their parents.

REPORTING POSSESSION OF A WEAPON

Staff members and students observing or otherwise becoming aware of weapons on school property, at school activities, or on school transportation shall immediately report the possession of a weapon to the administration. The principal shall provide information regarding violations of this Policy to the Office for Safe School of the Department of Education.

PROCEDURES:

When the administration receives a report, or otherwise learns, that a student is in possession of a weapon, the following actions will be taken:

- The student will be immediately taken to the principal's office where the student will remain until his or her parent or guardian arrives.
- The weapon or item considered to be a weapon shall be immediately confiscated and secured.
- The incident will be reported to the student's parent or guardian.
- The incident will be reported immediately to the police.
- The administration shall immediately suspend the student for ten (10) days or conduct a hearing on the matter whichever is shorter.
- Judiciary hearing
- The administration shall recommend expulsion from school for a minimum of one (1) year. Any student found to be in possession of a weapon in violation of this Policy is subject to mandatory expulsion for a minimum of one (1) year.
- Probation and parole case workers will be notified of any violations of school rules and regulations including truancy.
- There will be daily metal detector sweeps. These may be announced, random and unannounced. All students and staff must participate in the metal detector sweeps. Roberto Clemente Charter School shall have the right, for the safety of students and staff, to conduct searches on students and their lockers, if contraband is suspected.
- Contraband shall be defined as any and all of the following: items prohibited by law, items prohibited to be possessed by minors, any weapons, any item that has been used as a weapon, incendiary devices and prohibited electronic devices.

Students breaking the law will be referred to the police. This includes vandalism, destroying school property, assault, and the possession and/or distribution of weapons and illegal drugs.

Guidelines and Procedures

Notification of the Allentown Police Department/Law Enforcement Authority when incident involves children with disabilities

- A. If a child with a disability commits an incident of misconduct, school administrators and the Allentown Police Department should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending.
- B. In the event a child with a disability commits a mandatory notification offense according to the PA Safe School Act, RCCS must provide immediate notification to the Allentown Police Department regardless of the disability. Those notifications will state that the child has an IEP or a service agreement that includes a

behavior support plan and may include Roberto Clemente's recommendation that police intervention may not be required and that RCCS will act to address the student's behavior as required by applicable federal and state law and regulations.

- C. In the event a child with a disability commits a discretionary offense and RCCS does not believe that police intervention is necessary, RCCS will address the student's behavioral needs as required by applicable federal and state law and regulations.
- D. Roberto Clemente Charter School, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Allentown Police Department.
- E. Roberto Clemente Charter School, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

Response and Handling of a Student with a Disability

- A. Roberto Clemente shall provide to the Allentown Police Department a copy of its procedures on behavior support services each time they are revised by Roberto Clemente Charter School.
- B. Roberto Clemente Charter School shall invite representatives of the Allentown Police Department to participate in the training in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention, as provided by RCCS's special education plan.
- C. When a student with a disability commits an incident listed in the Safe Schools Act as mandatory or discretionary reporting, Roberto Clemente Charter School shall respond in a manner that is consistent with the training provided and in accordance with RCCS's special education plan and, if applicable, with the procedures, methods and techniques defined in the student's behavior support plan.
- D. When a protected handicapped student or a student who have physical, mental or health impairments but, is not eligible as defined by Chapter 14 or 711 to special education services and programs, commits an incident listed as mandatory or discretionary in the Safe Schools Act, RCCS, shall respond in a manner that is consistent with the student's service agreement or written agreement between the school and parents.
- E. If a student with a disability has a positive behavior support plan and commits an incident listed as mandatory or discretionary reporting to local police, RCCS shall act in accordance with the student positive behavior support plan.
- F. If a protected handicapped student whose agreement includes a positive behavior support plan, and commits an incident listed as mandatory reporting to local police, RCCS, shall act according to the student positive behavior support plan.
- G. If a student with a disability, who does not have a positive behavior support plan, commits an incident listed as mandatory reporting to local police, RCCS shall convene the student's IEP team. At this meeting, the IEP team shall consider whether a positive behavior support plan should be developed to address the student's behavior.
- H. If a protected handicapped student whose service agreement does not include a positive behavior support plan, commits an incident listed as mandatory reporting to local police, RCCS the school entity, in consultation with the student's parents, shall consider whether a positive behavior support plan should be developed as part of the service agreement to address the student's behavior.

The Student Handbook of The Roberto Clemente Charter School

Acknowledgement Form

The administration of the Roberto Clemente Charter School has developed this handbook for the benefit of all the parents, students, and faculty. This handbook is designed to provide not only the rules and regulations, but also guidelines for proper behavior for all students. All students and parents/guardians must follow the rules and regulations in this handbook. Any parent/guardian or student who does not comply with the rules and regulations of Roberto Clemente Charter School runs the risk of losing the student's slot for the following year.

As a parent and/or guardian of a Charter School student you should read this handbook, share it with your child, and make sure you understand all of its contents. You and your child will be held responsible for the information it contains.

The administration of this school will rely on professional judgment and common sense when dealing with student situations that arise throughout the school year.

Students and Parents/legal guardians must sign this handbook agreement below.

We have read, understand, and agree to the policies described in this handbook.

Name: _____

Student Signature: _____

Parent(s) Signature: _____

Date: _____

Principal's Acknowledgement: _____

The signature page is due to the homeroom teacher or main office by September 30, 2021. This signed agreement will be placed in student files as proof as both parent/legal guardian and student have read, understand, and agreed to policies described in this handbook.

Academic Improvement Plan



Student		Date		Grade Level	
Is the student currently identified as:		ESL:		Special Ed:	
Teacher		Subject		Current Grade	
Teacher		Subject		Current Grade	
Teacher		Subject		Current Grade	
Teacher		Subject		Current Grade	
Teacher		Subject		Current Grade	
Teacher		Subject		Current Grade	
Teacher		Subject		Current Grade	

Grades and Attendance as of (date)

Attendance:

The student only has ___ absences. Attendance is/is not a concern.

An Academic Improvement Plan has been created based on the following needs: ✓

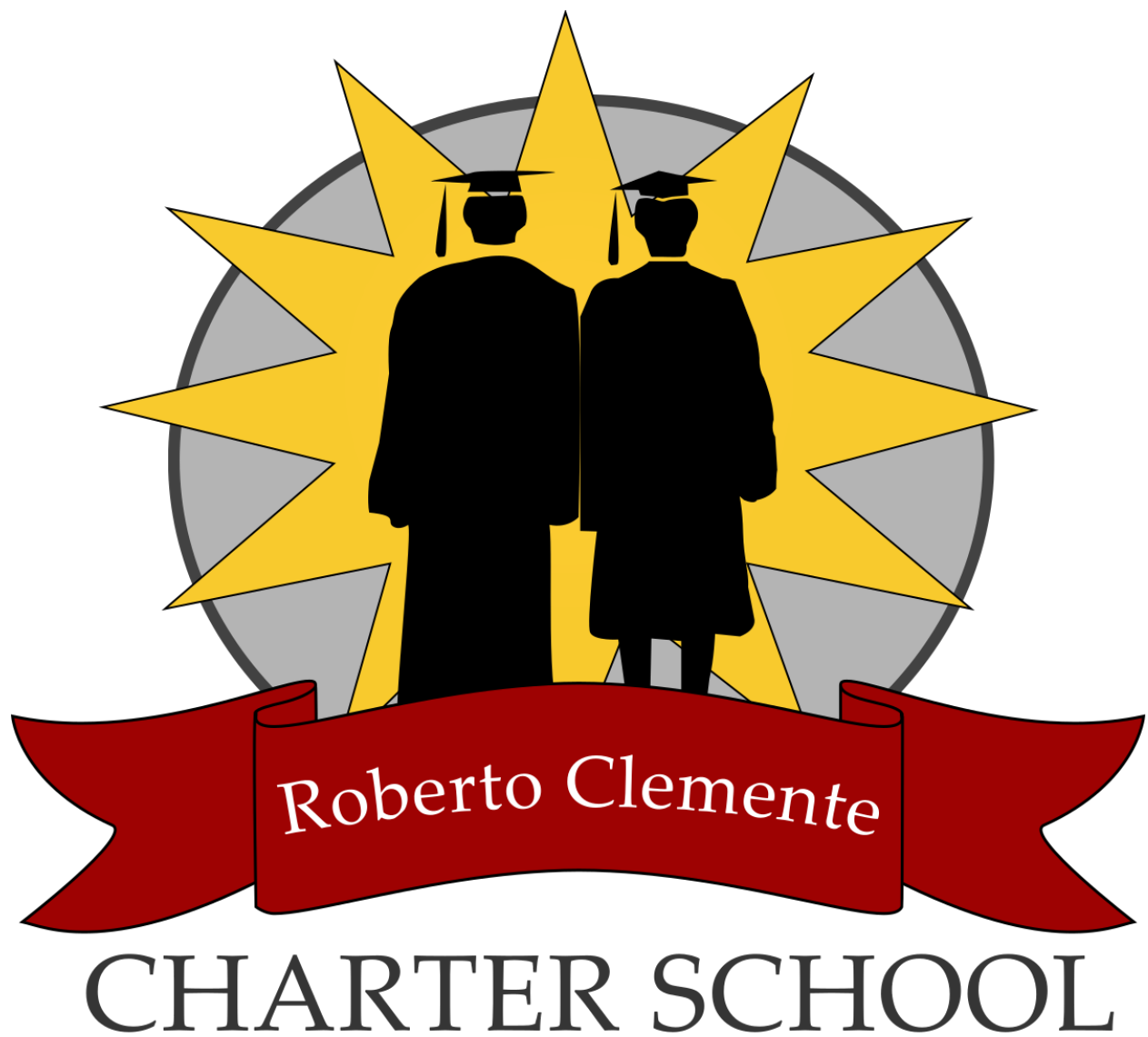
	The student is in danger of failing
	The student is failing
	The student is not achieving academic success at levels consistent with potential

Notes from the Meeting:

--

Areas of Growth: •	Interventions needed for growth •
	Parent: In order to help my child to be proficient I will... •
	Student: In order to become proficient I will... •
	Target Levels • •

Date for Review of Academic Improvement Plan:			
Guardian Name/Signature/Date			
Student's Name/Signature/Date			



Course Catalog

This course catalog is designed for current and prospective students and their families to see the courses offered at the Roberto Clemente Charter School and to gain an understanding of credit requirements for graduation.

Below is an outline of course information that can be used to understand Roberto Clemente Charter School's course catalog.

Course Name*

Grade

1.0 Credits

Prerequisite:

Course Description

How to Read Course Catalog :

Information	Explanation
Course Name	This indicates the name of the course. DE = Dual Enrollment, AP = Advanced Placement
Grade	This section indicates what grades levels can take this course. Courses may only be available for a grade level or for the entire high school.
Credits	Number of credits the class is worth. Students begin receiving credits for courses in high school and must pass the course to receive the credits.
Prerequisite	This provides a list of classes that have to be completed successfully in order to enroll in the given course.
Course Description	A short overview of the course.

*Dual Enrollment (DE)

Courses that are labeled DE provide students with an opportunity to take a college-level course while still enrolled in high school. RCCS has partnered with local community colleges and universities to allow students to gain high school and college credits simultaneously. At no cost to students, they can gain the experience of the expectations and demands of a college course while narrowing down their possible career interests. Dual Enrollment courses are weighted by 0.3 with a grade of "C" or better.

*Advanced Placement (AP)

The Advanced Placement program is administered by the College Board and offers students college-level courses that are taught by our teaching staff. These specially trained staff

members have obtained certification to teach these particular courses with increased academic rigor. Students benefit from real college conditioning while in the environment of their high school classrooms. Advanced Placement courses are weighted by 0.3 and students will be required to take the accompanying AP Exam at the conclusion of their course.

***Honors**

An Honors course is a more academically challenging course with more rigor. This includes more challenging assignments, coursework, and learning opportunities than the standard college-prep course. Often, these courses have prerequisite grades and courses. Honors courses are weighted by .2.

Graduation Requirements

Credit Requirements

Subject Area	Number of Credits
English	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.0
Arts & Humanities (A&H)	2.0
Physical Education	1.5
Health	0.5
Community Service	0.5
Graduation Project	0.5
Spanish	2.0
Electives	3.0
Total	24.0

Student Grading

How students are evaluated in each class depends upon a number of factors determined by the course, the curriculum, and teacher requirements.

Grades will be posted as follows:

Grade point average scale

A 90+
B 80-89
C 70-79
D 60-69
F 59 and below
P Pass *
F Fail *
I Incomplete *

*Is for credit only and does not affect GPA

- Incomplete- will be granted only with administrative approval for medical absences or personal emergencies. All work must be completed within the designated time.
- Students that receive a "D" on any particular marking period, must participate in a mandatory tutoring program

Students will be graded using a number of assessment tools as developed by each classroom teacher.

Report cards are issued quarterly. Progress reports will be sent between report periods. A student who fails English, mathematics, social studies, or science will be required to attend the extended school day tutoring program and/or the summer program. Each case will be evaluated on a case-by-case basis. Failure to attend and pass summer school courses will delay the student's graduation.

A grade is the result of the teacher's professional evaluation of the student's performance including attendance and employability skills. Each grade reflects all the facets of the learning process and becomes a positive force in the student's motivation. It is arrived at through continuous individualized evaluation, using stated educational objectives.

Employability skills are defined as the following:

- **punctuality**
- **active participation**
- **quality of work**
- **homework**
- **overall attitude**

Students receiving a D or an F may be required to attend summer school.

MATHEMATICS COURSES

Core Classes

6th Grade Math

6th Grade

Prerequisite: 5th Grade

For 6th grade mathematics, students should be able to accurately compute and solve problems using the four arithmetic operations (addition, subtraction, multiplication, and division) with whole numbers, positive fractions and decimals, and positive and negative integers. With this, they should be able to then apply that mathematical knowledge to areas of statistics, probability, ratios, percents, proportions, measurement, geometry, and algebra.

7th Grade Math

7th Grade

Prerequisite: 6th Grade Math

This course sets a strong foundation in working with decimals, fractions, and negative numbers. It introduces algebraic concepts with variables, such as simplifying expressions and solving algebraic equations. Students will continue to build upon geometric concepts, analyze various forms of data, and calculate statistical outcomes. Through hands-on practice, reflective meaning-making, and intentional lesson design, students will be well-equipped to enter into the 8th grade math class with the appropriate skills and knowledge to succeed.

Pre-Algebra

8th Grade

Prerequisite: 7th Grade Math

By the end of 8th grade students will be familiar with rational number properties, polynomials, and simplifying multi-step expressions. Students will learn to write, solve, and graph linear and quadratic equations as well as be able to solve systems of equations and inequalities. Additionally, students will model real-world applications of mathematics, including statistics and compound geometric figures.

Algebra 1

9th Grade

1.0 Credit

Prerequisite: Pre-Algebra

This course studies multiple representations of linear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations and inequalities, data analysis, probability, statistics, and polynomials.

Students will become familiar with using graphing calculators to solve problems and represent linear equations.

Honors Algebra 1

9th Grade

1.0 Credit

Prerequisite: Pre-Algebra with a "B" or better, or teacher recommendation

This course studies multiple representations of linear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations and inequalities, data analysis, probability, statistics, and polynomials. Students will become familiar with using graphing calculators to solve problems and represent linear equations. This course will have more rigor, a quicker pace, and critical thinking that challenges students to apply algebraic concepts to real-world situations.

Geometry

10th Grade

1.0 Credit

Prerequisite: Algebra 1

This course will take concepts that students have learned in Algebra 1 and apply them to geometric topics. This course will include such topics as lines, triangles, two- and three-dimensional shapes, and transformations.

Honors Geometry

10th Grade

1.0 Credit

Prerequisite: Algebra 1 with a "B" or better, or teacher recommendation

This course will take concepts that students have learned in their Algebra 1 and apply them to geometric topics. This course will include such topics as lines, triangles, two- and three-dimensional shapes, and transformations. This course will have an increased difficulty in problem solving. Students will apply their understanding of similarity to defining ratios and radian measures. Algebraic connections are made as students use coordinate algebra to verify properties of figures in the coordinate plane and write equations of parabolas and circles.

Algebra 2

11th Grade

1.0 Credit

Prerequisite: Algebra 1, Geometry

This course will take concepts that students have learned in both Algebra 1 and Geometry and build more advanced algebraic skills. This course will include such topics as quadratic graphs, equations, inequalities, systems of equations, and matrix algebra.

Honors Algebra 2

11th Grade

1.0 Credit

Prerequisite: Algebra 1 and Geometry with a "B" or better in both courses, or teacher recommendation

This course will take concepts that students have learned in both Algebra 1 and Geometry and build more advanced algebraic skills. This course will include such topics as quadratic graphs, equations, inequalities, systems of equations, and matrix algebra. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

Trigonometry

12th Grade

1.0 Credit

Prerequisite: Algebra 2

This course will address exponential and logarithmic functions, trigonometric functions and their inverses, analytic trigonometry, and additional topics in trigonometry such as polar coordinates, vectors, and conic sections.

Honors Trigonometry

12th Grade

1.0 Credit

Prerequisite: Algebra 2 with a "B" or better, or teacher recommendation

This course will address exponential and logarithmic functions, trigonometric functions and their inverses, analytic trigonometry, and additional topics in trigonometry such as polar coordinates, vectors, and conic sections. Additional emphasis will be placed on real-world applications and proofs using trigonometric identities.

Pre-Calculus

12th Grade

1.0 Credit

Prerequisite: Algebra 2

This course will develop students' mathematical knowledge from previous courses with an eye towards preparing them to take the calculus series in their future academic endeavors. Topics covered will include relations and functions, solving all polynomial equations, binomial expansion, rational functions, matrices and linear algebra, and limits.

Financial Literacy

7th-8th, 11th-12th Grade

1.0 Credit-HS only

Prerequisite: None

This course is designed to introduce students to basic financial literacy skills to help them make responsible financial decisions. Concepts covered include financial planning, bank accounts, credit and loans, wages and taxes, investments, and insurance.

ENGLISH COURSES

Core Classes

English 6

6th Grade

Prerequisite: None

This course will target students' growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, non-fiction, and poetry reading, students will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, and persuasive.

English 7

7th Grade

Prerequisite: English 6

This course develops and enhances the core communication skills of reading, writing, speaking, and listening with special emphasis on critical reading and thinking, the writing process, and project-based learning. Students will analyze literary works from the following genres: short story, drama, poetry, and non-fiction. Additional covered skills included study skills, grammar, and the research process.

English 8

8th Grade

Prerequisite: English 7

This course develops vocabulary while enhancing the students' reading and writing abilities. Students will have a strong focus on themes and analyzing how conflicts both in real life and in literature help develop these themes. Students also analyze nonfiction and implement these nonfiction readings into their writing as research while learning MLA style. During each unit, students will analyze several short readings and complete projects to assist them in finding their writing skills while using RACES.

English 9

9th Grade

1.0 Credit

Prerequisite: None

Identity and Coming of Age. This course combines vocabulary development with extensive reading and writing. Students read for common themes that permeate literature from Early Greece and Rome to contemporary literature, with a focus on the concepts of “coming of age” and budding individual identity. During each unit, students will read several short works as well as practice the writing process in activities designed to assist them in finding their own informal and academic writing voice.

English 10

10th Grade

1.0 Credit

Prerequisite: English 9

Building Social/Cultural Bridges. This course combines vocabulary development with extensive reading and writing. Students read for common themes that permeate literature from Early Greece and Rome to contemporary literature with a focus on symbolism, justice, and distinct aspects of the cultures represented in literature. During this course, students will read 1-2 novels and several short works for each unit, as well as practice the writing process in activities designed to assist them in finding their own informal and academic writing voice.

English 11

11th Grade

1.0 Credit

Prerequisite: English 10

The 11th Grade American Literature and Composition course is designed to equip students with the knowledge and skills to read and comprehend complex texts. The course will focus on the history and genres of the United States. Students will be expected to engage with the texts through discussion, writing, and projects. In addition to reading and writing, vocabulary, grammar and mechanics will also be covered.

English 12

12th Grade

1.0 Credit

Prerequisite: English 11

The 12th Grade British Literature and Composition course is designed to equip students with the knowledge and skills to read and comprehend complex texts. The course will focus on the history and genres of the literature primarily of the British Isles, as well as other world literature. Students will be expected to engage with the texts through discussion, writing, and projects. In addition to reading and writing, vocabulary, grammar and mechanics will also be covered.

Pre-AP English Literature and Composition

Prerequisite: English 10

Grades 11-12

1.0 Credit

This course offers rigorous academic preparation through the analysis of both full-length and short texts in different genres. Students will build on their critical reading and writing skills from previous classes while working on higher-order assignments. At the end of this course, students should feel prepared to go on to AP-level classes.

AP English

Grades 11-12

1.0 Credit

Prerequisite: Pre-AP English Literature and Composition

While preparing students to take the AP Literature and Composition test, this course offers rigorous academic preparation. Through the analysis of both full-length and short texts in different genres, students will hone their higher-level thinking as well as critical reading and writing skills. This fast-paced course will not only prepare students for the AP test, but also higher education.

Elective Courses

Blogging and Podcasting

Grades 7-8

In this course students will be learning the etiquette of modern storytelling and journalism. Students will analyze blogs and podcasts to determine how factual or fictional the media is as presented. Students will also be asked to create their own podcast and blog being both creative and informative.

Creative Writing

Grades 9-12

1.0 credit

Prerequisite: None. Open to all students in grades 9-12

This course is designed to provide students with the opportunity to develop their creative expression and writing skills. Students will be reading and discussing different genres of fiction, poetry, and creative nonfiction. Following the exploration of different genres, students will write their own pieces of similar style. Students must be open to the idea of embracing their own creativity and writing in various forms.

Advanced Poetry Workshop

Grades 10-12

1.0 credit

Prerequisite: Creative Writing

In this course, students will build on the poetic devices introduced in Creative Writing. Students will continue to analyze the works of published poets and expand the use of writing techniques in their own poetry. Established poets will also visit the class to answer questions and provide prompts. In teacher-led workshops, students will give as well as take constructive criticism. The final product in this course will be a chapbook of revised original poetry.

Journalism

Grades 9-12

1.0 credit

Prerequisite: None

This course will focus on the evolution of journalism and the various forms it takes. Topics explored in this course will include (but not be limited to) ethics, free speech, literary criticism/book reviews, current events, politics, news, various media, etc. Students in this course will be expected to write daily, and their works will be held in a high regard as a result of journalistic integrity.

Multimedia Writing

Grades 9-12

1.0 credit

Prerequisite: None

This course will teach students to express themselves in online media such as blogging, forums, podcasting, and video scripts. Media and online communication is changing rapidly in our modern era and being able to use these tools effectively will give the student an edge in their education and future employment. Students will explore how to communicate, create, and interact in a positive and productive way online.

SCIENCE COURSES

Core Classes

Earth Science

6th Grade

Prerequisite: None

This is a required course for all 6th grade students. The course explores the layers of the Earth, formation of rock, minerals, identifying types of rocks, rock cycle, landform formations, tectonic plates, events that change the Earth's Crust, earthquakes, volcanoes, weather, and climate among other topics.

Life Science

7th Grade

Prerequisite: None

This is a required course for all 7th grade students. The course explores the science of living organisms and their environments. Students will learn topics including but not limited to populations, population growth, basic ecology, biotic and abiotic factors, environments, adaptations, the cell theory, cell parts and function, cell division, heredity, Mendel's experiments, basic genetics, and the evolutionary process.

Physical Science

8th Grade

Prerequisite: None

This is a required course for all 8th grade students. In this course, students will explore the physical sciences, specifically basic chemistry, and physics. Students will learn topics including but not limited to matter (types, phases, changes, and measurement), physical versus chemical changes, elements, compounds, mixtures, chemical, and physical properties, chemical equations, the periodic table, acids and bases, laws of motion, forces, simple machines, net force, speed, acceleration and changes in acceleration.

General Science

9th Grade

1.0 Credit

Prerequisite: None

Description: General Science is an introductory course incorporating learning experiences related to principles and processes from biological, physical, and earth sciences. It provides students with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous science courses. Students will learn through direct instruction, group activities and discussion, scientific inquiry, and projects among other methods

Honors General Science

9th Grade

1.0 Credit

Prerequisite: Passing Physical Science with a "B" or better, or teacher recommendation

This is a pre-advanced placement course which will prepare students to take AP Biology later in their academic career. This course will be taught in the AP framework. General Science is an introductory course incorporating learning experiences related to principles and processes from biological, physical, and earth sciences. This course provides students with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous high school science courses. Students will learn through direct instruction,

group activities and discussion, scientific inquiry, and projects, among other methods.

Biology

10th Grade

1.0 Credit

Prerequisite: General Science or Honors General Science

This course offers students a chance to learn the fundamental principles of biology, to learn safe laboratory techniques, to learn proper handling of various equipment and chemical substances, to develop problem-solving and critical thinking skills, and to work with abstract and conceptual topics needed to succeed at the college level. It will also prepare the students to pass the Biology Keystone Exam. In addition, this course aims to examine real world problems, emphasize analytical reading and writing skills, and encourage the application of strategic math skills. Biology is a laboratory science course, and participation in the laboratory is vital to student success in this course. Topics covered include basic biological principles, the chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, evolution, and ecology.

Honors Biology

10th Grade

1.0 Credit

Prerequisite: Honors General Science or passing General Science with a "B" or better or with teacher recommendation

This is a pre-advanced placement course which will prepare students to take AP Biology later in their academic career. Students will cover the same topics as Biology, however the topics will be discussed in greater detail and with more depth and understanding according to the pre-AP framework. This course offers students a chance to learn the fundamental principles of biology, to learn safe laboratory techniques, to learn proper handling of various equipment and chemical substances, to develop problem-solving and critical thinking skills, and to work with abstract and conceptual topics needed to succeed at the college level. It will also prepare the students to pass the Biology Keystone Exam. In addition, this course aims to examine real world problems, emphasize analytical reading and writing skills, and encourage the application of strategic math skills. Honors Biology is a laboratory science course, and participation in the laboratory is vital to student success in this course. Topics covered include basic biological principles, the chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, evolution, and ecology. Students interested in pursuing careers in healthcare, pharmacology, research, veterinary medicine, science teaching, lab technology, or any related field are strongly encouraged to take this course.

Chemistry

11th Grade

1.0 Credit

Prerequisite: Biology or Honors Biology

This course offers students a chance to learn the fundamental principles of chemistry, to learn safe laboratory techniques, to learn proper handling techniques of various chemical substances, to develop problem-solving and critical thinking skills, and to work with abstract and conceptual topics needed to succeed at the college level. Chemistry is a laboratory science course, and participation in the laboratory is vital to student success in this course. Topics covered include basic chemistry principles, chemical laws, atomic and molecular structure, stoichiometry, acids and bases, molecular bonding, gases, kinetics, and many others.

Honors Chemistry

11th Grade

1.0 Credit

Prerequisite: Honors Biology or passing Biology with a "B" or better, or by teacher recommendation.

This is a pre-advanced placement course which will prepare students to take AP Chemistry later in their academic career. Students will cover the same topics as Chemistry, however the topics will be discussed in greater detail and with more depth and understanding according to the pre-AP framework. This course offers students a chance to learn the fundamental principles of chemistry, to learn safe laboratory techniques, to learn proper handling techniques of various chemical substances, to develop problem-solving and critical thinking skills, and to work with abstract and conceptual topics needed to succeed at the college level. Honors Chemistry is a laboratory science course, and participation in the laboratory is vital to student success in this course. Topics covered include basic chemistry principles, chemical laws, atomic and molecular structure, stoichiometry, acids and bases, molecular bonding, gases, kinetics, and many others. Students interested in pursuing careers in healthcare, engineering, pharmacology, research, veterinary medicine, science teaching, lab technology, or any related field are strongly encouraged to take this course.

Elective Classes

AP Biology

12th Grade

1.0 Credits

Prerequisite: Honors Biology with a grade of B or better and Honors Chemistry with a grade of B or better, or teacher recommendation, along with a student having a Proficient or Advanced test result on the Biology Keystone examination. Open to students

in 12th grade.

This course is designed to be equivalent to a two-semester college introductory biology course. Biology is a discipline of science that studies living organisms, along with their origins, how they survive, reproduce, change over time, and interact with each other and with their environment. This course will teach evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology curriculum aims to not only prioritize critical thinking skills' development by examining real world problems, but also emphasize analytical reading and writing skills, apply strategic math skills and give attention to modeling real-life examples. The curriculum is similar to Biology, with topics examined in more depth and with advanced resource material in addition to the adopted text. AP Biology laboratory experiments require more sophisticated and structured application than in the Biology curriculum, and students are expected to design and carry out experiments using appropriate methods and resources. 25 percent of the course will be instructional time spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to spend two hours of work for each class hour in the class time. Also, students will be expected to complete a 10-hour summer assignment, due on the first day of school. Students are encouraged to take the AP Biology Exam offered by the College Board in the spring.

AP Chemistry

12th Grade

1.0 Credit

Prerequisite: Students who have completed Honors Algebra I, Honors Biology and Honors Chemistry with a B or better or teacher recommendation, along with a student having a Proficient or Advanced test result on the Biology Keystone examination. Open to students in grade 12

AP Chemistry is designed to be the equivalent of the general chemistry course, usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

AP Environmental Science

12th Grade

1.0 Credit

Prerequisite: Honors Biology with a grade of B or better and Honors Chemistry with a grade of B or better, or teacher recommendation, along with a student having a

Proficient or Advanced test result on the Biology Keystone examination. Open to students in 12th grade.

This course is designed to be equivalent to a one-semester college introductory biology course. The goal of the AP Environmental Science Course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made and explore solutions for resolving and/or preventing them. Major units include ecosystems, biodiversity, earth systems and resources, land and water use, energy resources and consumption, atmospheric pollution, aquatic and terrestrial pollution, and global change. The AP Environmental Science curriculum aims to not only prioritize critical thinking skills' development by examining real world problems, but also emphasize analytical reading and writing skills, apply strategic math skills and give attention to modeling real-life examples. AP Environmental Science laboratory experiments require more sophisticated and structured application than in the Environmental Science curriculum, and students are expected to design and carry out experiments using appropriate methods and resources. 25 percent of the course will be instructional time spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to spend two hours of work for each class hour outside the class time. Students are encouraged to take the AP Biology test offered by the College Board in the spring.

Bioethics (DE)

Grades 11-12

1.0 credit

Prerequisite: General Science or Honors, Biology or Honors.

Bioethics is a rigorous course that allows students to examine a variety of general biological, medical and environmental concerns facing society today. Students are introduced to the fundamentals of ethics and ethical arguments. By using facts and relevant research data, students gain an understanding of past and current bioethical issues while developing the ability to make logical and conscientious decisions concerning those issues.

Bioforensics

Grades 10-12

1.0 credit

Prerequisite: General Science or Honors. Corequisite: Biology or Honors.

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through direct and online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic

tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. Bioforensic science encompasses many science disciplines as they are used to support the legal system. Success in this class requires a solid understanding of basic biological concepts. Those who are taking, or have taken or passed Biology, and received a grade of C or better, will find it easier to be successful in the course. Students that haven't passed Biology should be taking Biology when they take Bioforensics.

Botany

Grades 10-12

1.0 credit

Prerequisite: General Science or Honors. Corequisite: Biology or Honors.

This course uses text, field investigation and laboratory experiments to study the plant kingdom. Topics covered in the course include the classification, structure and function of plant tissue and organs along with the importance of plants in terms of agriculture and medicine in human life. Each student will compile a project and perform independent research that involves plant species. Students that haven't taken or passed Biology should be taking Biology when they take Botany.

Earth Science

Grade 10-12

1.0 credit

Prerequisite: None

Earth Science is an introductory course that provides students with opportunities to develop the knowledge, skills, and strategies necessary for understanding the fundamentals of earth processes. This course will explore the four main branches of Earth Science, which includes the following: geology, oceanography, meteorology, and astronomy. Students will learn through direct instruction, group activities and discussion, scientific inquiry, and projects, among other methods.

Ecology

Grades 10-12

1.0 credit

Prerequisite: General Science or Honors.

This is an applied biology class that investigates the interactions of living organisms with each other and their environment. We will look at interactions at the population, community and ecosystem levels. The course involves a variety of classwork activities as well as some laboratory sessions.

Environmental Science

Grades 10-12

1.0 credit

Prerequisite: General Science or Honors.

In this course, students will build on the basic concepts of environmental science. Topics include, but are not limited to, environmental science background, environmental health, resource management, pollution, human impacts, and sustainability.

Human Biology

Grades 11-12

1.0 credit

Prerequisite: Biology or Honors.

Human Biology provides an introduction to the structure and function of the human body using an organ systems approach. This is an introductory level course in the anatomy and physiology of the human body. Each semester focuses on different systems of the human body, and therefore more than 1 semester is available. It is designed for anyone interested in understanding the structure and function of the human body, as well as the terminology used to describe and define it. It will assist the student in understanding how their own body functions and in understanding diagnoses and decisions made available to them by their family physicians. It is an excellent course for any student interested in medicine or general health care as a career.

SOCIAL STUDIES COURSES

Core Classes

Ancient World History

6th Grade

Prerequisite: None

This course is designed to provide our students with an overview of the history of the world beginning with the earliest civilizations, leading all the way to 500 CE (AD). Students will study multiple civilizations through the lens of geography, primary sources, secondary sources and timelines. Students will also continue to develop writing skills through research and writing essays. This course is aligned with PDE-SAS standards.

Middle Ages/World Geography

7th Grade

Prerequisite: None

The first quarter of this course is a study of the Middle Ages, 500 CE-1500 CE (AD). For quarters 2-4, students will study World Geography. Students will study multiple civilizations and World Geography through the lens of maps, primary sources, secondary sources, timelines and other resources. Students will also continue to develop writing skills through

research and writing essays. This course is aligned with PDE-SAS standards.

U.S. History I

8th Grade

Prerequisite: None

United States History I explores the life of the Native Americans, the founding of the United States up through 1860. Students will develop historical and geographic skills using primary sources, secondary sources, timelines, and graphic organizers. Students will also continue to develop writing skills through research and writing essays about the beginnings of United States History. This course is aligned with PDE-SAS standards.

U.S. History II

9th Grade

1.0 Credit

Prerequisite: None

This course is designed to provide each student with the background, skills, and experiences necessary to become an active and knowledgeable American citizen through understanding the evolution of American democracy. Students will study significant events and individuals involved in the period of time following the Civil War, ranging from the period of Reconstruction to the present day. The emphasis in this course is placed on the interrelationships of events, culture, individuals, class, national and international economics, and conflict.

Modern World History

10th Grade

1.0 Credit

Prerequisite: None

This course is designed to provide each student with the knowledge, skills, and experiences necessary for them to become an active and responsible citizen of the world through understanding of each culture's place in the development of civilization. Students will study major contributions to world history. Emphasis is placed on the relationships among individuals, religions, political structures, conflict and cooperation among peoples of the world.

Civics & Government

11th Grade

1.0 Credit

Prerequisite: None

This year-long class will give the students the tools and the knowledge they need to understand how federal, state, and local governments function and govern how our lives operate. Students will learn how the operation of government has affected the past, present, and future development of American society, along with how to be effective and responsible citizens within that society

Modern U.S. History

12th Grade

1.0 Credit

Prerequisite: None

(1950-Present) This year-long class will examine how certain events in United States History shaped how America developed today. We will take a look at certain points from 1950 onward, including the Cold War, the Civil Rights Movement, The War On Terror, and other major events, and examine how these events still affect us today.

Elective Courses

AP Psychology

Grades 11-12

1.0 Credit

Prerequisite: Open to 11th and 12th grade students who have demonstrated academic achievement in social studies classes.

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

AP Government and Politics

Grades 11-12

1.0 Credit

Prerequisite: Open to 11th and 12th grade students who have demonstrated academic achievement in social studies classes.

AP U.S. Government and Politics is an introductory college-level course in civics and U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty, and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

Cultural Geography

Grades 9-12

1.0 credit

Prerequisite: None

This semester-long course is designed to teach students about the world and how it affects the people who live in it. As students enter a world that enables them to interact with individuals all around them, they need to have a greater understanding of the different cultures and ideas that they will encounter. This course will focus mainly on cultural geography and the relationship between humans and the environment,

including climate change.

Economics

Grades 9-12

1.0 credit

Prerequisite: None

This class will have students examine basic characteristics of economics and apply them to their daily lives. Students will discover through engaging lessons that economics is not just the study of money, but rather the study of the choices that people make to satisfy needs and wants.

Film Studies

Grades 9-12

1.0 credit

Prerequisite: None

In this semester-long course, students will learn how movies are made, giving them new perspectives on how their favorite films are designed. Students will learn about specific film-making techniques, directors, and genres. They will also learn how to write their own screenplays and analyze movies for a greater understanding.

Latin American History

Grades 9-12

1.0 credit

Prerequisite: None

The purpose of this course is the study of the chronological development of Latin American countries by examining the history and culture of the region. Students will learn about the geography and history of Latin America throughout a variety of topics, including but not limited to: Landmarks, Natural resources, Theories of arrival, Pre-Columbian civilizations, Spanish conquest and heritage in Latin America, the Haitian revolution, Dictatorships, Communism, Socialism, and current events.

Philosophy

Grades 9-12

1.0 credit

Prerequisite: None

This course is designed as an introduction to philosophical reflection and an examination of some of the greatest questions of human existence. Throughout this course, students will consider: epistemological questions concerning the possibility and nature of knowledge and truth; metaphysical questions concerning the nature of reality, consciousness, freedom, determinism, personal identity, religion; ethical questions, morality, and the definition of a "good life." This course is largely discussion-based and will place an emphasis on the careful reading of primary and secondary sources, critical thinking, and the verbal and written expression of ideas through essays, journals, case

studies, debates, research, and Socratic circle discussions. *This course is not designed to influence the views of students, but rather to generally discuss these topics from a conceptual perspective.*

Popular Culture

Grades 9-12

1.0 credit

Prerequisite: None

In recent decades, popular culture has become increasingly central to social life in America. In fact, popular culture plays a vital role in shaping not only how we think about ourselves and each other, but also about the larger world around us. Throughout this semester-long course, students will learn how to analyze popular culture from a sociological perspective.

Psychology

Grades 9-12

1.0 credit

Prerequisite: None

This semester-long class will provide students with background knowledge that will enable students to understand the behavior of not only themselves, but potentially those around them. Students will learn about their brains and how they develop from birth through adolescence. They will also discover different careers in psychology and how their body responds to different stressors.

Sociology

Grades 9-12

1.0 credit

Prerequisite: None

This course is centered on the behavior of people in groups and in society. Topics covered throughout the course include socialization, the formation of institutions, social interaction, norms and mores, social change, collective behavior, competition in society, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, and political sociology.

Street Law

Grades 9-12

1.0 credit

Prerequisite: None

Street Law will serve as an introduction into laws and the US legal system. This semester-long course will touch on many broad subjects with the legal system including, but not limited to: constitutional law, criminal law and civil law. In order to examine these specific systems, students will be expected to write papers, present information, and participate in mock trials with their peers.

War & Conflict in History

Grades 9-12

1.0 credit

Prerequisite: None

Wars and conflicts have plagued our world since the dawn of humanity. This course is designed for students to evaluate the significance of these conflicts on human history. Students will identify the key historical, religious, ethnic, philosophical, technological, and environmental conditions that have led to conflicts between groups of people. Emphasis will be placed on the development of peaceful resolutions to past, present-day, and future conflicts. Students will develop research and critical thinking skills through analysis of relevant primary and secondary sources, independent and group projects, current events, film, and literature. The goal of this course is to provide students with a greater grasp on history, the nature of war, and peaceful resolutions to interpersonal conflicts.

Foundations of Education (DE)

Grades 11-12

1.0 credit

Prerequisite: Open to 11th and 12th grade students who have demonstrated academic achievement and have consistently met high behavioral expectations.

This course is designed to provide students with the background, knowledge, skills, and necessary foundations to pursue a career in education. Throughout the course we will examine the nature of education as a profession. We will delve into theories of education, child developmental psychology, content areas, lesson planning, the stages of a lesson, classroom management, special education, English as a second language, and the public school system. As part of this course students will complete a field experience in which they will have the opportunity to observe secondary and elementary classrooms.

Community Service

6-12

.5 credit

Prerequisite: None

Community Service can be an incredible, life-changing educational experience for middle and high school students. Students will be required to obtain 100 hours, with 25 of those hours coming in their senior year, of community service. Students will have checkpoints throughout their middle school and high school career to ensure they are on track and will be provided opportunities and guidance on how to achieve meaningful service hours.

UNIFIED ARTS COURSES

Core Classes

Intro to Choir

MS

Prerequisite: None

Choir is a performance-based class where students can explore the art of singing! Students will sing a variety of music, develop vocal techniques for singing, and learn various musical concepts including music history, theory, and appropriate performance etiquette. Anyone can be in the choir as long as they are willing to give singing a try! Our goal as a group is to develop into better singers, to make music, and to have fun doing it! By the end of the year, students will be able to exhibit the standards of an "Intermediate" student as stated in the 2014 National Music Standards for Ensembles.

6th Grade Spanish

6th Grade

Prerequisite: None

Spanish 1-A (6th grade Spanish) is designed as an introductory course for beginners learners of the Spanish language. We will establish a strong foundation promoting future success in Spanish learning for years of study to come. We will strongly develop the four essential skills of learning Spanish: understanding, speaking, reading, and writing. This course features some interesting activities, both in listening and in reading and writing. Cultural activities, special holidays and events will be covered as well. More rigorous reading and writing activities will be implemented at each grade level in order to satisfy the needs of our Heritage student population. Topics include basic greetings, introductions, likes, dislikes, numbers, classroom commands, the calendar, Spanish-speaking Countries, subject pronouns, definite and indefinite articles, school supplies and subjects, conjugation of verbs "Ser" and "Estar", and physical and personality traits.

7th Grade Spanish

7th Grade

Prerequisite: None

Spanish 1-B (7th grade Spanish) is designed as a continuation of the introductory course for beginners learners of the Spanish language. We will establish a strong foundation promoting future success in Spanish learning for years of study to come. We will strongly develop the four essential skills of learning Spanish: understanding, speaking, reading, and writing. This course features some interesting activities, both in listening and in

reading and writing. Cultural activities, special holidays and events will be covered as well.

*More rigorous reading and writing activities will be implemented at each grade level in order to satisfy the needs of our Heritage student population. Topics include conjugation of -AR, -ER, -IR verbs in the present tense, basic sentence structure, family members and physical traits, exploring South America, using the verbs "TENER" and "SER", expression with "TENER," telling time, likes and dislikes, sports and hobbies, direct and indirect object pronouns, question formation, and conjugation of the verbs "ESTAR" and "HABER."

8th Grade Spanish

8th Grade

Prerequisite: None

Spanish 2-A (8th grade Spanish) is designed for learners of the Spanish language who are somewhat familiar with the language. We will establish a strong foundation promoting future success in Spanish learning for years of study to come. We will strongly develop the four essential skills of learning Spanish: understanding, speaking, reading, and writing. This course features some interesting activities, both in listening and in reading and writing. Cultural activities, special holidays and events will be covered as well.

*More rigorous reading and writing activities will be implemented at each grade level in order to satisfy the needs of our Heritage student population. Topics include gender and Nouns, exceptions to the rules, prepositions and coordinating conjunctions, negative and affirmative words and vocabulary related to traveling, the verb "Tener with body parts, conjugation of the verbs "VENIR", "SER" and "ESTAR" (present tense) with vocabulary related to a City, present tense of stem-changing verbs: "PODER and "DORMIR", affirmative TU commands, the present progressive, part of a house and chores, present tense of Stem-changing verbs: PENSAR, QUERER, PREFERIR", demonstrative adjectives, preterite of regular -AR, -ER, -IR Verbs, and direct object pronouns for buying and selling.

Physical Education

Grades 6-12

.5 Credit for HS

Prerequisite: None

This physical education course is designed to teach the proper skills, concepts and attitudes necessary to engage in proper physical fitness activities, sports, and healthy lifestyles. As a student of this class you are expected to participate in all activities as well as understand, identify, and describe the rules related to the physical activities. The class purpose is to follow the PA State Physical Education standards, and pre-college preparation for fitness-based courses and others that are required in higher education. The ultimate goal is for student engagement and for the students to learn lifelong fitness activities that can successfully help them lead an active and healthy lifestyle.

Health

11th Grade

.5 Credit for HS

Prerequisite: None

The health education course will provide all students with the skills and knowledge to promote responsible lifetime decision-making and contribute to a healthy and safe society. Healthy choices and decision-making skills are stressed. The program teaches students the skills necessary to weigh options, to make responsible decisions, and to develop behaviors/goals that promote healthful living. **RCCS** recognizes that student wellness and proper nutrition are related to student's physical well-being, growth, development, and readiness to learn.

Keyboarding

6th Grade

Prerequisite: None

Proper keyboarding is an essential tool for both school and career success! This course will give students of all levels the opportunity to learn proper touch typing techniques. Students will learn correct finger placement on a QWERTY computer keyboard. Students will focus first on the alphabet, symbols, and then numbers. Students will work at their own pace, as accuracy will be emphasized before speed. Students will also be introduced to typing and formatting in Google Docs.

Google Basics

Grades 7 & 8

Prerequisite: None

This course will introduce students to Google Suite and give them the basic formatting skills to be successful in the classroom and real-world. Students will use chromebooks to utilize the most common Google Apps: Gmail, Chrome, Calendar, Drive, Docs, Slides, Forms, and Sheets. Students will complete project based assignments and student-centered activities that allow and enhance collaboration and communication.

Middle School Art

Grades 6-8

Prerequisite: None

Throughout middle school, students will be introduced to concepts, techniques and tools in advancing degrees with each grade. These formative experiences with such media will aid their decision of choosing courses to take once they reach high school. Each grade will explore clay, digital media, 2D/ 3D projects while infusing the Studio Habits of Mind into their process. Students will keep a Google Site Portfolio to submit and store their work. Each quarter, one of their projects will require students to connect their work to a

respected artist in a reflection on their site. The projects will explore media, contemporary and historical artists, as well as discussion and critiques.

Elective Courses

Choir 1

HS

1.0 credit
(A&H)

Prerequisite: None

Choir is a performance-based class where students can explore the art of singing! Students will sing a variety of music, develop vocal techniques for singing, and learn various musical concepts including music history, theory, and appropriate performance etiquette. This is a class that includes public performances. Participation in these performances is REQUIRED. Anyone can be in the choir as long as they are willing to give singing a try! Our goal as a group is to develop into better singers, to make music, and to have fun doing it! No Auditions Required. By the end of the year, students will be able to exhibit the standards of an "Intermediate" student as stated in the 2014 National Music Standards for Ensembles.

Choir 2

HS

1.0 credit
(A&H)

Prerequisite: Choir 1

Choir is a performance-based class where students can explore the art of singing! Students will sing a variety of music, further develop vocal techniques for singing, and strengthen understanding in various musical concepts including music history, theory, and appropriate performance etiquette. This is a class that includes public performances. Participation in these performances is REQUIRED. Anyone can be in choir as long as they are willing to give singing a try! Our goal as a group is to develop into better singers, to make music, and to have fun doing it! NO Auditions Required. By the end of the year, students will be able to exhibit the standards of a "Proficient" student as stated in the 2014 National Music Standards for Ensembles.

Choir 3

HS

1.0 credit
(A&H)

Prerequisite: Choir 2

Choir is a performance-based class where students can explore the art of singing! Students will sing a variety of music, further develop vocal techniques for singing, and strengthen understanding in various musical concepts including music history, theory, and appropriate performance etiquette. This is a class that includes public performances. Participation in these performances is REQUIRED. Anyone can be in choir as long as they

are willing to give singing a try! Our goal as a group is to develop into better singers, to make music, and to have fun doing it! NO Auditions Required. By the end of the year, students will be able to exhibit the standards of an "Accomplished" student as stated in the 2014 National Music Standards for Ensembles.

Choir 4

Prerequisite: Choir 3

HS

1.0 credit
(A&H)

Choir is a performance-based class where students can explore the art of singing! Students will sing a variety of music, further develop vocal techniques for singing, and strengthen understanding in various musical concepts including music history, theory, and appropriate performance etiquette. In Choir 4 students will also begin to take leadership positions in the classroom. This is a class that includes public performances. Participation in these performances is REQUIRED. Anyone can be in choir as long as they are willing to give singing a try! Our goal as a group is to develop into better singers, to make music, and to have fun doing it! NO Auditions Required. By the end of the year, students will be able to exhibit the standards of an "Advanced" student as stated in the 2014 National Music Standards for Ensembles.

Spanish 2

10th Grade

1.0 credit

Prerequisite: Spanish 1

Spanish 3-A is designed for learners of the Spanish language who are familiar with the language. We will establish a strong foundation promoting future success in Spanish learning for years of study to come. We will strongly develop the four essential skills of learning Spanish: understanding, speaking, reading, and writing. This course features some interesting activities, both in listening as well as in reading and writing. Cultural activities, special holidays and events will be covered as well. Topics include conjugation of irregular verbs using the preterite with outdoor activities, the imperfect tense, the verb ESTAR and participle with Art, the preterite vs the imperfect with talking about the past, indirect object pronouns with childhood toys, and -SER vs. ESTAR.

Spanish 3

11th Grade

1.0 credit
(A&H)

Prerequisite: Spanish 2

Spanish 3-B is designed for learners of the Spanish language who have a strong understanding of the language. We will establish a strong foundation promoting future success in Spanish learning for years of study to come. We will strongly develop the four essential skills of learning Spanish: understanding, speaking, reading, and writing. This course features some interesting activities, both in listening as well as in reading and

writing. Cultural activities, special holidays and events will be covered as well. Topics include *affirmative* and negative commands: TU, USTED and USTEDES with nutrition, subjunctive regular verbs with exercise and staying in shape, subjunctive irregular verbs with feelings and emotions, subjunctive stem-changing verbs with vacation planning, subjunctive using emotions with personality traits, expressing intention, affirmative and negative commands with NOSOTROS, and current events.

Spanish 4

12th Grade

1.0 credit
(A&H)

Prerequisite: Spanish 3

Spanish 4 is designed for learners of the Spanish language who have a strong understanding of the language. We will strongly develop the four essential skills of learning Spanish: understanding, speaking, reading, and writing. This course features some interesting activities, both in listening as well as in reading and writing. Cultural activities, special holidays and events will be covered as well. Topics include possessive pronouns, using adverbs, present perfect and past perfect tenses with jobs, present perfect subjunctive, demonstrative adjectives and pronouns with volunteer activities, poetry writing, the future tense with professions, future perfect, direct and indirect object pronouns with technology.

12th Grade Spanish Lit

12th Grade

1.0 credit
(A&H)

Prerequisite: None

12th Grade Spanish Literature class is an introductory literature class, designed for those students who are Heritage speakers and who have a strong understanding of the language. Topics include Las jarchas, La epopeya, Mester de Clerecía y Juglaría, La tragicomedia, La novela picaresca, and Y otros.

Intro to Computer Science

Grades 9

1.0 credit

Prerequisite: None

This is an introductory course that takes a broad look at the basics of computer science. It covers topics such as problem solving, programming, physical computing, and user-centered design. It involves computer and non-computer activities to teach students computational thinking, problem solving, programming concepts and digital citizenship. It is designed to empower students to engage with computer science as a medium for creativity, communication, problem solving, and fun! (code.org)

Computer and Career

Grades 10 & 11

1.0 credit

Prerequisite: None

The goal of this course is to give students the understanding of both self and career awareness. To achieve this goal, students will complete self-assessments and will conduct an abundance of career exploration and research. Students will apply this knowledge to create personal goals for college and career readiness.

Senior Project

12th Grade

.5 Credit

Prerequisite: None

This course focuses on completion of all components of the Senior Project. These components include a college entrance essay, a resume and cover letter, and an annotated bibliography that is designed to research a particular career of interest. In addition, students will engage in lessons designed to prepare them for a professional job interview and will also participate in a mock one.

Digital Art

Grades 9-12

1.0 credit
(A&H)

Prerequisite: None

Students with an interest in digital art will have the opportunity to explore and create artwork using apps such as Procreate, Pixler, Google Sites, iMovie, and more. The iPads will serve as a starting point for most projects as students learn basic and advanced features of Procreate to animate, illustrate and design digital artwork. Graphic design and illustration basics will be implemented and taught throughout each project. Basic digital storage/organization routines and best practices will be followed. All art courses require a Google Site Portfolio to submit work.

Ceramics

Grades 9-12

1.0 credit
(A&H)

Prerequisite: None

This ceramics course is meant to be an introduction to the basics of clay, hand building, the firing process, and the general components of working with clay. This course can be taken again as a level one and level two, where students will apply and refine their skills as they become more involved with ceramics. All art courses require a Google Site Portfolio to submit their work.

2D/3D Art

Grades 9-12

1.0 credit
(A&H)

Prerequisite: Studio Thinking

Students will explore a wide variety of tools, techniques, and mediums to make 2D and 3D art. These projects will have an emphasis on formal qualities of art, class discussions and

critiques. All art courses require a Google Site Portfolio to submit work. Studio Thinking is a prerequisite.

Studio Thinking

Grades 9-12

1.0 credit
(A&H)

Prerequisite: None

The aim of this course is for students to see the value and necessity of utilizing their own creativity to cultivate meaning and ideas. This course is based on the Studio Habits of Mind from the textbook *Studio Thinking Second Edition*. The habits consist of *Envision, Understanding Art Worlds, Engage & Persist, Observe, Express, Stretch & Explore, Develop Craft and Reflect*. Students have a variety of projects that explore a wide range of mediums and artistic conventions. This exploratory course allows for students to become more comfortable experimenting with media and *speaking* about each other's art. Each habit is associated with either making art or researching and writing about it. All art courses require a Google Site Portfolio to submit their work.

Agenda for Professional Development/Induction Week

Monday, August 23, 2021 (All Staff)

- 8:00-8:30 a.m. --Breakfast! Welcome!
- 8:30-9:30 a.m. -- ESL Program by ESL Department
- 9:30-10:45 a.m. -- Drug Trends by Center for Humanistic Change
- 12:00-1:20 p.m.--Special Education discussion
- 1:30-2:30 p.m. -- Self Care by Michelle Greco and Rebecca Torres

Tuesday, August 24, 2021 (All Staff)

- 9:30 -10:00 a.m. SAP information by Center for Humanistic Change
- 10:00-11:00 a.m. Gang Education by Allentown Police Department (Sgt. John Leonard)
- 12:00-3:30 p.m. Team-building activities and Changes in procedures in the building

Wednesday, August 25, 2021 (All Staff)

- 8:00-9:00 -- Alyssa Mace -- CEO message to both schools
- 9:00-9:30 -- Crisis Team Presentation / Emergency Binders and Bags
- 9:30-10:30 a.m. -- Active Shooter Training by PA State Police
- 12:00-2:20 p.m.--Sapphire Training
- 2:30-3:00 -- Virtual Presentation for 403b

Thursday, August 26, 2021 (New Staff)

- See topics below**

Friday, August 27, 2021 (New Staff)

- Meet with administration and mentors

List of Possible Topics

All Staff	New Staff**
- Sapphire Training - Gradebook - Attendance - General Navigation - Nearpod - Special Education - IEPs, SDIs, Progress Monitoring - IEP Meeting Expectations - Inclusion - 504s - ESL - SAP - Safe Schools Trainings - Crisis Team Presentation (Bags, Plan, etc.)	- Mentorship Program - Artifacts, Reflections, Observations - Google Apps for Education - Google Classroom, Docs, Sheets, Forms, - Gamification - Kahoot, Quizzizz, Gimkit



Roberto Clemente Elementary Charter School



Elementary Principal's Report
Tuesday, August 17, 2021
Mrs. Alyssa Mace

Enrollment

Kindergarten	50
Grade 1	49
Grade 2	49
Grade 3	50
Grade 4	52
Grade 5	50
Total	300

2021-2022

Addressing Learning Loss

All students in grades 1- 5 will complete benchmark assessments in English Language Arts and math during the first two weeks of the school year. Additionally, all students will complete a social-emotional screener.

This data will be used to identify students for instructional support and for targeted social-emotional interventions.

Master Schedule

The elementary school will resume the 2019-2020 master schedule which includes 335 instructional minutes per day. The school day will run from 8:30 a.m. until 3:10 p.m.

Curriculum

To improve instructional consistency, RCECS will formalize the instructional implementation of Ready ELA in grades 1-5, which was previously used as a supplemental resource. Grades 2-3 will pilot Ready Writing. Staff will receive professional development on these two programs during orientation.

Additionally, teachers and students will have access to Freckle, a standards-aligned online platform that provides both adaptive and targeted lessons and assignments in reading, math, science, and social studies.



Roberto Clemente Elementary Charter School



Support Services

A menu of supports and services will be available for students to ease the transition back to in-person instruction. These supports include increased social-emotional lessons, individualized break bins, targeted small group interventions, and additional counseling services. These resources will be provided internally and through community organizations including the Center for Humanistic Change and Valley Youth House.

School Building

Teachers and staff underwent a huge summer reorganization and cleaning project to create more instructional space within each classroom area and to increase the available storage throughout the building.

Induction & Orientation

New teachers and staff, and those hired after the start of last school year, will complete induction on Monday, August 23 and Tuesday, August 24. All teachers and staff will attend orientation on Wednesday, August 25, Thursday, August 26, and Friday, August 27.

Calendar

August 20: Board of Trustees Meeting 7:00 p.m.

August 23-24: New staff induction

August 25-27: All staff orientation

September 6: School closed- Labor Day

September 7: 1st day of the 2021-2022 school year

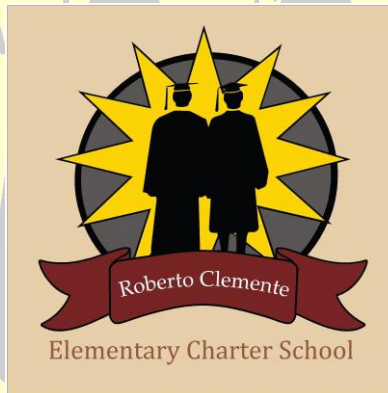
September 14: Back to School Night

**Roberto Clemente Charter School
Elementary School**

Dual Language Program - College: It's what we do!

2021-2022

Student/Parent Handbook



**850 North 5th Street
Allentown, PA 18102
T: 610-351-4310
F: 610-351-4311
www.myrccs.com**

Dr. Lynn Columba
President, Board of Trustees

Mrs. Alyssa Mace
CEO

Mrs. Alyssa Mace
Principal

Ms. Brigid Abbott
Assistant Principal

General Information	4
Mission.....	4
Community Spirit.....	4
School of Choice.....	4
Vision	4
Objectives	5
Academics	5
Student Grading.....	5
Student Report Cards	6
Marking Period Dates.....	6
Outstanding Debts	6
Homework Policy	6
Multidisciplinary Project (MDP).....	6
Special Education	6
Programs and Services for Children with Disabilities	7
Child Find	7
Instructional Support Team	7
Services for Protected Handicapped Students	8
English as a Second Language Program	8
Summer School Policies	8
Grading System	8
Offered Core Subject Areas.....	8
Pupil Services	8
School Counselor.....	8
Elementary Student Assistant Program	8
Health Services.....	8
Health Requirements	9
Medication.....	9
Health & Safety (Additional Information)	9
Physical Education Classes	9
Emergency Phone Numbers	9
Home and School Association	9
Public Input	9
Fundraising.....	10
Volunteer in School	10
School Procedures, Policies, and Regulations.....	10
School Day Hours	10
Attendance	10
Leaving School without Permission.....	11
Dismissal for Appointments.....	12
School Tardiness	12
Family or Volunteer Trips	12
Arrival Procedures	13
Dismissal Procedures	13
Emergency School Closing.....	13
Transfer/Withdrawal from RCCS.....	14
Bussing	14
Bicycles, Scooter, Etc.	14



Video/Audio Surveillance	14
Homeless Act: McKinney Vento Act.....	14
Visitor Policy/Security System.....	15
After-School Activities Guidelines	16
Social Events and Class Trips	16
Dress Code Rationale	17
Dress Code	17
Jewelry and Earrings.....	17
Headbands, Bandanas, and Bows	17
Personal Appearance.....	17
Gym Uniform.....	18
Dress Down Days	18
Appointments with School Personnel.....	18
Pledge of Allegiance	18
Fire Drills.....	18
Lockdown Situation.....	19
Hall Conduct	19
Passes	19
Cafeteria Rules and Procedures	19
Birthday and Classroom Treats	19
Personal Electronic Devices	20
Personal Non-Instructional Items	20
School Telephone Use.....	20
Promotional Pictures	20
Smoking.....	20
Asbestos Information.....	20
Technology Resources-Acceptable Use Policy.....	20
Student Responsibilities	24
Notice Concerning Public Input	25
Parent Responsibilities	25
Title I School Parent Involvement Policy Checklist.....	25
Title I District Parent Involvement Policy Checklist.....	26
Disciplinary Actions.....	27
Denial of Student Privileges.....	27
Suspension from School	27
Expulsion from School	27
Anti-Bullying Policy	27
Sexual Harassment	30
Mandated Reporter.....	30
Code of Conduct.....	31
Disciplinary Guidelines.....	31
Definition of Terms	32
Violations and Procedures	33
Weapons Policy.....	36
Notification of the Allentown Police Department When an Incident Involves Children with Disabilities.....	37
Response and Handling of Student with a Disability.....	38
Student/Parent Handbook Agreement Instructions	39
Student/Parent Handbook Agreement	41



General Information

Mission

Roberto Clemente Charter School: Elementary (RCECS) is a neighborhood school that was founded in 2013 by the members of the Roberto Clemente Charter School Board of Trustees. RCECS is a small learning community school that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation in English and in Spanish in an environment that embraces diversity and strives for excellence 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 of study, and as life-long learners.

Community Spirit

At RCECS, our goal is to create a climate conducive to teaching and learning that embraces a multicultural perspective. We want to build a culture that is caring, respectful, supportive, welcoming, and has high expectations.

School of Choice

Since RCECS is a school of choice, enrolled students and their parents/guardians are required to adhere strictly to the rules and regulations as described in this handbook. This handbook has been prepared, written, and approved by the school administrators and the Board of Trustees (The Board). Feedback from school-community stakeholders including staff, parents, and families was taken into account in this process. Violations of the school rules and regulations may lead to serious consequences including dismissal. In order to avoid unnecessary arguments with school administrators regarding the school's discipline policies, parents/guardians and students should read the Student/Parent Handbook thoroughly prior to enrollment with RCECS.

Vision: Future State: What We Envision- An Early College Model Program

- **Parents** who work cooperatively with the school; support the school's rules, policies and expectations; provide the time and support at home for their child's academic work; promptly inform the teacher/school of any pertinent medical, family, home and learning problems, and ensure that their child attends school daily, on time, in uniform and ready to learn.
- **Students** who are responsible; abide by all rules and expectations of behavior; treat adults, other students, school property, and others with respect; participate in class, complete and turn in class work and homework; are highly motivated; engage in meaningful activities; are able to work independently and in groups, and engage in the social and political world.
- **A Professional Community** that uses reflective dialogue; develops relationships among teachers and are mentors and advisors for students; has professional collaborations; shares norms and values where professionals meet to identify what they have in common; and has a collective focus on students learning where the priority is placed on activities that promote student growth.
- **A School Community** in which students, teachers, administrators, parents, and community members are all learners; share common values, ideas and commitments; and embrace a multicultural perspective and a collaborative approach with local resources to maximize student success.
- **Curriculum & Instruction** that provides for small classroom size; individualized instruction; academic rigor with an emphasis in standards-based learning; emphasis in reading and writing across content areas; proper assessments to verify progress; lively discussions and critical thinking; relevant, real-world context; active problem finding and problem solving; national best practices, and character development and increased social skills.
- **A Climate** which is safe and supportive; welcoming and caring; collaborative; exciting; multicultural; filled with school pride; respectful; and high in its expectations.

Objectives

RCECS is committed to the education of the whole person with the following objectives:

1. To instill a strong sense of responsibility towards oneself and society.



2. To challenge each student to pose a positive attitude and to conduct him or herself with dignity, respect, and responsibility.
3. To address student's emotional and social growth by providing individual and group counseling that develop self-esteem and appropriate socialization skills.
4. To offer a well-rounded curriculum that utilizes technology, so that each student may meet the challenges of a global community with a solid educational foundation.
5. To prepare each student to be successful in college, secondary level of study, and as a life-long learner.
6. To provide each student with opportunities to develop critical thinking, independence of thought, and a life-long love for learning.
7. To equip each student with knowledge and skills to make successful choices for his or her future and life career.
8. To offer opportunities for community service and experiences wherein each student will learn to be sensitive and caring toward others.
9. To promote character development, respect for others, and self-respect.
10. To encourage respect and appreciation of the individual differences among students and their cultural and linguistic backgrounds.
11. To encourage respect for every student's right to learn and every teacher's right to teach.
12. To nurture developing skills as well as foster the discovery of hidden talents and leadership potential.
13. To meet the needs and interest of each student through innovation and technology.
14. To energize school spirit by offering extracurricular activities.

Academics

Student Grading

RCECS utilizes a standards-based grading system following the PA Core Standards. The grading system is similar to the one in use by the Allentown School District and shows subject areas, and standards or skills in a number of academic content areas. How students are evaluated in each class depends upon a number of factors determined by the course, the curriculum, and teacher requirements. Students can earn the following performance level distinctions in their academic core content courses:

Performance Levels (Academic Content Courses)

4- Advanced: Excels beyond the standard

Student demonstrates an in-depth understanding of the standard

3- Proficient: Meets the standard

Student demonstrates a satisfactory understanding of the standard

2-Basic: Approaching the standard

Student demonstrates a partial understanding of the standard

1- Below Basic: Struggling to meet the standard

Student struggles to demonstrate an adequate understanding of the standard

RCECS students are encouraged to adopt qualities that will make them a successful learner not only throughout their schooling career, but also as lifelong learners. Students can earn the following performance levels for demonstrating qualities of a successful learner:

Qualities of a Successful Learner (Learning Behaviors)

E: Exceeds Expectations

The student independently and consistently performs above grade level expectations for learning behaviors

M: Meets Expectations

The student currently performs at or near grade level expectations for learning behaviors

B: Below Expectations

The student is not yet performing at grade level expectations for learning behaviors



Students will be assessed on the “qualities of a successful learner” using a variety of assessment tools. Student attendance rate may also impact student scores. Qualities of a successful learner include the following:

Responsible Learner

- Organizes time, task, and materials
- Listens attentively
- Follows directions
- Completes class work
- Completes and returns homework
- Seeks help when appropriate

Respectful Learner

- Follows RCECS Code of Conduct/ School Rules
- Exercises self-control
- Shows consideration for others

Active Learner

- Displays a positive attitude
- Works well in various settings
- Works well collaboratively

Student Report Cards

Report cards are issued quarterly. A student who earns below a 3-Proficient in any subject area may be required to attend the after school tutoring program and/or the summer program. Each student will be evaluated on a case-by-case basis. Report cards are a record of student academic achievement. Teacher comments are included during each quarterly report card. Report cards will be sent home with the student in a yellow envelope upon the conclusion of the marking period. RCECS parents/guardians are expected to: review their child’s report card, sign the report card envelope, and have your child return the envelope to their homeroom teacher. It is important that RCECS parent(s)/guardian(s) review and discuss their child’s report card with their child, teachers, as well as with the school counselor, and/or principal when necessary.

Marking Period Dates

First Marking Period.....	September 7 – November 11, 2021
Second Marking Period.....	November 12, 2021 – February 1, 2022
Third Marking Period.....	February 2 – April 11, 2022
Fourth Marking Period.....	April 12 – June 15, 2022

Outstanding Debts

Students are responsible for paying all outstanding debts as quickly as possible. This includes paying for lost or damaged instructional materials and supplies including but not limited to Chromebooks, calculators, workbooks, and/or reading books. Report Cards will not be released at the end of the school year to students who have outstanding debts. Educational records will not be sent to a new school until all outstanding debts are paid by students transferring out.

Homework Policy

All RCECS students are required to read 20 minutes every night and have a parent or adult sign their “Read & Respond” form. This is a daily expectation. If a student does not complete his or her Reading homework, the student will be provided with a time during the school day to complete it. Students must make up all missed assignments due to an excused absence. If a student fails to make up any assigned work, it will be recorded as a zero unless a valid excuse is provided.

Multidisciplinary Project (MDP)

The Multidisciplinary Project (MDP) is a project aimed to fulfil PA Career Education and Work Standards. The project is completed by students in cooperative groups and/or partnerships in English and in Spanish. Students showcase their project in a bilingual presentation to staff, students, and families.

Special Education

Special education classes are available at RCECS. RCECS follows the inclusion model for Special Education students. Teachers or parents who feel a child is exceptional and in need of a special program may submit a written request for an evaluation. It is the responsibility of the parent to inform the school if an IEP exists. Visit the school’s website RCECS for more information.



Programs and Services for Children with Disabilities

Child Find

RCECS utilizes a multidisciplinary team that includes the parents to determine eligibility, type of support, and related services (if applicable) that a student might need based on the results of the initial evaluation.

Instructional Support Team

Students who are struggling in their core subjects will receive interventions and will be monitored by the Instructional Support Team. If there is little to no progress, the students will be referred for an instructional support team evaluation. If a child is found to be eligible for special education services as defined by IDEA, an Individualized Education Plan (IEP) is created by the instructional support team. The instructional support team, or also known as the IEP team, is made up of different professionals depending on the needs of the students. Members of the team are the parents, the student (if of transition age), teachers, counselor, principal, or assistant principal, and/or other professionals who may know the student well.

The parents of the student have the right to be notified of and to be invited to participate in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which the school may hold an IEP team meeting even if the parents refuse or fail to attend the IEP team meeting.

IEPs must contain: (1) present levels of academic achievement and functional performance (This is the baseline that give us a starting point for your student.); (2) areas of academic/behavioral needs that must be addressed in the IEP; (3) for students who are of transition age (turn 14 years old academic year addressed by the current IEP), the transitional grid must be completed with services and activities that will help student achieve post-secondary goals; (4) measurable annual goals which cover specific areas of skills deficit that will be targeted for instruction and progress monitoring; (5) progress monitoring (how and how often the student will be monitored to ensure that they are on track to achieve the academic/behavioral goal); (6) any related services and possible supplementary aids; (7) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities; (8) accommodations that are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and (9) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications. Special education services are provided according to the educational needs of the child, not the category of disability.

Types of service that may be available, depending upon the child's disability and needs include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) autistic support; and (5) multiple disabilities support. General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, among others as determined by the academic needs of the student. Roberto Clemente follows an inclusive model, meaning that students are in the least restrictive environment with non-disabled peers unless the student's academic needs require additional academic support.

For students who are eligible for extended school year services as determined by their IEP team and in accordance with Chapter 711 regulations, they will receive academic services during the summer. Additionally, starting when a student turns 14 during the academic year of the current IEP, the team (including the student) must include appropriate and measurable postsecondary goals. Transition services that will facilitate reaching the transition goals must also be included. Beginning not later than one year before the child reaches the age of 21, which is the age of majority for education purposes under Pennsylvania law, the IEP must include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of 21.



Services for Students Protected by Handicapped Services

Other Than Special Education Services under Section 504 of the Federal Rehabilitation Act of 1973, some school-age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualifies under the applicable laws. Roberto Clemente Elementary Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, we provide to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Roberto Clemente Charter Elementary School or the parent may initiate an evaluation if they believe a student is a protected handicapped student.

English as a Second Language Program

English as a Second Language (ESL) programming is available at RCECS. RCECS adheres to federal and state policies and procedures regarding English language learners (ELs). RCECS utilizes "sheltered" English instructional methods. All ELs receive language supports through ESL teachers and through content-area teachers. Students may be screened for ESL services based on the Home Language Survey filled out by parent(s)/guardian(s) upon enrollment into the school and/or on a review of student records. Visit the school's website for more information.

Summer School Policies

Grading System

Students will be required to attend the summer school program if the student is not progressing at grade level in a core subject area. A student who is progressing below grade level or who is not demonstrating an understanding of the PA Core standards at the student's grade level will be required to attend summer school.

Offered Core Subject Areas

Every effort will be made to offer students the core subject areas they need during the summer program. Core subject areas will take priority over those subjects in which a student is progressing on grade level or has reached content standards. Students who are not progressing at grade level in two or more core academic subjects may be considered for retention for the upcoming academic year. Any student, who is not progressing at grade level in a core subject area during the summer, must participate in the after school tutoring program during the following academic year.

Pupil Services

School Counselor

Students have the opportunity to work with a school counselor who will assist him or her with academic issues and social concerns. The counselor will be available by appointment during school hours. Please call the main office to make an appointment with the receptionist.

Elementary Student Assistance Program (ESAP)

There is an **ESAP** team at RCECS, which provides assistance to students who exhibit barriers preventing academic success. The ESAP team is a confidential team composed of specialty trained teachers, school counselors, and other school employees, who work to provide services to help students overcome barriers to learning.

Health Services

The health room, staffed with a full-time Certified School Nurse, will be available as needed. Students will be excused from classes to fulfill state health requirements, such as vision and hearing screenings. Students who become ill during the school day should first inform their teacher and ask for a pass to go to the health room. **If your child has a temperature of 100**



degrees Fahrenheit or higher, you will be contacted and expected to pick up your child in a timely manner. You must also keep him or her home until they are fever free for 24 hours without the use of fever reducing medication. If the school is unable to locate the parent/guardian, then it will attempt to contact individuals on the emergency contact list. Students who are not deemed excessively ill are encouraged to return to class. If your child is feeling ill in the morning, please keep them home if their temperature is greater than 100 degrees Fahrenheit, they had a fever the previous night, they have vomited, or if they are experiencing diarrhea.

Please keep your child home, until they are fever free or symptom free, for 24 hours without the use of fever reducing medication. If you discover your child has lice, please keep them home and treat with an over-the-counter treatment. Contact the RCECS School Nurse to notify the school and to receive information regarding successful re-admission procedures.

Health Requirements

Students entering RCECS are required to have current immunization records as well as physical and dental examination records on file at the school. The Pennsylvania Department of Health revised the required immunizations for school attendance in March 2017. Parents should contact the school nurse to ensure that their child has received all required vaccinations or if you have questions regarding required immunizations or need more information.

Medication

Please contact the school nurse if a physician prescribed medication or over-the-counter medication must be given at school. A parent or an adult must personally deliver it. RCECS must receive signed written permission from the parent and the prescribing doctor for the school to administer any medications to students. The medication permission form must include the name of the medication and instruction for its administration (time and dosage). Medication permission forms are available from the RCECS school nurse.

Health & Safety (Additional Information)

Please refer to the RCECS webpage for any possible updates on Health and Safety information and/or policies/procedures.

Physical Education Classes

All students are required to take physical education as scheduled, unless excused because of physical limitations. In case of such limitations, a physician should indicate in writing the reason for excusing the student from gym class. If a student is unable to participate in gym class for more than one week due to a physical ailment, an excuse from the doctor is required. In order to protect the health and safety of our students, any student unable to participate in gym will be excluded from recess as well. A doctor must also give permission for a student who has a known physical disability to participate in gym.

Emergency Phone Number

It is extremely important that the school have a record of telephone numbers to reach parents/guardians in the event of an illness or injury to your child during the school day. Parents must contact the main office regarding updates to telephone numbers and other pertinent information. The school is not responsible for updating phone numbers, addresses, and/or emergency contacts for students.

Home and School Association (HASA)

HASA is an active and ongoing organization at RCECS whose primary objectives include:

1. Promoting a closer relationship between the home and the school in order for parents and teachers to cooperate effectively in the training of the child.
2. Uniting efforts that will secure for every child the highest advantages in physical, mental, and social education.
3. Assist in fundraising activities and special events. Please call (610) 351-4310 to get involved.

*All raised funds must be deposited in the appropriate and designated account(s). The appropriate and designated account is determined and authorized by RCECS administration.

Public Input

Any parent, resident, or community group shall have the right to present a request, suggestion, or opinion concerning the



school and/or the programs offered. The public's voice will be considered with the purpose of improving education for the students at RCECS. The Board has a duty to protect its staff from unnecessary harassment and maintain a safe and instructional environment for the students. It is the intent of this policy to provide a fair and impartial manner for seeking appropriate and constructive input from the public. Any input from the public shall be first considered through a direct, informal discussion among the interested parties. The CEO or the Principal shall be the first contacts between the public and the school. It is only when such informal meetings are not successful that more formal procedures will be employed.

Fundraising

The Principal and/or CEO must authorize all fundraising activities. *All raised funds must be deposited in the appropriate and designated account(s). The appropriate and designated account is determined and authorized by RCECS.

Volunteers in School

Parents/guardians and anyone interested in volunteering at our school, should contact Human Resources regarding required documentation. For more information on clearances visit the volunteer section on the school's website at: myrccs.com/how_to_volunteer.html

School Procedures, Policies, and Regulations

School Day Hours

The school day hours for the 2020-2021 school year are **8:30 a.m. – 3:10 p.m.** Please see the detailed schedule below:

8:00 a.m. – 8:30 a.m.	Student Arrival and Breakfast
8:30 a.m. – 3:05 p.m.	Academics (with lunches)
3:05 p.m.	Bus Dismissal Begins
3:10 p.m.	Dismissal (Parent Pick-Up)

Attendance

RCECS adheres to provisions for attendance and truancy under Pennsylvania Act 138. Students must attend school from 8:30 a.m. to 3:10 p.m. in its entirety to be considered present for the school day. Regular school attendance is vital to academic success. A student who is absent frequently will not be able to achieve his/her potential ability because of missed work. Therefore, all RCECS pupils are expected to report to school daily by 8:30 a.m., unless they have a legal excuse.

***A written excuse must be submitted to the main office within 3 days of the absence in order for it to be excused.** A written excuse must be provided, whether or not you called in the absence. If no written excuse is provided, the absence will be considered unlawful/unexcused. Once an unlawful/unexcused absence is recorded, RCECS will not make changes.

***A doctor's note is required for extended illness absences and for a student who has had more than 10 illness absences during the school year. Failure to provide a doctor's excuse will result in an illegal absence.**

Legal or excused absences and late arrivals are defined as the following:

- | | |
|---------------------------------|---|
| -Illness of student | -Physical incapacity of the student |
| -Death in the family of student | -Impassable roads between the student's home and the school |
| -Court attendance | -Suspension of the student |

A written request must be submitted and approved by the Principal **before** the day(s) in order for the absence to be excused:

- Religious holiday
- Educational trip

Unlawful or unexcused absences and late arrivals are defined as the following:

- Trips not approved by the principal or principal's designee
- Absence from or late arrival to school with the parent's consent for reasons other than those considered excusable.
- Absence or late arrival for which no legal excuse has been returned within 3 school days.



Students who are absent with a legal excuse will be permitted to make up any work that was missed. It is the student's responsibility to make up any assignments within a reasonable amount of time. Students who are unlawfully absent, or absent without an excuse, from school will not be permitted to make up any work missed on the day of the absence.

Attendance: Truancy

Truancy refers to when a student has **3 or more unexcused absences** in the current school year. These absences do not need to be in a row. Upon the 3rd unexcused absence, a student is considered truant. RCECS will issue a truancy notice to the student's parent/guardian within 10 days of the student's 3rd unexcused absence.

Attendance: Habitual Truancy

Habitual truancy refers to when a student has **6 or more unexcused absences** in the current school year. These absences do not need to be in a row.

Upon the 6th unexcused absence, a student is considered habitually truant. RCECS will issue a truancy notice to the student's parent/guardian within 10 days of the student's 6th unexcused absence. RCECS will also hold a school attendance improvement conference. A written notification will be sent to a student's parent/guardian prior to the conference requesting their attendance at the conference. If a parent/guardian does not respond to the written request, RCECS will attempt to contact them by phone two times. RCECS will still hold a school attendance improvement conference for a student if a parent does not attend the conference. At the attendance improvement conference, RCECS will create a plan to help a student attend school.

After an attendance improvement conference is held and a plan is put in place, if a student has more unexcused absences, RCECS must refer the student to either a school-based or community-based attendance improvement program or Children and Youth Services. In addition, RCECS may file a citation against a student's parent/guardian in district court. RCECS may file a citation for each additional unexcused absence after the initial 6th unexcused absence occurred. If a student accumulates 10 unexcused absences, RCECS will issue a "10 Day Letter" to notification to their parent/guardian. **Any student who is absent illegally or unexcused for ten (10) consecutive days will be immediately dropped from the school's rolls.**

Attendance in each class and to school, separately, is necessary for any student to pass his/her classes in each marking period. Students are required to have at least 80% attendance in every class to pass each marking period. In addition, students are required to maintain at least 80% attendance for the full year in order to be promoted into the next grade level. Students are expected to arrive at school at the appropriate time each day. Students who do not arrive on time to school will be subject to prosecution for truancy due to accumulation of missed time at school.

Students must be present at least four hours in a school day to have the day count as a full day of school. If your child must be absent for any reason, we ask that you do two things:

1. Call the school (610-351-4310) between 7:30 a.m. and 8:30 a.m. on the morning of the absence. If the absence continues for more than one day, it is necessary to call every day unless specifically requested not to. If we do not receive a call identifying the reason for an absence, we will attempt to contact the parent/guardian at home or at work to verify the absence.
2. If your child is absent one to three days, then a written note is needed with a detailed reason of your child's absence. The note **must** indicate your child's name, the date(s) of the absence and the reason for the absence. This note **must** have the parent/guardian signature. If the illness continues for more than 3 days, it is necessary to have a doctor's note detailing the reason for the absence. Certain circumstances may warrant a doctor's note before a student will be allowed to return to school.

Leaving School without Permission

Students are not permitted to leave the school building under any circumstances without permission. Students who leave the school and wish to come back on the same day will not be permitted to re-enter the school. Every attempt will be made to contact the parent or guardian of record to notify them that the student has left school. Students who leave school without permission will be subject to immediate suspension.



Dismissal for Appointments

In the event that medical appointment is scheduled for a student during school hours, a doctor's or parent note will be required to count the absence as legal/excused. Please send a note **(24 hours in advance if possible)** to school with your child specifying the date of the appointment and the time you want your child to be released. If your child has an appointment scheduled during school day hours, we ask that you do the following:

1. If your child has an appointment early in the morning and your child will not report to school until after the appointment, notify the main office in writing, in person, or via phone call, by 8:30 a.m. on the day of the appointment.
2. If your child has an appointment later in the day requiring an early dismissal, notify the main office in writing, in person, or via phone call, by 8:30 a.m. on the day of the appointment.

All students who need to leave the school before dismissal time must be signed out and picked up by a parent/guardian. **If a person other than the parent or guardian will pick up the student, this person must be included in the emergency contact list and must present ID at the time of signing out the student.** RCECS does not allow early dismissal as a privilege.

School Tardiness

All RCECS students are expected to report to their homerooms, no later than 8:30 a.m. Any student who is not seated in homeroom by 8:30 a.m. is considered late/tardy. **If a student arrives at school later than 8:30 a.m., a parent / legal guardian must accompany this student in order for the student to be admitted to school and sign them in the main office.** Students that arrive late to school must report to the main office to receive a late pass in order to be admitted to class. If a student is going to be late to school, a written note is required specifying the reason for the delay.

Family or Voluntary Trips

To avoid interruption of your child's educational program, we recommend that you schedule trips during the summer months or during holiday vacations when schools are closed.

1. Trips requiring fewer than 3 days of absence – send a note to your child's homeroom teacher in advance of the trip. Specify the nature of the trip and the dates that your child will be absent.
2. Trips requiring 3 or more school days of absence – a request for excused absence must be completed by a parent/guardian in the main office in advance of the trip.

Prior to the student leaving on the trip, the Principal *must* approve the student's absence. **Trips occurring during PSSA testing days will not be approved.** If the student is failing, the trip will not be approved unless it is a family emergency and it is fewer than 4 days. Please note that the parent/guardian assumes all responsibility for the student to make-up all missed work due to an extended absence. It is the student's responsibility to obtain a list of assignments from his/her teachers prior to the extended trip. If a student does not hand in his/her assignments upon return, they may be required to attend the after-school program to complete assignments and/or to recover lost instructional time.

Regulations of the State of Pennsylvania provide that, upon written request from the parents/guardians of the pupil involved, the pupil may be excused from school attendance to participate in an educational tour or trip not sponsored by the school. The trip must be evaluated by the school Principal as being educational, and the adult supervision must be acceptable to both the principal and to the pupil's parents/guardians. The Roberto Clemente Charter School CEO/Principal is designated to make the initial decision, based on information provided by the parents/guardians.

1. This Leave of Absence Request must be submitted to the Principal a minimum of 5 (5) days prior to the trip except in an emergency. Parents/guardians will be notified if the request is approved or not.
2. Request will be approved only if it is determined that the trip/tour is of educational value to the students or if there is a documented family emergency.
3. Unless there are unusual or emergency circumstances, requests will not be approved for the first ten (10) days of school or during the state's testing periods.



4. If more than one child is making the trip, a separate request must be submitted to the Principal for each child.
5. No more than ten (10) school days will be approved for an educational trip/tour or family emergency in any school year. Special requests involving extraordinary circumstances or exceptional opportunities for learning should be discussed in person with the Principal well in advance of the requested days of absence.
6. Satisfactory academic achievement and the student's attendance record will be considered in the approval of such a request.
7. Please note that the student assumes all responsibility for make-up work or failure due to an extended absence. It is the student's responsibility to obtain a list of assignments from his/her teachers.

Arrival Procedures

All parents/guardians and/or designees are expected to follow drop-off procedures and designated traffic patterns during student arrival. Students travelling to school via car must be dropped off using the through-way in the main parking lot. Students may not be dropped off on Cedar Street, 5th Street, or Williams Street.

On arrival at school, all students are to enter the designated entrances. Once a student arrives, he/she must either go to his or her homeroom class. No loitering in the halls is permitted. **All students who arrive after 8:25 a.m. must use the Main Office Entrance on Cedar Street.** If a student arrives at 8:30 a.m. or later, a parent/guardian **must** accompany them to the main office to sign them in and for the student to receive a late pass.

Dismissal Procedures

It is the responsibility of the parent/guardian to contact the school by 2:00 p.m. if there will be a change to their child's mode of transportation for that day. If a child normally takes the bus or is picked up by a daycare, a parent must call the school by 2:00 p.m., if their child will not be taking the bus or will not be picked up by their daycare that day.

It is the responsibility of the parent/guardian to contact the school by 2:00 p.m. if a person other than a parent/guardian or emergency contact will be picking up their child that day. This person must show I.D. to a staff member. It is the responsibility of the parent/guardian to contact the school if there will be a short term (more than one day) or long-term change to their mode of transportation.

At the end of the school day, if the student is staying after school, the student must report to the designated area as soon as possible. Students riding the bus will be dismissed first, followed by parent pickup. All bus students will dismiss through the 5th Street entrance. Kindergarten and 1st grade students will dismiss through the cafeteria door leading out to the parking lot facing Greenleaf Street. 2nd and 3rd grade students will dismiss through the 5th Street entrance. 4th and 5th grade students will dismiss through the Cedar Street entrance. Loitering is not permitted on school property. Only 5th grade students may walk home without a parent or guardian.

Any student not picked up by 3:15 p.m., will be brought to the main office. Starting at 3:20 p.m. a parent/guardian will have to sign their child out in the main office. **If a student is picked up after 3:20 p.m. three or more times, administration will require a parent conference.**

The school will not assume responsibility for your child after the school closes. The police will be notified if the child is not picked up by 5:00 p.m. unless participating in a school sponsored after school activity. Parents/guardians will be notified of these activities and must make arrangements to pick up their child promptly at the end of the session. Students will not be allowed to walk home after dark. Parents must provide transportation within 15 minutes of the end of any activity ending after school hours. The police will be called if a child is not picked up 15 minutes after the end of an activity.

Emergency School Closing

When it is necessary to delay the start of the school day, dismiss early due to inclement weather, or cancel school completely, announcements will be made on WFMZ-TV Channel 69, www.WFMZ.com, and on social media. Also, the school will send a message using a voice and/or text-messaging app.



Transfer/Withdrawal from RCECS

If your child will be transferring from RCECS to another school, a parent/guardian must notify the school with a minimum of two-day notice. The parent needs to come to the office and sign a withdrawal consent form. Student will have to return any school-owned materials. When this has been completed, a copy of the withdrawal consent form will be given to the student to take to his/her new school. School officials will then request records from RCECS.

Bussing

Students (K through 5) living 1.5 or more miles, in walking distance, from the school may be eligible for transportation services. Students must adhere to behavioral expectations for the bus to ensure student safety. Students may be suspended from the bus for unsafe and/or inappropriate behaviors. As per the Pennsylvania Department of Education, "transportation is a privilege, not a right." Administration will handle disciplinary measures related to bus incidents. Students riding the bus will be given an additional copy of the bus rules that must be signed and returned by students and parents/guardians.

The following rules must be followed by all students riding the bus:

1. No chewing gum or candy, eating, drinking, or smoking
2. No personal electronic devices including: cell phones, tablets etc.
3. No toys, games, or other non-instructional personal items
4. No horseplay, excessive noise, or vulgar language
5. Students must be seated, facing the front, at all times, until the destination is reached and the bus has come to a complete stop
6. Students must remain in their assigned seat
7. No littering
8. Students may not block the aisle or emergency door
9. Students may neither extend arms or heads out of the bus windows, nor throw any objects inside or out of the bus
10. Students may not open/close windows unless given permission by the driver.
11. Students willfully damaging the bus will be held liable for the cost of the repairs
12. Other rules deemed reasonable by the driver

Bicycles, Scooters, ETC.

Student's personal transportation including, but not limited to, bicycles, skateboards, scooters, hoverboards, rollerblades, are not allowed on RCECS property. Students using personal transportation to/from school may not keep it on school property during the school day.

Video/Audio Surveillance

The use of a video/audio recording is intended to assist the administration, contractors, and drivers in observing behavior, preventing violation of bus rules, school rules, regulations, district policies and Pennsylvania law, and utilizing and/or dispensing such surveillance when required for disciplinary, civil and/or criminal matters.

Video/Audio recorders may be placed on any and all buses or schools. All students are subject to being videotaped on the school bus or at school at any time. The video/audio media are intended for use with respect to issues relating to safety and behavior on the bus and at school. Video/audio media are not intended for general viewing by a student, employee, parent/guardian, or public and shall not be made available for general viewing purposes.

Homeless Act: McKinney Vento Act

About Homeless Act-McKinney Vento Act:

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all homeless children and youth. B.E.C. 42 U.S.C. 11431 outlines procedures for deciding school placement, enrolling students, and



determining responsibility. Federal and state laws make out responsibility clear. With the huge number of homeless children currently attending public schools, we must provide proper educational support and services.

McKinney-Vento Act Basics At-a-Glance:

What is the definition of a “homeless youth” under McKinney-Vento?

“Homeless is defined as “anyone lacking a fixed, adequate, regular nighttime residence.”

What situations fits this description?

- Staying in the home of other people due to unavailable housing, financial hardship, or similar circumstances
- Living in motels, hotels, trailer parks (in some instances-examples: leaking roof, no heat, etc.), public places, or campgrounds due to unavailable suitable housing options
- Living in an emergency shelter or transitional housing
- Unaccompanied (not living in direct care of legal parent or guardian) or runaway youth
- Refugee and migrant youth

How does McKinney-Vento help these students?

The law makes sure that these students receive a free and suitable public education by removing barriers to school enrollment and full basic, daily participation in school activities.

This includes:

- Immediate enrollment
- Free and Reduced School Lunch
- Help from school with any necessary enrollment documents
- Help from school with basic high school graduation needs and expenses (if the student qualifies)
- Help from school with getting basic uniform clothing
- Help from school with basic school supplies
- Help from school with any basic clothing needs
- Help from school setting up transportation service

Where can I find more information for Pennsylvania?

You can visit the PA Education for Children and Youth Experiencing Homelessness site. You can also contact, Ms. Jessica Kamber, School Counselor and Homeless Liaison at Roberto Clemente Charter School: Elementary School. She can be reached at jkamber@myrccs.com or at 610-351-4310.

Visitor Policy/Security System

A visitor is described as any person who is not a staff member and/or does not directly work with the school. This includes parents, volunteers, and all external public including business representatives, service workers, community members, etc. The safety of our students and staff is everyone's concern, and certainly a priority for RCECS. Visitors (**including parents/guardians**) must use the Cedar Street entrance. Outside the entrance door, there is a bell. Please ring it and identify yourself in order to enter the school building. **Visitors must then report to the main office for permission to visit or be on school property. All visitors must adhere to the following procedures:**

1. All visitors/volunteers must check in with the receptionist upon arrival.
2. All visitors must present a form of identification in order to proceed to any area in the school.
3. This form of identification will be retained by the receptionist until the visitor/volunteer exits the school building.
4. Upon the presentation and submission of proper ID, the visitor will receive a pass that must be returned in order to receive ID back.
5. Security personnel or a staff member will escort the visitor to the destination area.
6. Any person picking up a student during the school day must present a valid proof of ID.

Any person who is not a staff member and/or does not directly work with the school **found within any school area without a pass must immediately be escorted to the front office for registration or expulsion.** A visitor to the school who behaves inappropriately will be asked to exit the premises. If the visitor does not exit the building, he/she will be arrested.



After-School Activities Guidelines

1. All school rules are in effect during any after-school program. In order to attend an after-school activity, the student must be present during the school day.
2. There is to be no loitering outside the building after the after-school activity and students are not permitted to leave the activity and come back later.
3. During an after-school activity, the RCECS rules apply as if the student were in school.

Social Events and Class Trips

The Board recognizes the value of social events and class trips in the enrichment of the total school experience for the student of the RCECS. The Board shall make school facilities available and provide appropriate staff for the conduct of social events within the school facilities which have been approved by the Principal of the school. For social events which take place outside school facilities, approval of the Principal is required.

For all trips outside the school facility, signed parental/guardian's permission shall be required. Social events and trips are a privilege. **A student's privilege to participate in a social event and/or trip may be revoked at administration's discretion.**

Trips Within/Outside Lehigh Valley

1. Trips to museums, zoological gardens, industrial plants, places of historic or community importance, radio and television studios, and to rehearsals or performances sponsored by the school are approved, provided safety for the students and staff is present.
2. Trips to recreational areas, or to any location with swimming or boating facilities, are not approved unless adequate supervision is provided; winter trips including skiing, ice skating, tobogganing, or other sport trips are not approved unless adequate supervision is provided.
3. Trips extending beyond the curfew time of students are not approved; responsible adults must meet students at a designated location when students return from a trip in the evening, and school personnel must remain until all students have been met.
4. Trips that exclude students who cannot meet financial costs are not approved.
5. Trips that are sponsored privately by individuals, including any staff members or groups are not approved; there is to be no dissemination of information, collection of funds, use of class lists, or solicitation of students for this type of activity.
6. Transportation for trips shall be school vehicles or Board approved carriers only. Private vehicles may not be used.

Class trips must be selected with staff recommendation and the Principal's approval, supported by stated educational objectives and a minimum of two-thirds (2/3) student participation. Any exceptions to the above policy must be presented for approval by the Principal or the principal's designee.

The Principal or the principal's designee shall develop procedures for the conduct of student social events and class trips, this shall include the following:

1. All necessary permission slips submitted in advance of any trip
2. The designation of a staff member who shall be responsible for the trip
3. The provision of adequate adult supervision as required by the circumstance of the event
4. The formulation of rules and regulations governing the conduct and safety of all participants and the promulgation of such rules and regulations to all students and adults involved
5. Students must follow proper dress code for all dances, student activities, and/or field trips: the administration reserves the right to determine student participation based on appropriate dress code

For trips that may be classified as extra-curricular such as class trips, club trips, picnics or outings, financial support must come from other than Board funds (i.e., parents/guardians, school/parent organization, etc.)



Dress Code Rationale

Dress code is the unwritten, but understood by most members of the society, rules of clothing as an aspect of human physical appearance. Clothing, like other aspects of human physical appearance, has social significance. The dress code has built in rules or signals indicating the message being given by a person's clothing and how it is worn. Choice in clothing can convey social messages.

RCECS is committed to preparing our students for the professional/working environment at an early age. As a result of this vision, The Board has established a dress code that must be observed by students and staff. This dress code includes a school uniform and dress down rules for certain days declared as Dress Down Days. A business casual dress is the standard for this dress code. Clothing that reveals too much skin or reveals undergarments is not permitted. Any clothing that has words, terms, or pictures that may be offensive to others is unacceptable.

Dress Code

The dress guidelines are designed to provide students, faculty, and the administration the most conducive working environment. Listed are the uniform requirements for all students.

GIRLS

- *Jumper (No shorter than knee length)
- *White dress or polo shirt (long or short sleeve)
- *Navy blue crosstie (optional)
- *Pantyhose/tights or Bobby socks in navy blue or white (no sweat socks)
- *Cardigan with logo
- *Black dress shoes (Heels no higher than 1 inch and no color designs or color soles)
- *Loose Fitting Khaki Pants

BOYS

- *Khaki pants (no side pockets or cargo pants)
- *White dress or polo shirt (long or short sleeve)
- *Navy blue solid tie (optional)
- *Navy blue jacket or cardigan with logo
- *Black dress shoes (no color designs or color soles)
- *Black belt with a small buckle (khaki pants must be worn at the waist line with the belt)

*White T-shirts, hooded sweatshirts, and black sneakers ARE NOT a part of the RCECS uniform

Jewelry and Earrings:

Girls are permitted to wear one small pair of earrings. Hoops must be less than the size of a U.S. nickel. No large hoops are permitted. Boys and Girls may wear one small necklace or bracelet.

Headbands, Bandanas, and Bows:

Students are permitted to wear a scrunchie, 3-inch bow, or plain headband in the following colors: navy blue, dark green, uniform plaid, black, or white. Bandanas are not permitted. 6-inch bows are not permitted.

If a student comes to school with unacceptable jewelry, earrings, headband, or bow they will be asked to take it off and put it away, or give it to their teacher until the end of the day.

Personal Appearance:

All students must maintain a clean and neat hair cut or style. It may not follow extreme fashion trends such as spiking or Mohawks or any other fashion considered extreme by RCECS. It must be kept neatly and appropriately trimmed. Students are not allowed to have their hair dyed in extravagant or unnatural colors such as neon, or any other color considered extravagant by RCECS. In addition, all haircuts must be without designs or symbols. For example, boys may not have stars, lines, symbols, or designs shaved into their haircuts. If a student is found to have an inappropriate hairstyle, haircut, or hair color, he or she will be sent home until the hair is changed to meet RCECS expectations.



If a student comes to school with a haircut design, or unnatural hair colors, the following actions will occur on the day of the offense:

1. A parent/guardian phone call will be made and someone will have to come pick up the child. They can return to school that day, or the following day when their haircut or hair color, follows school requirements.
2. If a parent/guardian is unable to pick up their child from school, the student will remain in the office for the remainder of the day.

It is not permissible for any student to have a facial piercing. (i.e. no nose, tongue, lip, eyebrow, or any other facial piercing is allowed). No clear or transparent facial piercing is allowed. Visible tattoos are prohibited. Nails must be short.

Gym Uniform

Navy Blue T-shirt with printed RCECS logo

Navy blue sweatshirt with embroidered RCECS logo

Navy blue sweat pants

Sneakers (with non-marking sole and tied laces—no open sneakers)

(a blue, white, black, or gray shirt may be worn under the t-shirt in colder months)

Shorts and White T-Shirts are NOT permitted

Dress-Down Days

At RCECS, certain days can be declared dress-down days. On these days, casual clothing that is in compliance with the dress code/dress down rules is allowed. All students must follow the dress down rules in order to enter the building. Dress-down rules apply to field trip days unless directed differently by an administrator.

The students must follow the following rules for Dress-Down Day:

No spaghetti straps, tube-tops or halter-tops

No shirts that hang below the knees

No see-through ripped jeans/clothes

No inappropriate messages

No visible undergarments

No spandex or skintight clothing

No bandanas, do-rags, or headgear (hats, caps)

No open shoes, flip-flops, slippers, or open-toes
shoes, shoes must be securely fastened

No tank tops or any sleeveless top or shirt (shoulders must be covered)

No see-through apparel

No visible stomachs

No shorts that are one (1) inch above the knee

No pajamas

No skirts or dresses shorter than one inch above the knee

No sunglasses

Parents: Please ensure that your child is wearing the complete and correct uniform prior to leaving the home.

Appointments with School Personnel

Parents/guardians are encouraged to meet with school personnel (principal, assistant principal, school counselor, teacher, etc.) for answers to questions regarding the progress of their child. Because teachers cannot be called out of class for meetings, it is necessary that parents call the school in advance to schedule an appointment with the appropriate person. Also, please call ahead to schedule appointments to discuss concerns with the principal, assistant principal, or school counselor. The school receptionist will make an appointment.

Pledge of Allegiance

During the homeroom period, students are asked to rise and pledge allegiance to the flag of the United States of America. Students have the right to decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious conviction; however, the student will stand quietly during the Pledge.

Fire Drills

Directions for leaving the building in the event of a fire drill are available in each classroom. Teachers will inform the



students of all procedures. When the fire alarm is sounded, students must do the following:

1. Remain silent during building evacuation and when returning to the building/classrooms.
2. Follow directions for leaving the building.
3. Stay in line and walk quickly, DO NOT RUN.
4. Be alert and cooperative.
5. Stay with the class with which they left the building.
6. All students/staff will meet in the RCECS parking lot to verify all students are accounted for.

Lockdown Situation

Procedures for Lockdowns are available in all classrooms. As determined by administration, a crisis situation may require a lockdown (staff and students remain in current locations with doors locked). This may be conveyed by Public Address System or Room by Room visitation. **The Lockdown will be removed by the administration only.**

If evacuation of the building must be executed, it is incumbent upon the teacher to lead his/her students in an orderly fashion to the nearest exit. Procedures for Emergency Evacuations are available in all classrooms.

1. The teacher will reassemble the class in the Fire Drill Area or in a designated emergency evacuation area
2. Roll must be taken. Each teacher will take their **Emergency Bag** with them.
3. No one may enter the building until the signal is given by Administration.

Hall Conduct

All movement between classes shall be prompt and orderly. Students may not loiter in the hallways or outside of classrooms. Students are expected to arrive to class on time, seated and ready to learn. If a student is late for class, the student may be subject to disciplinary consequences.

Passes

Students must ask permission before leaving his/her classroom for any reason, including but not limited to: to use the bathroom, travelling to the nurse. Students in grades 3, 4, and 5 must sign out in their classroom lavatory log when he/she leaves the classroom and returns. There will be no exceptions to this rule. Students may also use the bathroom during lunch. The cafeteria attendant will allow no more than two students to leave at a time. Students are required to have a pass to go to the nurse's office/health room.

Cafeteria Rules and Procedures

RCECS will have six lunch periods and one breakfast period. **A morning breakfast will be provided to students from 8:00 a.m. to 8:30 a.m. in classrooms.**

Cafeteria Procedures:

1. Upon entering the cafeteria, students are to sit down at a table.
2. Once the students are seated and quiet, they will be called to get their lunch.
3. Students must line up quietly to get their lunches and return to their tables to eat.
4. Students are responsible for disposing of their trash in their lunch area. This will be supervised by the cafeteria monitor. Dismissal will occur after everything is cleaned up and the teacher or monitor dismisses the students.
5. Students must be considerate of others. Quiet conversation will be permitted. Loud, boisterous behavior will not be tolerated.
6. Inappropriate behavior will be addressed appropriately according to the disciplinary guideless.
7. Students may not order food from outside sources nor have parents bring lunches during the lunch period.
8. Student lunches brought from home will not be heated.

Birthday and Classroom Treats

Food Treats and/or beverages for birthdays, parties, or for other reasons are not permitted. Student health and safety is our upmost priority. Due to food allergies, dietary restrictions, and other health related concerns, food treats and beverages are not allowed to be brought in for students. Food treats include, but are not limited to, cake, cupcakes, brownies, cookies, candy,



or pizza. You may bring in small, non-food related treats for your child's birthday or for other celebrations, such as pencils, erasers or bookmarks etc.

Personal Electronic Devices

Student personal technology items including but not limited to cell phones, tablets, and smartwatches must be turned off and stored in the child's bookbag while on RCECS property, including while riding the school bus. A student may give their personal technology item to a teacher or administrator to store for the day, and it will be returned to the student at the end of the day. Students may be subject to disciplinary measures for failure to adhere to this expectation. RCECS is not responsible for student's personal technology items.

Personal Non-Instructional Items

Students are not permitted to bring toys, games, or other non-instructional items to school. This expectation applies to the school bus as well. If a student brings a toy, game, or other non-instructional item to school, it may be confiscated by a staff member or administrator. The item may be returned to the student or parent/guardian at the staff member/administrator's discretion. Students may be subject to disciplinary measures for failure to adhere to this expectation. RCECS is not responsible for any toy, game, or non-instructional item a student may bring to school.

School Telephone Usage

Students are not permitted to make phone calls to parents/guardians using a school telephone without staff or administrative permission. Please make arrangements with your child regarding pickup for appointments. The student will not be allowed to call for this purpose. **Students will not be removed from class for telephone calls from parents/guardians.**

Promotional Pictures

Parent(s) or guardian(s) authorize the school to have pictures of your child used for promotional purpose unless we receive a written letter from you prohibiting us to do so.

Smoking

PA Act 168 of 1998 prohibits tobacco use by students, employees, and visitors in school buildings, school buses and on school property owned by or under the control of a school. Refer to the Code of Conduct Section for more information regarding students and tobacco.

Asbestos Information

RCECS is asbestos free. The asbestos report is located at the RCCS Administration Building.

Technology Resources – Acceptable Use Policy

*For the Technological Resource Acceptable Use Policy, Roberto Clemente Charter School (RCCS) refers to both the middle and high school and the elementary school (RCECS).

The Board of Trustees ("Board") provides employees, students, and Guests ("users") with hardware, software, and access to the Roberto Clemente Charter School's ("RCCS") electronic communication system and network, which includes internet access, whether wired, wireless, virtual, cloud, or by any other means. Guests include, but are not limited to, visitors, workshop attendees, volunteers, adult education staff, students, School Board members, independent contractors, vendors, and consultants. Computers, network, Internet, electronic communications, information systems, databases, files, software, and media, collectively called Communications and Information Systems ("CIS"), provide vast, diverse and unique resources.

Access to the RCCS' CIS systems through school resources is a privilege, not a right. These, as well as the user accounts and information, are the property of the school. The Board reserves the right to deny access to prevent unauthorized, inappropriate or illegal activity, and may revoke those privileges and/or administer appropriate disciplinary action.



The CEO and designee will be responsible to build and maintain a school technology infrastructure that is advanced, efficient and resourceful for the RCCS community. The school reserves the right to deny access to prevent unauthorized, inappropriate or illegal activity, and may revoke those privileges and/or administer appropriate disciplinary action. RCCS will cooperate to the extent legally required with ISP, local, state and federal officials in any investigation concerning or related to the misuse of the CIS systems. 47 U.S.C. § 254(1); 24 P.S. § 510; 24 P.S. § 4604. It is often necessary to access users' accounts in order to perform routine maintenance and security tasks. System administrators have the right to access by interception and access the stored communication of user accounts for any reason in order to uphold this policy, accompanying administrative regulation, the law, and to maintain the system. USERS SHOULD HAVE NO EXPECTATION OF PRIVACY IN ANYTHING THEY CREATE, STORE, SEND, RECEIVE, OR DISPLAY ON OR OVER THE SCHOOL'S CIS SYSTEMS, INCLUDING THEIR PERSONAL FILES OR ANY OF THEIR USE OF THE SCHOOL'S CIS SYSTEMS.

Due to the nature of the internet as a global network connecting thousands of computers around the world, inappropriate matter can be accessed through the network and electronic communications systems. Because of the nature of the technology that allows the internet to operate, the school cannot completely block or filter access to these resources.

Policy for the RCCS' Website

- a) The RCCS website provides important information regarding the school and its faculty, staff, facilities, policies, school curriculum, instruction, and school programs and activities. RCCS's website may be utilized to promote student and faculty work while protecting the privacy of students and their families.
- b) The Board authorizes the use of its website and webpages for legitimate educational purposes. RCCS employees and students must use the website and webpages in an appropriate and professional manner and shall maintain appropriate professional boundary limits with students and other employees. RCCS employees and students shall comply with the school's Acceptable Use of Technology Resources policy at all times.
- c) The CEO and/or designee shall have the authority to review, approve, revise and remove content on webpages, and to develop and update webpages on the school website, as necessary to enforce this policy.
- d) All materials posted on the school's website and webpages must comply with all pertinent Board policies, including, but not limited to the school's Technology Resources Acceptable Use Policy.

Use of School Sponsored Social Media

- a) The Board authorizes the use of school-sponsored social media solely for legitimate educational purposes.
- b) RCCS students must use school-sponsored social media in an appropriate and professional manner and shall maintain appropriate professional boundary limits.
- c) RCCS students shall comply with the school's Acceptable Use of Technology Resources policy at all times.
- d) The CEO and/or designee shall have the authority to review, approve, revise and remove content on school-sponsored social media, consistent with this policy.

Limitation of Liability

RCCS makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through the school's CIS systems will be error-free or without defect. RCCS does not warrant the effectiveness of internet filtering. The electronic information available to users does not imply endorsement of the content by RCCS, nor is the school responsible for the accuracy or quality of the information obtained through or stored on the CIS systems. RCCS will not be responsible for any damage users may suffer, including but not limited to, information that may be lost, damaged, delayed, mis-delivered, or unavailable when using the CIS systems. RCCS will not be responsible for material that is retrieved through the internet, or the consequences that may result from them. RCCS will not be responsible for any unauthorized financial obligations, charges or fees resulting from access to the school's CIS.

RCECS will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms; and cyberbullying awareness and response.



Students using the computers at RCCS must follow the guidelines as described below:

1. No unauthorized entry into a file, either to read or change information.
2. No Facebook, Twitter, Instagram, Snapchat, Musicl.ly, or any other social networking sites.
3. No downloading of any files from the Internet, flash drive, or disk not provided by your teacher.
4. No unauthorized transfer of files.
5. No unauthorized use, destruction of, or tampering with another individual's or school's computer.
6. No uses of computers or computer facilities to send, create, or gain access to obscene, abusive, or threatening information (including the Internet.)
7. No chat rooms, e-mail, or instant messaging.
8. No games without permission.
9. No theft of equipment.
10. No duplication, selling, trading, or serial loading of software or manuals with a copyright.
11. No attempting to break into a system, security code, number, or password.
12. No passing security information to others.
13. No attempting to bypass any computer related rule, procedure, security measure, or common sense courtesy.
14. No attempting to insert a non-school, personal disk or flash drive into the drive of any computer unless a competent authority has granted permission.
15. No food or drinks of any kind (including chewing gum) are ever allowed when computers are in classrooms.
16. Computer and A/V equipment schedule and sign out will be managed by the IT department.

Students who violate the technology acceptable use policy or enter unauthorized areas containing technological resources will be subject to appropriate disciplinary action by administration. This may include suspension and/or expulsion.

A. Educational Purpose

1. The CIS has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality personal research.
2. The CIS has not been established as a public access service or a public forum. RCCS has the right to place reasonable restrictions on the material accessed or posted through the system. All staff and students are expected to follow the rules set forth in the school's student conduct regulations and the law in the use of the CIS.
3. The CIS may not be used for commercial uses purposes. This means it may not be used to offer, provide, or purchase products or services through the CIS unless it is approved by a school administrator for educational purposes.
4. The CIS may not be used for political lobbying or link to sites whose purpose is endorsement of political advertising. Nevertheless, the system may be used to communicate with elected representatives as needed and approved by a school administrator.

B. Student Internet Access

1. Students will have access to the Internet under their teacher's direct supervision using a network student account.
2. Students may obtain an individual account with the approval of their parent and the school.
3. The student and the parent must sign an Account Agreement to be granted an individual student account on the Network. This Agreement must be renewed on an annual basis. Parents may withdraw their approval at any time.

C. Unacceptable Uses

1. Personal Safety

- a) Student users will not post or transmit photographs or personal contact information about themselves or other people without prior written parental consent from the parent of the student whose information is being posted. Such consent must be delivered to the child's teacher or principal. Personal contact information includes, but is not limited to: home address, telephone number, school name, school address, and classroom.



- b) Student users will agree not to meet with someone they have met online without their parent's approval and participation.
- c) Student users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activities

- a) Users shall not attempt to gain unauthorized access to the RCCS CIS or to any computer system through the RCCS system, or go beyond their authorized access. This prohibition includes the following: intentionally seeking information about passwords belonging to other users, modifying passwords belonging to other users, or attempting to log in through another person's account. Further, users may not attempt to access, copy, or modify another user's files. These actions are not permitted and may be illegal, even if only for the purposes of "browsing."
- b) Users shall not attempt to subvert the CIS, impair the functionality of the CIS, or bypass restrictions set by network administrators. Users are also prohibited from destroying data by spreading computer viruses or vandalizing data, software, or equipment.
- c) Users shall not use the CIS to engage in any other illegal act, such as arranging for a drug sale, purchasing alcohol for a minor, engaging in criminal gang activity, threatening the safety of a person, etc.

3. System Security Violations

- a) Users are responsible for the use of their individual account if applicable and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person, except that supervisors and/or teachers may require users to provide their passwords.
- b) Student users will immediately notify a teacher if they identify a possible security problem (such as disclosure of their password to another person) and other users will immediately notify the system administrator. No users are authorized to look/solve for security problems, because this may be construed as an illegal attempt to gain access. RCCS must install and maintain anti-virus software on each workstation. Updates, typically referred to as "virus definitions," should be updated as the manufacturer recommends. Such installation and maintenance will be performed by the IT Department.

4. Inappropriate Language, Images, and Content

- a) Restrictions against inappropriate language apply to electronic communication including, but not limited to: email, public messages, private messages, and material posted on social media and web pages.
- b) Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, abusive or disrespectful language, images, or content.
- c) Users will not post information that could interfere with the educational process or cause a danger of disruption in the educational environment.
- d) Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- e) Users will not harass another person. Harassment is persistently acting in a manner that distresses or aggravates another person. If a user is told by a person to stop sending him/her messages, they must stop. However, nothing in this paragraph shall prohibit supervisory use of e-mail in connection with school activities and employment. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

5. Privacy Violations

- a) Information posted must abide by federal and state law, and all RCCS policies concerning confidentiality and release of information. This applies even if the information to be posted and/or shared does not identify an organization, family or individual by name, but the information may enable someone to identify an organization, family or individual by name.



6. Respecting Resource Limits.

- a) Users will use the system only for educational and professional activities.
- b) Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used, and immediately remove the file from the system computer to their personal computer or flash drive.
- c) Users will not post or send chain letters, junk mail, or engage in "spamming." Spamming is sending an annoying or unsolicited message to many people, except that an unsolicited message sent by a supervisor, relating to work activity does not constitute spamming.
- d) Users will limit the size of their stored data to a school-identified storage limit. The system will notify users when they are approaching the limit and users will not be able to store more data once they have exceeded the defined limit.
- e) Users will not send e-mail containing commercial links unless the link is predominantly instructional in nature.

7. Plagiarism and Copyright Infringement

- a) Information posted shall comply with the copyright and fair use guidelines promulgated by the U.S. Copyright Office
- b) Users will not plagiarize works that they find on the CIS. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- c) Users will respect the rights of copyright owners and not infringe on those rights. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

8. Access to Inappropriate Material

- a) Users will not use the CIS to access material that is profane or obscene (e.g., pornography).
- b) Users will not use the CIS to access material that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (e.g., hate literature). For students, a special exception may be made if the purpose is to conduct research related to a specific academic activity, as prescribed by the teacher, and is approved in writing by both the teacher and the parent. School employees may access the above material only in the context of legitimate research related to academic content and is approved by the employee's supervisor.
- c) If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by the school. This will protect users against an allegation that they have intentionally violated the Technology Acceptable Use Policy.

Student Responsibilities

Each student has a right to a free public education. Along with this right, there are corresponding responsibilities:

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Along with the administration and faculty, students have the responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the right of teachers, students, administrators, and all others who are involved in the educational process.
3. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
4. It is the responsibility of the student to:
 - a. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.



- b. Be willing to volunteer information in matters relating to the health, safety and welfare of the school, community, and the protection of school property.
- c. Dress and groom to meet fair standards of safety and health and not cause substantial disruption to the educational process.
- d. Assist the staff in operating a safe school for all students.
- e. Comply with the Commonwealth of Pennsylvania laws as well as local laws.
- f. Exercise proper care when using public facilities and equipment.
- g. Attend school daily and be on time to all classes.
- h. Make up work when absent from school. The student is responsible for asking teachers for missing work.

Notice Concerning Public Input

As a student of RCECS, you have the right to make use of RCECS's public input procedures. The following questions and answers should give you the basic information you may need:

1. When may I communicate with school officials?
 - a) If you believe that your rights have been violated.
 - b) If you have constructive input that you may want to share.
2. A person may also communicate with school officials if any one of the following occur:
 - a) If a person feels he/she has been subjected to any form of physical, verbal, humiliating or frightening punishment of any kind.
 - b) If a person feels he/she has been subjected to any act of sexual abuse including any visual, verbal or physical conduct of a sexual nature.
 - c) If a person feels he/she public input should be first directed to the Principal/Assistant Principal in a timely fashion.

Parent Responsibilities

The most important responsibility of parents is being an active participant in their child's education. **RCECS parents/guardians must complete 10 hours of student support.** The student support hours include attending parent and family events including, but not limited to: back to school night, parent/teacher conferences, Hispanic Heritage Night, and other school activities. Parents/guardians that do not complete the hours may lose their child's slot/seat for the following school year. Please speak to the principal for special arrangements. Parents/guardians and the school must work together in order for the students to succeed. Parents/guardians must be active in the student's education. Parents/guardians who wish to obtain a copy of the policies and procedures manual must make their request in writing. You will receive a reply within 10 business days.

Title I School Parent Involvement Policy Checklist

LEA Name: **Roberto Clemente Charter School**

School Name: **Roberto Clemente Charter School**

The Title I Parent Involvement section of Every Student Succeeds Act (ESSA) requires each Title I School to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 1116. The policy must be developed jointly with and agreed on by parents of participating children.

	YES	NO
The School Parent Involvement Policy was developed with and agreed on by parents of Title I children.	X	
The Policy was distributed to all parents of Title I children.	X	
The Policy was written in an understandable format and provided in a language parents can understand.	X	
The Policy describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy.	X	



	YES	NO
The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.	X	
The Policy states that parent meetings, including parent conferences, will be held at different times during the day.	X	
The Policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meeting and training sessions.	X	
The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.	X	
The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.	X	

	YES	NO
The Policy describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.	X	
The Policy states that the school ensures that information related to school and parent programs, meetings and other activities will be sent to the parents of participating children in a format and in a language the parents can understand.	X	
The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.	X	
The Policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. <i>Applies only to schools operating a Schoolwide Program.</i>	X	
The Policy describes how the school involves parents in the joint development of the School Improvement Plan under Section 1116. <i>Applies only to schools identified for School Improvement.</i>	X	
The Policy describes how the school will provide parents of participating children with timely information about the Title program.	X	
The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.	X	
The Policy describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.	X	

Title I District Parent Involvement Policy Checklist

All school districts receiving Title I funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent Involvement Policy for the school district. The law states that the District Parent Involvement Policy must be jointly developed with parents, incorporated into the Local Education Agency (LEA) plan and distributed to parent of participating children.

	YES	NO
The District Parent Involvement Policy states how the LEA involves parents in the development of the LEA plan (Title I Application)	X	
The Policy states how the LEA involves parents in the process of school review and improvement.	X	



Disciplinary Actions

Any disciplinary action taken by the school is intended to benefit the student by improving attitude, safety, and subsequent behavior. The disciplinary options available to the school are regulated by law and school policy. The disciplinary option chosen depends on (1) the nature of the offense, (2) the nature of the student's previous behavior, and (3) stated policy or precedent based on previous actions. Potential disciplinary actions include: detentions, denial/removal of privileges, in-school suspensions, out-of-school suspension, administrative review, judiciary review, and expulsion.

Denial of Student Privileges

Privileges must be earned. They will be withdrawn for improper behavior. The length of denial depends on (1) the nature of the offense and (2) the previous behavior of the student. Privileges can be denied from one day to the entire year, depending on the circumstances.

Suspension from School

Suspension is the temporary exclusion from school and all school-related activities for serious and/or repeated infractions of school rules. Students suspended from school are excluded from all school activities including field trips, assemblies, and all extra-curricular activities. The length of the suspension can run one to ten days, depending on the nature of the infraction. Parents will be notified in writing of their child's suspension. ***The student must be accompanied by a parent/guardian upon re-entering the school after a suspension.*** Suspension should be the last resort taken to redirect student misbehavior. Students cannot be on school grounds or surroundings while on suspension. If the suspension exceeds four days, the parent/guardian has the right to request a suspension hearing.

The following actions may result in immediate suspension:

- Fighting (all students involved, regardless of who started the fight)
- Assaulting a staff member, student, or visitor to RCECS
- Sexual harassment
- Cutting class (leaving the school premises)
- Writing on walls, destroying school property or any other type of vandalism
- Possession of a weapon(s), drug(s), or sexual content(s)
- Refusal of direct order from administration and staff (insubordination)
- Violating established school bus rules or any other school provided transportation rules. (Fighting, possession of drug(s), assault, and/or possession of weapon(s))

Expulsion from School

Expulsion is the permanent exclusion from school. Such action is approved by The Board upon the recommendations from the Principal and CEO. Recommendation for expulsion may be repeated misconduct, theft, illegal drug activity, inciting a riot, actions that endanger the welfare of others, assault upon a staff member and vandalism.

Roberto Clemente Charter School: Elementary Anti-Bullying Policy

RCECS prohibits acts of harassment or bullying. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or



perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

UNLAWFUL HARASSMENT All RCECS students have the right to be educated in an environment free of discriminatory practices, including unlawful harassment. The Board is committed to establishing and maintaining an educational environment free from unwelcome sexual conduct, either verbal or physical, for all students. This policy applies to third parties. The term harassment includes but is not limited to repeated, unwelcome and offensive slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation, national origin, age or handicap/disability that create an intimidating, hostile or offensive educational environment.

Bullying is defined as intentional electronic, written, verbal, visual, or physical act and/or series of acts directed at another student or students that is severe, persistent or pervasive and has the effect of doing the following: (1) Substantial interference with a student's education; (2) Creation of a threatening environment; (3) It occurs within an interpersonal relationship where there is an imbalance or power (e.g. one person is physically larger, stronger, mentally quicker, or socially more powerful); (4) Substantial disruption of the orderly operation of the school. This includes cyber bullying. Students who are being bullied are encouraged to promptly report such incidents to a teacher, school counselor or building administrator.

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

The Board believes standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff, and community members of the school, thereby producing an atmosphere, which encourages the 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.

The Board believes that the best discipline is self-imposed, and is the responsibility of staff, as monitored by the Principal, to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices as defined in the Code of Conduct to prevent discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the school prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students constructively attempt to stop them or report them to the designated authority.

The Board requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences include but are not limited to:

- | | |
|--|--|
| -Age, development, and maturity levels of the parties involved | -Degree of harm |
| -Surrounding circumstances | -Nature and severity of the behavior(s) |
| -Incidences of past or continuing pattern(s) of behavior | -Relationship between the parties involved |
| -Context in which the alleged incident(s) occurred | |



Factors for Determining Remedial Measures:

Personal:

- | | | |
|--------------------------|------------------------------|--------------------------|
| -Life skill competencies | -Social relationships | -Strengths |
| -Talents | -Traits | -Interests |
| -Hobbies | -Extra-curricular activities | -Classroom participation |
| -Academic performance | | |

Environmental:

- | | | |
|--|-----------------------|------------------------------|
| -School climate | -Social relationships | -Community activities |
| -Neighborhood culture | -Family situation | -Student-staff relationships |
| -Social-emotional supports | -Behavioral Supports | |
| -General staff management of classrooms or other educational environments | | |
| -Staff ability to prevent and de-escalate difficult or inflammatory situations | | |

Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the Board of Trustees approved Code of Student Conduct. RCECS has a “No Tolerance” policy toward bullying and strictly enforces this policy at all times.

Remedial measures shall be designed to: *correct the problem behavior; prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. Staff, administrators, and/or the school counselor may be involved with consequences and/or remedial measures. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:

- | | |
|--|-------------------------------------|
| -Temporary removal from the classroom | -Out-of-school suspension |
| -Referral to Principal or designee | -Police notification/contact |
| -Loss/denial of school privileges | -Administrative Review |
| -Classroom or administrative detention | -Judicial Review |
| -In-school suspension during the school week | -Expulsion as approved by The Board |

Examples of Remedial Measures:

Personal:

- | | |
|--|--|
| -Peer support group | -Positive Learning and/or service experiences |
| -Peer mediation | -Corrective instruction (problem solving skills) |
| -Support from school counselor | -Referral to ESAP team |
| -Support from in-school community services | -Parent conferences |
| -Supportive discipline to increase accountability for the bullying offense | -Student behavior contract |

Environmental: (Classroom, School Building)

- | | |
|---|--|
| -Peer support groups | -Development of a general bullying response plan |
| -Targeted use of monitors (e.g., hallway, cafeteria, bus) | -General professional development programs |
| -Modifications of schedules/adjustment in hallway traffic | -Parent conferences |
| -School climate improvement | -Adoption of research-based bullying prevention programs |
| -Involvement of parent-teacher organizations | -Modifications in student routes/patterns traveling to and from school |
| -Involvement of school-based community organizations | |



- Supportive reflection for the bully on the offending behavior, maintaining an emotionally-neutral and strength-based approach.
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying.

- Disciplinary action for school staff who contributed to the problem
- Police notification/involvement

The Board requires the Principal and/or the principal's designee to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Principal or the principal's designee.

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

The Board requires the Principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

The Board prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Board prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with school policies, procedures, and agreements.

The Board requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The Principal shall develop an annual process for discussing the school's policy on harassment and bullying with students and staff. RCECS shall incorporate information regarding the policy against harassment or bullying into the RCECS School Employee Training Program and the Student/Parent Handbook.

Sexual Harassment

Sexual harassment of students or school personnel physically, verbally or in writing will not be tolerated. Forms of sexual harassment include the following:

- Verbal - such as derogatory comments, jokes, or slurs, and sounds
- Physical - such as touching, pinching, patting, grabbing, or brushing up against another, impeding or blocking movement of another
- Visual- Inappropriate gestures, body language, or pictures

Any individual who feels he/she has been subjected to any act of sexual harassment including any visual, verbal or physical conduct of a sexual nature may communicate immediately with the Principal/CEO for further investigation. Any individual who is found to be guilty of sexual harassment will be subject to appropriate discipline, including expulsion from school.

Mandated Reporter

Under PA law, all school employees are mandated reporters. School employees adhere to the law in reporting a suspicion of child abuse to Child Line. School employees may also report concerns of a student's safety and well-being to Children and Youth Services.



Roberto Clemente Charter School: Elementary

Code of Conduct

It is impossible for teaching and learning to take place in classrooms unless good order is maintained. All students have the right to an education; however, they do not have the right to disrupt the educational process.

According to Pennsylvania School Code 24 Ps 13-1317 teachers and school administrators are acting “in loco parentis” (in place of parents/guardians). As such every teacher, assistant principal and principal in the public schools shall have the right to exercise the same authority as to conduct and behavior over the pupils attending the school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians or persons in parental relation to such pupils may exercise over them.

Each student is to be properly prepared for each class with books, supplies and assignments. Students must be at their assigned seats and have books, notebooks, and other learning tools on the table no later than 8:30 a.m. No student is to leave the classroom without the permission of the person in charge.

The teacher will handle discipline for Level 1 infractions of school/classroom rules in the classroom. Administration and/or the school counselor may also be involved in addressing Level 1 infractions. Teachers will maintain accurate documentation for student infractions of school rules. All staff members have the ability to address, document and report infractions or problems to the office. All students are required to report infractions of school policy to the administration.

Disciplinary Guidelines

RCECS believes that order and discipline are essential to an effective educational environment. This commitment requires a code of discipline that clearly defines individual responsibilities, categorizes unacceptable behaviors, and provides for appropriate disciplinary procedures. Finally, to be effective the code must:

1. Be preventive in nature.
2. Promote self-discipline.
3. Concern itself with the welfare of the individual as well as that of the school community as a whole.
4. Promote a close working relationship between parents/guardians and the school staff.
5. Discriminate between minor and serious offenses as well as between first-time and repeated offenses.
6. Provide disciplinary procedures that are appropriate to the misconduct.
7. Be administered in a way that is firm, reasonable, consistent and fair.
8. Encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct.
9. Be in compliance with the provisions of federal, state, and local law as well as with guidelines and directives of the Pennsylvania Department of Education.

Whenever students violate the rules and regulations of the school or show disrespect for school employees or property, they shall be disciplined within the limits provided in these guidelines.

Accused students do not have an inherent right to meet face-to-face with the student making the accusation at the time of the finding of facts by the principal/assistant principal. Also, the principal/assistant principal bases her/his decisions on the best available information and is not obligated to present to the students or her/his parents/guardians evidence of the infraction level which would be required in a state criminal court. Violations of law normally are promptly referred to the police for investigation.

Corporal punishment, including striking and paddling, will not be administered. However, reasonable force may still be used by teachers and school authorities under any of the following circumstances:

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



The discipline of students is the responsibility of the school while the student is on school property and/or on school conducted field trips, school bus or other school sponsored activities. Students are required to abide by the discipline codes off the school. The administrators of the school will determine the consequences for misconduct by students. Four levels of misconduct are identified. Examples are provided with specific procedures explained. It is understood that a student's right to Due Process will be honored.

The types of misconduct and examples of infractions and the "procedures" and "options" specified shall be treated as guidelines for use by teachers, the administration and The Board in dealing with matters relating to student conduct and deportment. The following shall not constitute a limitation upon the authority granted to teachers, administrator and the School Board; the Public School Code of 1949 including the authority granted by sections 1317 and 1318 of the Public School Code of 1949, as amended.

Note: For special education students only, when the total days of suspension for a student reaches ten consecutive (federal) or fifteen cumulative (PA) for the school year, the staff will schedule a Multi-Disciplinary Evaluation. Also, when a manifestation review is necessary; it will be scheduled by the staff of the school.

Note: Re-Enrollment – At the end of each school year, all current students must be re-enrolled for the next school year. Failure to meet the school requirement for correction of behavior may deprive the student of the privilege to be re-enrolled.

Definition of Terms

Administrative Review – a formal hearing between school administration, a student, and his/her guardian(s). This hearing will focus on behavioral patterns and incidents involving the student throughout the current school year. Behavior contracts will be issued to students after completion of the administrative review. Failure to comply with a behavioral contract will result in a judiciary review.

Behavior Modification Counseling – The school helps the student understand the causes and ramifications of his/her misconduct and develops with the student a specific plan for changing behavior. The school counselor coordinates with parent/guardian, teacher and principal to provide support to the student.

Behavioral Contract – A written document which stipulates behaviors which are permission for the student and the consequences for failure to comply with the terms of the contract, foremost of which will be dismissal from the school.

Cooperative Behavior – The willingness of a student to work with staff/students in a reasonable and helpful manner.

Copying/Cheating–Using material that is not original to the student. A teacher reasonably suspecting copying/cheating may require the student to rewrite the work or simply give the student a "0." A willing accomplice to copying/cheating is treated as if he/she committed the offense.

Distributing – Deliver, sell, pass, share, or give any alcohol, drug, or mood-altering substance, as defined by this policy, from one person to another or to aid therein.

Drug/Mood Altering Substance/Alcohol – Shall include any alcohol or malt beverage, any drug listed in Act 64 (1972) as a controlled substance, chemical, abused substance or medication for which a prescription is required under the law and/or any substance which is intended to alter mood. Examples of the above include but are not limited to beer, wine, liquor, marijuana, hashish, chemical solvent, glue, look-alike substances, and any chemical or pills. Students are not permitted to have or take any prescription or over-the-counter medications on school property.

Drug Paraphernalia – Includes any utensil or item which in the school's judgment can be associated with the use of drugs, alcohol, or mood-altering substances. Examples include but are not limited to syringes, razor blades, roach clips, water pipes, and bowls.

Forgery–A copied signature, document, or pass etc. Forging excuse notes, late passes, or hall passes may be punished by suspension based upon administrative discretion.

Judiciary Review – A formal expulsion hearing from RCECS between school administration, school board members, a student and his/her guardian(s). Parents/student have the right to be legally represented during this hearing. This hearing will focus on behavior patterns and incidents involving the student throughout the current school year. Students who are not expelled will be issued behavioral contract. Judiciary hearing may be held without a student or parent/guardian present if the student or



parent/guardian refuses to attend. Violation of behavioral contracts from judiciary review will result in another judiciary review for expulsion from the school.

Office Discipline Referral – A written or online electronic document that states behavioral infractions committed by a student. Teacher should complete this document in a timely fashion after an infraction has occurred and forward a copy of the report to the office. This report should include all necessary information about the incident being reported including, but not limited to, who, when, where, how, level of infraction, number of offences, action taken, parent contact information and any consequences assigned to the student.

Plagiarism -The act of claiming the work of another person and calling it your own is plagiarism. A teacher reasonably suspecting plagiarism may require the student to rewrite the work or simply give the student a “0.” A willing accomplice to plagiarism is treated as if he/she committed the offense. Students who are guilty of plagiarism may have it marked in their permanent school record, depending on the severity of the offense.

Possession – possess or hold, without any attempt to distribute any alcohol, drug, or mood-altering substance determined to be illegal and/or as defined by this policy.

Suspension – Discipline issued by the principal of the school to a student who has broken a school rule. Suspended students and their parent/guardian are required to meet with the principal or his/her designee before returning to school after being suspended. Students who are suspended may not be on school property unless meeting at a pre-determined time, with an administrator. Note: Suspension days may differ from information found in Level Procedures for special needs students.

Uncooperative Behavior – is resistance or refusal, verbal physical or passive, on the part of the student, to comply with the reasonable request or recommendations of the school personnel. Defiance, assault, deceit, and flight shall constitute examples of uncooperative student behavior. Students who are found to be uncooperative will be placed on a behavioral contract. Violation of a behavioral contract will result in either administrative review or judiciary review.

At any time in the discipline process, parents/ guardians, staff members, and/or school administration may request a conference of concerned parties for the purpose of examining the problem(s), posing possible solutions, and reviewing progress with a plan for improvement in the student’s conduct. For a student with an IEP, this conference could take the form of a Multi-Disciplinary Evaluation (MDE) meeting, which could result in recommended changes in the Individualized Education Program (IEP). Regardless of whether the conference is informal or an MDE, one possible outcome of the conference is a Behavioral Contract.

Normally a student will not be dismissed from the school for Level 1 misconduct, but that could happen if eventually the misconduct is seriously disrupting the education of other students or consuming an unreasonably large amount of the school’s, teacher’s and/or administration’s time. Consequences for all level violations may change based on the frequency and/or severity of the violation(s).

Violations and Procedures

The term **violations** refers to the non-adherence to RCECS expectations for conduct. The term **procedures** refers to the manner in which violations of school expectations may be investigated, documented, communicated, and resolved. It also refers to the disciplinary measures that may be taken by staff/administration in regards to the violation. The list of violations and procedures in this Code of Conduct is not exhaustive.

Level 1 Violations:

Actions that interfere with the orderly operation of the class will be handled by the classroom teacher until the behavior is frequent or serious enough that it disrupts the learning environment of the classroom or the school. Administration and/or the school counselor may also be involved in Level 1 Violations.

Examples of Level 1 Violations include but are not limited to:

- Lack of courtesy and respect to staff/students
- Public display of affection
- Classroom disruption
- Uniform violation
- Failure to complete assignments
- Disruptive in the hall (running, shouting, etc.)
- Uncooperative behaviors
- Eating or drinking in class and halls



- Throwing items (resulting in no injury)
- Misuse of RCECS' CIS system
- Neglect of responsibility (return of excuse notes, forms, etc.)
- Insubordination (including, but not limited to refusal to remain in or go to assigned area)

- Deliberate misuse of school equipment
- Student playing with toys/non-school items
- Horseplay

Level 1 Procedures:

Examples of Level 1 procedures may include, but are not limited to:

- Immediate intervention by the staff administrator
- Submission of an office discipline referral
- Staff member conference with student
- Removal of privileges including, but not limited to: special events, dress-down days, and field trips
- Lunch, recess, or after-school detention assigned by a staff member or administrator
- Administrative conference with student.
- Parent/guardian contact
- School-work assignment.
- Parent/guardian conference with staff and/or administration

Level 2 Violations:

Behaviors that are frequent or serious enough to disrupt the learning climate of the class or school. Administration and/or the school counselor will be involved in Level 2 Violations.

Examples of Level 2 Violations may include but are not limited to:

- Repeated instances of Level 1 misconduct
- Uncooperative behavior
- Safety violations
- Cutting class.
- Leaving class without permission.
- Forgery of notes and excuses
- Possession of banned material that is not a safety threat
- Public display of affection
- Insubordination
- Disrespectful behavior to students/staff
- Profanity/Offensive language
- Cheating on tests or other assignments.
- Plagiarism
- Throwing Items (resulting in injury)
- Personal electronic device use
- Horseplay (resulting in class disruption and/or injury)

Level 2 Procedures:

Examples of Level 2 procedures include, but are not limited to:

- Immediate intervention by the staff administrator
- Submission of an office discipline referral
- Staff member conference with student.
- Removal of privileges including, but not limited to: special events, dress-down days, and field trips.
- Detention (before, during, and/or after-school)
- An informal hearing may be scheduled at the discretion of the parent(s)/guardian(s) or administration.
- Administrative conference with student.
- Parent/guardian contact
- School-work assignment.
- Parent/guardian conference with staff and/or administration.
- Minimum one day in-school suspension**
- Minimum one day out-of-school suspension**

Level 3 Violations:

Actions that are directed against persons or property but limited to the degree that they endanger the health and safety of others. Administration and/or the school counselor will be involved in Level 3 Violations.

Examples of Level 3 Violations include, but are not limited to:

- Fighting
- Use of incendiary devices
- Inappropriate language directed at staff or visitors
- Leaving school property without permission
- Possession of fireworks
- Threats to students
- Harassment/bullying
- Minor vandalism



- Stealing
- Public display of lewd or vulgar gestures or images, including inappropriate computer files

- Endangering others
- Sexual Harassment
- Personal technology device usage

Level 3 Procedures:

Example of Level 3 procedures may include, but are not limited to:

- Immediate intervention by staff/administration
- Staff member will submit an office discipline referral
- Staff member and administrative conference with student
- Parent/guardian contact
- Support provided by the school counselor
- Support from school-based community services
- Parent/guardian and student conference with a school administrator

- Behavioral contract
- Required parent/guardian conference before returning to school
- Minimum one day in-school suspension**
- Minimum one day out-of-school suspension**
- Administrative Review
- Judiciary review

Level 4 Violations:

Actions which result in violence to another person or property or which pose a direct threat to the safety of the individual or to others in the school. Administration and/or the school counselor will be involved in Level 4 Violations.

Examples of Level 4 Violations include but are not limited to:

- Assault/battery
- Arson
- Bomb Threats
- Extortion
- Possession, use of, or transfer of dangerous weapons
- Possession, use of, distribution of tobacco and/or vaping products
- Possession, use of, or distribution of drugs, mood-altering substances, or alcohol
- Threats to staff and visitors
- Terrorist threats
- Major vandalism
- Misuse of fire alarm & safety equipment
- Sexual harassment

Level 4 Procedures:

Examples of Level 4 procedures may include but are not limited to:

- Immediate intervention by staff/administration
- Staff member will submit an office discipline referral
- Administration investigation the offense
- Administrative conference with student
- Parent/guardian will be contacted and required to come to Pick up the student
- Parent/guardian and student conference with a school administrator
- Police and/or Children and Youth Services will be notified
- The student and parent/guardian are required to make restitution
- An informal hearing will be scheduled within five days
- Letter sent to the parent/guardian (copies to teacher, school, office, student file)
- Up to ten days out-of-school suspension
- Judiciary Review

Smoking and Tobacco

It is a criminal offense for students to possess or use tobacco on school property. Students may be responsible for a \$50.00 fine and court costs.

Level 4-Drug and Alcohol Situations:

School officials recognize our responsibility to existing laws and to public demand that our school and school-grounds be free of drugs and drug-related activities during all school hours and events. Students may be searched for suspicious of possessing illegal drugs. In all cases in which drugs are found, students will be disciplined and prosecuted. Students suspected of being under the influence of drugs or alcohol will not be sent home from school without a parent/guardian.



For Level 4 Situations A. through F. the following measures will occur, including, but not limited to:

- Immediate intervention by staff/administration
- Staff member will submit an office discipline referral and an anecdotal written record of the incident
- An administrator will investigate the incident
- The student, student's desk, and student possessions will be searched
- Support provided by the school counselor and/or school-based community services will be coordinated with the student's parent/guardian
- Parent/guardian contact
- Parent/guardian and student conference with school counselor and/or administrator
- Children and Youth services may be contacted

For Level 4 Situations A. through E. the following measures will also occur, including, but not limited to:

- Parent/guardian will be contacted and must come to school immediately
- Police will be notified
- Up to 10 days out-of-school suspension
- Informal hearing
- Judiciary Review/Formal board hearing for expulsion

A. The use of drugs, alcohol or mood-altering substance by a student is suspected, but there is no evidence of violation of laws or school regulations.

B. A student possesses, uses, or is under the influence of drugs, mood altering substances, or alcohol while in school or on school property.

C. A student is found to be in possession, use or under the influence of drug, mood altering substances, or alcohol while attending any school-sponsored function.

D. A student is caught again in possession, use or under the influence of drugs, mood altering substances, alcohol or possesses drug related paraphernalia. (Any second offense)

E. A student is distributing a drug, mood-altering substance, alcohol, look-alike drug, or drug related paraphernalia.

F. The student has a drug, mood-altering or alcohol related medical emergency.

Procedures:

- Standard health and first aid procedures will be followed
- Student will be transported to a medical facility at the expense of parent/guardian
- Police will be notified
- Up to 10 days out-of-school suspension
- Judiciary Review/Formal board hearing for expulsion

Should a student be charged with any drug offense, which allegedly took place off school property, and after school hours, the principal will interview the student and parent/guardian to determine the role the school must take. Be assured that any student whose presence, in the opinion of the principal or CEO, constitutes a threat to the health, safety, and morals of other students and/or interferes with the educational process of this school can reasonably expect to be recommended for suspension and/or expulsion. RCECS reserves the right to search a pupil's pockets or any possession (including but not limited to purses, gym bags, jackets, coats, parcels, packages or other containers) to discover or confiscate any prohibited materials. There should be reasonable grounds for suspicion.

Level 4-Weapons Policy

Definitions of Terms

Weapon- Defined in the Pennsylvania Crimes Codes 18 Pa. C.S.A. Section 912 as follows: "Any knife, cutting instrument, cutting tool, num-chuck, stick, firearm, shot gun, rifle, any other sharp instrument or implement capable of inflicting serious injury."

Possession of a weapon -When a weapon is found on the person of a student, in a student's desk or possessions, or under a student's control, on school property or at any school activity (including any school activity held away from school property), or when the student is traveling to or from school property or a school sponsored activity, or when the student is on a school bus or vehicle or other transportation service sponsored by the school.

School Property-All buildings, facilities, parking areas and ground owned or under the control of RCECS



Students may not possess a weapon, at any time or under any circumstance, on school property, in a school building or on the campus, during a school-sponsored activity, or on a school bus or vehicle or other transportation service sponsored by RCECS. **Possession of a weapon in violation of this policy is a state criminal code misdemeanor of the First degree and all violations of this Policy shall be reported to the local police for prosecution. Expulsion will proceed.**

The possession of spray mace, noxious chemicals, and/or any device, which projects or emits gas or other substances intended to produce discomfort is also a violation of this Policy. The use of such items is a violation of this Policy. Students could be found liable for adverse effects of spray mace or noxious chemicals upon innocent bystander students in civil cases brought to court by students or their parents.

Reporting Possession of a Weapon

Staff members and students observing or otherwise becoming aware of weapons on school property, at school activities, or on school transportation shall immediately report the possession of a weapon to the administration. The principal shall provide information regarding violations of this Policy to the Office for Safe Schools of the Department of Education.

PROCEDURES:

When the administration receives a report, or otherwise learns, that a student is in possession of a weapon, the following actions will be taken:

- Immediate intervention by staff/administration
- The weapon or item considered to be a weapon shall be immediately confiscated and secured
- Parent/guardian will be contacted and must come to school immediately
- Administrative Investigation
- Student, student's desk, and student's possessions will be searched
- Police will be notified
- Up to 10 days out-of-school suspension
- Judiciary Review/Formal board hearing for expulsion
- The administration shall recommend expulsion from school for a minimum of one (1) year. Any student found to be in possession of a weapon in violation of this Policy is subject to mandatory expulsion for a minimum of one (1) year.

RCECS shall have the right, for the safety of students and staff, to conduct searches on students, student desks, and student possessions if contraband is suspected. Contraband shall be defined as any and all the following: items prohibited by law, items prohibited to be possessed by minors, any weapons, and any item that has been used as a weapon, incendiary devices, and prohibited electronic devices.

Notification of the Allentown Police Department/Law Enforcement Authority When an Incident Involves Children with Disabilities

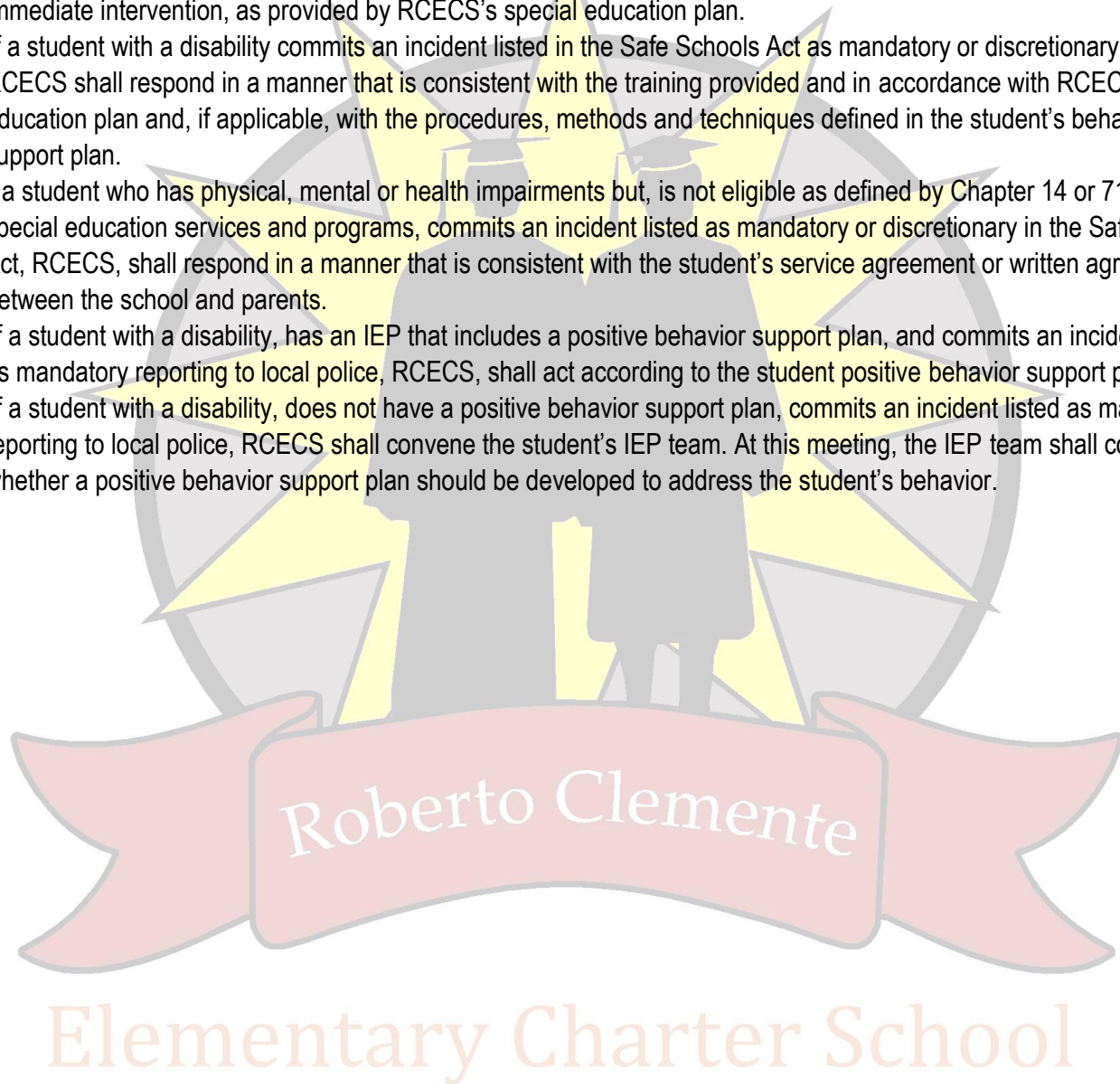
- a). If a student with a disability commits an incident of misconduct, school administrators and the Allentown Police Department should take into consideration that the student's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A student with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending.
- b). In the event a student with a disability a mandatory notification offense according to the PA Safe Schools Act, RCECS must provide immediate notification to the Allentown Police Department regardless of the disability. Those notifications will state that the child has an IEP or a service agreement that includes a behavior support plan and may include RCECS' recommendation that police intervention may not be required and that RCECS will act to address the student's behavior need as required by applicable federal and state law and regulations.
- c). In the event a student with a disability commits a discretionary offense and RCECS does not believe that police intervention is necessary, RCECS will address student's behavior need as required by applicable federal and state law and regulations.



- d). RCECS, when reporting an offense committed by a student with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Allentown Police Department.
- e). RCECS when reporting an incident under this section, may transmit copies of the student's special education and disciplinary records only to the extent that the transmissions permitted by FERPA.

Response and Handling of a Student with a Disability

- a). RCECS shall invite representatives of the Allentown Police Department to participate in the trainings in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention, as provided by RCECS's special education plan.
- c). If a student with a disability commits an incident listed in the Safe Schools Act as mandatory or discretionary reporting, RCECS shall respond in a manner that is consistent with the training provided and in accordance with RCECS's special education plan and, if applicable, with the procedures, methods and techniques defined in the student's behavior support plan.
- d). If a student who has physical, mental or health impairments but, is not eligible as defined by Chapter 14 or 711 to special education services and programs, commits an incident listed as mandatory or discretionary in the Safe Schools Act, RCECS, shall respond in a manner that is consistent with the student's service agreement or written agreement between the school and parents.
- e). If a student with a disability, has an IEP that includes a positive behavior support plan, and commits an incident listed as mandatory reporting to local police, RCECS, shall act according to the student positive behavior support plan.
- g). If a student with a disability, does not have a positive behavior support plan, commits an incident listed as mandatory reporting to local police, RCECS shall convene the student's IEP team. At this meeting, the IEP team shall consider whether a positive behavior support plan should be developed to address the student's behavior.



Handbook Signature Instructions

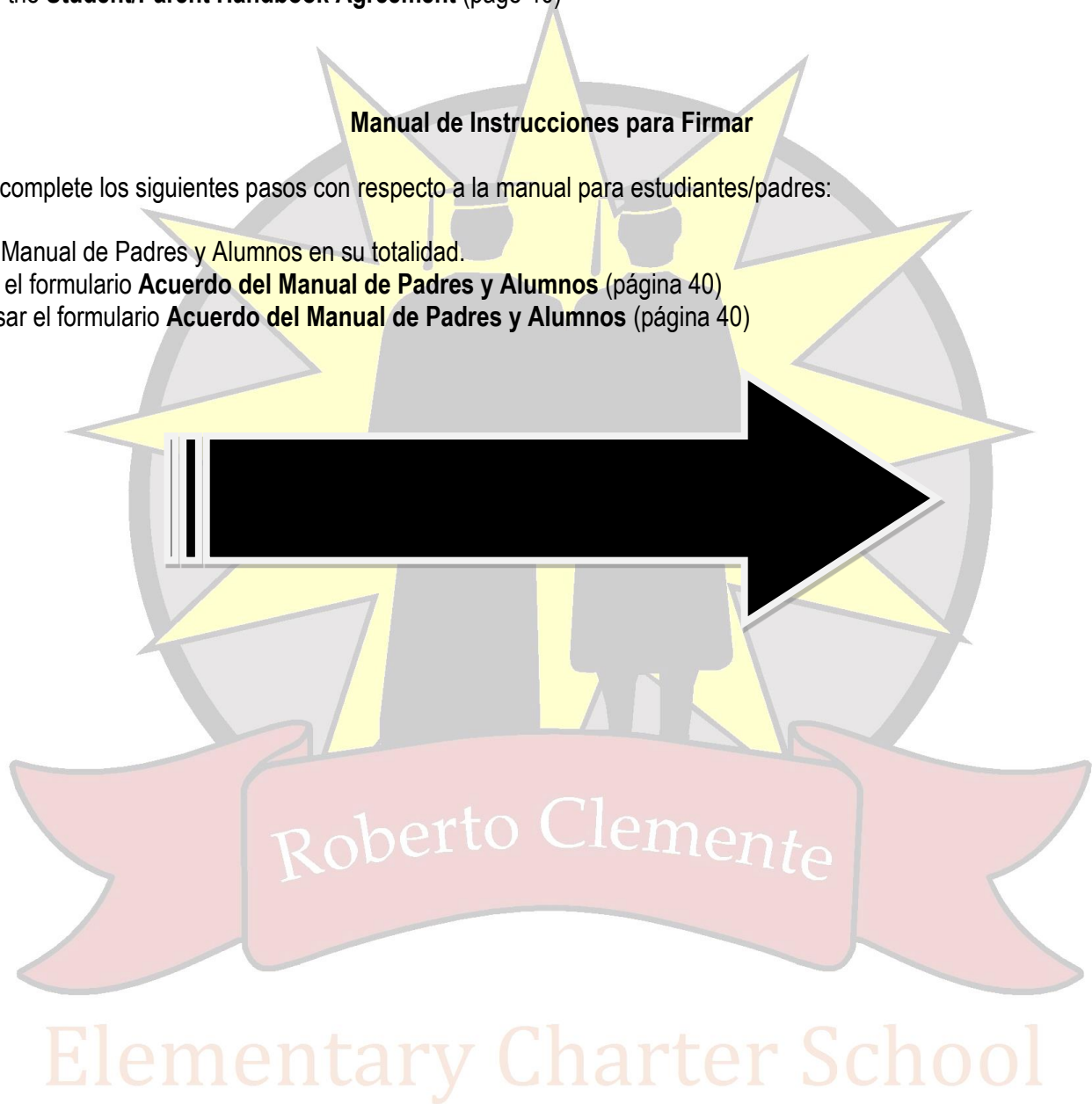
Please complete the following steps regarding the Student/Parent Handbook:

1. Read the Student/Parent Handbook in its entirety.
2. Sign the **Student/Parent Handbook Agreement** (page 40)
3. Return the **Student/Parent Handbook Agreement** (page 40)

Manual de Instrucciones para Firmar

Por favor complete los siguientes pasos con respecto a la manual para estudiantes/padres:

1. Lea el Manual de Padres y Alumnos en su totalidad.
2. Firmar el formulario **Acuerdo del Manual de Padres y Alumnos** (página 40)
3. Regresar el formulario **Acuerdo del Manual de Padres y Alumnos** (página 40)



Roberto Clemente Charter School: Elementary Student/Parent Handbook Agreement

The administration of the Roberto Clemente Charter School: Elementary (RCECS) has developed this handbook for the benefit of all the parents, students, and faculty. This handbook is designed to provide not only the rules and regulations, but also guidelines for proper behavior for all students. All students and parents/guardians must follow the rules and regulations in this handbook. Any parent/guardian or student who does not comply with the rules and regulations of RCECS runs the risk of losing the student's slot for the following year.

As parent and/or guardian of a charter school student, you should read this handbook, share it with your child, and make sure you understand all of its contents. You and your child will be held responsible for the information it contains.

The administration of this school will rely on professional judgment and common sense when dealing with student situations that arise throughout the school year.

Student and Parents/legal guardians must sign this handbook agreement below.

We have read, understand, and agree to the policies described in this handbook.

Student Name: _____

Grade _____ Homeroom Teacher's Name _____

Parent(s)/Guardian Name(s): _____

Parent(s)/Guardian(s) Signature: _____

Date: _____

Principal's Acknowledgement: _____

This signed agreement will be placed in student files as proof as both parent/legal guardian and student have read, understand, and agreed to policies described in this handbook.

Elementary Charter School





New Staff Induction

(and some returning staff as assigned)

Monday, August 23, 2021

7:30 a.m. Breakfast
 8:00 a.m. Welcome to RCECS
 9:00 a.m. Past, Present, Future
 10:00 a.m. Break
 10:15 a.m. New Staff Information
 12:00 p.m. Lunch
 1:00 p.m. New Staff Information

Tuesday, August 24, 2021

7:30 a.m. Breakfast
 8:00 a.m. Reading Roots 5
 11:15 a.m. Lunch
 12:00 p.m. Reading Wings

All Staff Orientation

Wednesday, August 25, 2021
 Start at 136 S. 4th Street

Thursday, August 26, 2021

Friday, August 27, 2021

7:30 a.m. Breakfast
 8:00 a.m. CEO Welcome
 9:00 a.m. Safety and Emergency Protocols
 10:00 a.m. Return to RCECS
 10:30 a.m. Together Again
 12:00 p.m. Lunch
 1:00 p.m. Important 21-22 Information

7:30 a.m. Breakfast
 8:00 a.m. Sapphire
 9:30 a.m. Menu of Support Services
 10:15 a.m. Break
 10:30 a.m. Important 21-22 Information
 12:00 p.m. Lunch
 1:00 p.m. Safe Schools

7:30 a.m. Breakfast
 8:00 a.m. Ready Math (Kinder & math IST)
 10:30 a.m. Ready Writing (2nd & 3rd hrn)
 1:00 p.m. Ready ELA (1st - 5th hrn teachers, reading IST, ESL)

 *All other time may be used for SafeSchools and instructional/classroom prep



Roberto Clemente Charter School

131 W Hamilton Street, Allentown, PA 18101 | Phone: 610-439-5181 | www.myrccs.com

Human Resources Report

August 17, 2021

I. Personnel Updates for board approval, including addenda:

a. Personnel Appointments and New Hires

Name	Job Title	Date	Status
Manuel Montero	Custodian – 2 nd Shift	7/22/2021	Rehire – Part-time (Former Custodian)
Sebastian Maldonado	Custodian – 2 nd Shift	7/28/2021	New Hire – Full-time
Alex Maldonado	Custodian – 2 nd Shift	8/9/2021	New Hire – Part-time
Lara Ashworth	Guidance Counselor – Secondary School	8/9/2021	Current Employee – Full-time (Former Administration Coordinator)
Einis Jafar-Davila	Spanish Teacher – Elementary School	8/15/2021	Current Employee – Full-time (Former Teacher Aide)
Andrea Mendoza	3 rd Grade Teacher – Elementary School	8/15/2021	Current Employee – Full-time (Former Summer School Teacher)
Dinamichele Boyer	Instructional Support Coach - Secondary School	8/15/2021	New Hire – Full-time
Emily Mulcahy	ESL Teacher – Secondary School	8/15/2021	Current Employee – Full-time (Former English Teacher)
Krista Mangle	Assistant Principal - Secondary School	8/16/2021	New Hire – Full-time
William Rodriguez	Assistant Food Service Manager	8/16/2021	New Hire – Full-time

b. Personnel Resignations and Dismissals

Name	Job Title	Date	Status
Sheila Dietrich	Guidance Counselor – Secondary School	8/2/2021	Resignation



Roberto Clemente Charter School

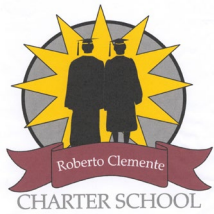
131 W Hamilton Street, Allentown, PA 18101 | Phone: 610-439-5181 | www.myrccs.com

Haley Evans	Math Teacher – Secondary School	8/14/2021	Resignation
Jennifer Reigel	3 rd Grade Teacher – Elementary School	8/14/2021	Resignation
Jennifer Rios	ESL Teacher – Secondary School	8/14/2021	Resignation
Lindsay Maloney	Art Teacher - Elementary School	8/14/2021	Resignation
Zachary Williams	Math Teacher – Secondary School	8/14/2021	Resignation
Jesus Viera-Ayala	Custodian – 2 nd Shift	8/17/2021	Dismissal

II. Current and Future Job Postings:

Title	Department
Principal	Elementary School
Assistant Nurse (1) – Part-time	Health Services
Cafeteria Aide - Part-time	Food Service
Math Teacher	Middle/High School
Art Teacher	Elementary School
English Teacher	Middle/High School

III. Employment Agreements (for approval vote)



Roberto Clemente Charter School

Business Report: August 17, 2021

Page 1 of 2

June Financial Activity (Fiscal Year End)

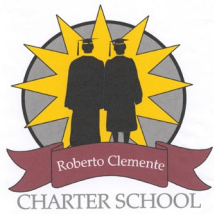
- Finance Committee meeting held on Aug-13.
- 639 Students (6/30): Non-Special Ed (570), Special Ed (69)
Allentown SD (611), Bethlehem Area SD (7), Catasauqua Area SD (5), East Penn SD (3),
Northampton Area SD (2), Parkland SD (1), Salisbury Township SD (3), Whitehall/Coplay SD (7)
- State sources: estimated health reimbursement.
- 2019/20 Special Ed COVID-19 Impact Mitigation grant fully spent.
- 2019/20 Title I carryover funds fully spent.
- 2020/21 Title III funds fully spent.
- Food Service Grab-N-Go distribution program averaged 859 meals/week. Program ended June 16.
- \$1,999 File cabinets. (*Special Ed Dept.*)
- \$7,246 Portable sinks. (*Elementary & Secondary Schools*)
- \$1,726 Milk cooler. (*Food Service Dept.*)
- Fiscal year-end excess \$909,913. (Depreciation/GASB 68 & 75 entries not posted.)
- Accrued \$93,315 in lease reimbursements and \$11,183 for the health reimbursement.
- Accrued \$662,768 in salaries and benefits.
- Un-Assigned General Fund balance \$1,020,371 / 11.1% of the operating budget.

July Financial Activity

- Closed-out the Rent Escrow Account with New Tripoli Bank (7/21).
- \$882,154 Total disbursements.
- 3 Pay periods.
- Building lease payments per new leases commencing on July 1. (*Hispanic American Organization*)
- 2 Payments for student data management system implementation & training. (*K12 Systems Inc*)
- Portable sinks payment. (*Today's Classroom LLC*)
- Paid balance on computer order. (*Dell Marketing LP*)

Grants, Donations, & Reports

- Filed (Jun-28) 2021/22 General Fund Budget. (*Schoolwide*)
- Submitted (Jun-28) 19/20 Continuity of Education Equity grant FER. (*Schoolwide*)
- Submitted (Jun-29) 20/21 Ready To Learn grant FER. (*Schoolwide*)
- Completed (Jul-14) quarterly 20/21 Title I Cash Reconciliation Report. (*Schoolwide*)
- Completed (Jul-14) quarterly 19/20 Impact Mitigation grant Cash Reconciliation Report. (*Schoolwide*)



Roberto Clemente Charter School

Business Report: August 17, 2021

Page 2 of 2

Grants, Donations, & Reports (cont.)

- Completed (Jul-15) quarterly 20/21 Title II & IV Cash Reconciliation Reports. *(Schoolwide)*
- Completed (Jul-15) quarterly 19/20 ESSER I Cash Reconciliation Report. *(Schoolwide)*
- Completed (Jul-15) quarterly 20/21 ESSER II Cash Reconciliation Report. *(Schoolwide)*
- Filed (Jul-16) 2021 IRS Form 720. *(Schoolwide)*
- Filed (Jul-21) 20/21 PDE Form 418. *(Elementary School)*
- Filed (Jul-21) 20/21 PDE Form 418. *(Secondary School)*
- Submitted (Jul-30) 2021/2nd Quarter MSW Report. *(Schoolwide)*
- Submitted (Aug-3) 19/20 Special Ed COVID-19 Impact Mitigation grant FER. *(Schoolwide)*
- Submitted (Aug-3) 20/21 Title III FER. *(Schoolwide)*
- Awarded (Aug-4) 21/22 Fresh Fruit & Vegetable grant- \$19,500. *(Elementary School)*
- Approved (Aug-9) 20/21 PDE Form 418. *(Elementary School)*
- Approved (Aug-9) 20/21 PDE Form 418. *(Secondary School)*
- Filed (Aug-10) 20/21 PDE Form 419- \$37,574. *(Elementary School)*
- Filed (Aug-10) 20/21 PDE Form 419- \$55,741. *(Secondary School)*

Technology Update

- 72 Service tickets received between 7/10-8/10
- 2021 E-rate fiber deployment completed.
- Summer school commencement ceremony livestreamed.
- Student information system (Sapphire) implementation and training is ongoing.
- Staff and student device fleet refresh underway.
- Currently reconfiguring classroom technology and the school phone system.
- Hired an additional technician in the IT department.

General Updates

- Submitted EBT/2nd "round" (6/18).
- 20/21 School Safety & Practices Report filed (7/13).
- Annual audit conducted during the week of August 16.

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2021

	Current Month	2020-2021 Y-T-D	Budget Y-T-D	Variance	2020-2021 Budget
Revenue-General Fund					
6000/9000 Local Sources & Other Sources					
6500 Interest	\$ 68.31	\$ 848.87	\$ 0.00	848.87	\$ 0.00
6700 Student Activities	109.85	130.25	10,100.00	(9,969.75)	10,100.00
6832 PassThru Federal Funds (IU)	0.00	62,164.51	57,800.00	4,364.51	57,800.00
6920 Other Local Grants & Contributions	150.00	590.00	0.00	590.00	0.00
6944 Regular Education Subsidies	494,201.75	6,062,528.88	5,755,071.00	307,457.88	5,755,071.00
6944 Special Education Subsidies	139,685.14	1,746,841.07	1,671,865.00	74,976.07	1,671,865.00
6990 Miscellaneous	82.08	2,078.83	1,700.00	378.83	1,700.00
9990 Insurance Recoveries	0.00	0.00	0.00	0.00	0.00
<i>Total Local Sources</i>	<i>634,297.13</i>	<i>7,875,182.41</i>	<i>7,496,536.00</i>	<i>378,646.41</i>	<i>7,496,536.00</i>
7000 State Sources					
7320 Lease Reimbursement	93,315.69	93,315.69	80,800.00	12,515.69	80,800.00
7330 Health Services Reimbursement	11,183.12	11,059.32	10,000.00	1,059.32	10,000.00
7505 Ready To Learn Grant	0.00	28,546.00	28,546.00	0.00	28,546.00
<i>Total State Sources</i>	<i>104,498.81</i>	<i>132,921.01</i>	<i>119,346.00</i>	<i>13,575.01</i>	<i>119,346.00</i>
8000 Federal Sources					
8512 IDEA (B) COVID-19 Impact Mitigation	960.01	1,000.00	0.00	1,000.00	0.00
8514 Title I	42,173.40	473,049.55	454,044.00	19,005.55	454,044.00
8515 Title II	0.00	36,906.95	43,696.00	(6,789.05)	43,696.00
8516 Title III	1,241.51	24,554.00	24,554.00	0.00	24,554.00
8517 Title IV	4,780.00	18,155.49	32,352.00	(14,196.51)	32,352.00
8517 Title IV (21st CCLC Grant)	0.00	141,146.51	151,065.00	(9,918.49)	151,065.00
8740 ESSER	19,121.92	239,175.36	350,379.00	(111,203.64)	350,379.00
8742 GEER	0.00	10,000.00	0.00	10,000.00	0.00
8749 School Health & Safety	0.00	90,000.00	0.00	90,000.00	0.00
<i>Total Federal Sources</i>	<i>68,276.84</i>	<i>1,033,987.86</i>	<i>1,056,090.00</i>	<i>(22,102.14)</i>	<i>1,056,090.00</i>
Revenue-Enterprise Fund					
Food Service					
6620 Sales	0.00	0.00	800.00	(800.00)	800.00
6920 Local Grants & Contributions	0.00	0.00	0.00	0.00	0.00
6990 Miscellaneous	0.00	0.00	0.00	0.00	0.00
7600 State Sources	419.04	6,948.06	21,000.00	(14,051.94)	21,000.00
8531 Federal Sources	10,065.92	179,066.32	482,725.00	(303,658.68)	482,725.00
<i>Total Food Service</i>	<i>10,484.96</i>	<i>186,014.38</i>	<i>504,525.00</i>	<i>(318,510.62)</i>	<i>504,525.00</i>
Total Revenue	817,557.74	9,228,105.66	9,176,497.00	51,608.66	9,176,497.00

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2021

	Current Month	2020-2021 Y-T-D	Budget Y-T-D	Variance	2020-2021 Budget
Expenses-General Fund					
Instructional Services					
1100-Regular Programs					
100 Salaries/Wages	\$ 210,810.86	\$ 2,378,178.26	\$ 2,429,489.00	(51,310.74)	\$ 2,429,489.00
200 Benefits	98,226.18	1,057,441.56	1,098,152.00	(40,710.44)	1,098,152.00
300 Contracted Professional & Technical Services	0.00	470.00	17,955.00	(17,485.00)	17,955.00
400 Property Services-Maintenance/Repairs/Rentals	1,791.99	21,916.98	25,324.00	(3,407.02)	25,324.00
500 Other Services	0.00	0.00	0.00	0.00	0.00
513 Transportation-Field Trips	0.00	0.00	5,000.00	(5,000.00)	5,000.00
600 Supplies/Books/Subscriptions	3,950.50	136,280.03	101,001.00	35,279.03	101,001.00
800 Miscellaneous	0.00	0.00	3,000.00	(3,000.00)	3,000.00
<i>Total Regular Programs</i>	<i>314,779.53</i>	<i>3,594,286.83</i>	<i>3,679,921.00</i>	<i>(85,634.17)</i>	<i>3,679,921.00</i>
1200-Special Programs					
100 Salaries/Wages	30,647.40	305,847.74	337,318.00	(31,470.26)	337,318.00
200 Benefits	8,893.40	112,345.72	139,358.00	(27,012.28)	139,358.00
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	0.00	0.00	0.00
600 Supplies/Books/Subscriptions	1,134.22	3,965.38	8,150.00	(4,184.62)	8,150.00
<i>Total Special Programs</i>	<i>40,675.02</i>	<i>422,158.84</i>	<i>484,826.00</i>	<i>(62,667.16)</i>	<i>484,826.00</i>
1400/1691/1700-Other Programs & Adult Education					
100 Salaries/Wages	4,222.50	112,737.50	178,240.00	(65,502.50)	178,240.00
200 Benefits	1,382.68	33,523.99	55,510.00	(21,986.01)	55,510.00
300 Contracted Professional & Technical Services	0.00	1,575.00	31,000.00	(29,425.00)	31,000.00
500 Other Services	0.00	0.00	0.00	0.00	0.00
566 Tuition/Higher Education	0.00	0.00	4,000.00	(4,000.00)	4,000.00
600 Supplies/Books/Subscriptions	0.00	0.00	6,200.00	(6,200.00)	6,200.00
<i>Total Other Programs & Adult Education</i>	<i>5,605.18</i>	<i>147,836.49</i>	<i>274,950.00</i>	<i>(127,113.51)</i>	<i>274,950.00</i>
Support Services					
2100-Student Support (Guidance/Psychological/Social)					
100 Salaries/Wages	13,279.48	141,214.76	153,166.00	(11,951.24)	153,166.00
200 Benefits	3,475.29	51,082.58	59,788.00	(8,705.42)	59,788.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
336 Contracted Evaluations & Special Ed Services	24,753.75	164,804.00	98,000.00	66,804.00	98,000.00
500 Other Services	0.00	0.00	6,282.00	(6,282.00)	6,282.00
600 Supplies & Subscriptions	841.84	8,909.73	11,414.00	(2,504.27)	11,414.00
<i>Total Student Support</i>	<i>42,350.36</i>	<i>366,011.07</i>	<i>328,650.00</i>	<i>37,361.07</i>	<i>328,650.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2021

	Current Month	2020-2021 Y-T-D	Budget Y-T-D	Variance	2020-2021 Budget
2200-Instructional Support (Technology/Library/Curriculum/Staff Development)					
100 Salaries/Wages	\$ 23,943.69	\$ 191,622.14	\$ 206,719.00	(15,096.86)	\$ 206,719.00
200 Benefits	13,827.87	108,570.75	114,091.00	(5,520.25)	114,091.00
240 Tuition Reimbursement	0.00	7,884.73	24,000.00	(16,115.27)	24,000.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
320 Contracted Staff Development Services	0.00	8,666.50	27,138.00	(18,471.50)	27,138.00
400 IT Equipment-Maintenance/Repairs/Rentals	0.00	0.00	2,000.00	(2,000.00)	2,000.00
400 Library Equipment-Maintenance/Repairs/Rentals	54.50	654.00	1,160.00	(506.00)	1,160.00
500 Other Services	0.00	0.00	7,770.00	(7,770.00)	7,770.00
600 IT Supplies & Subscriptions	412.95	13,491.36	15,883.00	(2,391.64)	15,883.00
600 Library Supplies & Subscriptions	0.00	8,198.21	18,938.00	(10,739.79)	18,938.00
600 Curriculum Supplies & Subscriptions	0.00	6,991.00	0.00	6,991.00	0.00
600 Staff Development Supplies & Subscriptions	0.00	9,219.35	5,500.00	3,719.35	5,500.00
800 Miscellaneous	0.00	0.00	0.00	0.00	0.00
<i>Total Instructional Support</i>	<i>38,239.01</i>	<i>355,298.04</i>	<i>423,199.00</i>	<i>(67,900.96)</i>	<i>423,199.00</i>
2310/2360-Administration (Board/CEO's Office/Legal & Accounting)					
100 Salaries/Wages	1,794.00	135,089.10	133,926.00	1,163.10	133,926.00
200 Benefits	2,133.34	68,322.60	77,630.00	(9,307.40)	77,630.00
300 School Board Professional Development Services	0.00	0.00	2,000.00	(2,000.00)	2,000.00
330 Legal & Accounting Services	5,866.00	58,586.78	68,000.00	(9,413.22)	68,000.00
400 Property Services-Maintenance/Repairs/Rentals	0.00	0.00	500.00	(500.00)	500.00
500 Other Services	167.25	379.32	1,800.00	(1,420.68)	1,800.00
600 Supplies & Subscriptions	674.96	819.86	1,500.00	(680.14)	1,500.00
800 Dues/Miscellaneous	0.00	3,334.91	4,500.00	(1,165.09)	4,500.00
<i>Total Board/CEO's Office/Legal & Accounting</i>	<i>10,635.55</i>	<i>266,532.57</i>	<i>289,856.00</i>	<i>(23,323.43)</i>	<i>289,856.00</i>
2380-Administration (Principal's Office)					
100 Salaries/Wages	41,771.10	486,936.71	493,029.00	(6,092.29)	493,029.00
200 Benefits	21,638.71	266,408.20	281,871.00	(15,462.80)	281,871.00
400 Property Services-Maintenance/Repairs/Rentals	1,184.07	12,511.08	13,576.00	(1,064.92)	13,576.00
500 Other Services	481.60	1,500.17	4,500.00	(2,999.83)	4,500.00
600 Supplies & Subscriptions	414.22	3,793.26	11,050.00	(7,256.74)	11,050.00
800 Miscellaneous	0.00	1,446.31	3,000.00	(1,553.69)	3,000.00
<i>Total Principal's Office</i>	<i>65,489.70</i>	<i>772,595.73</i>	<i>807,026.00</i>	<i>(34,430.27)</i>	<i>807,026.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2021

	Current Month	2020-2021 Y-T-D	Budget Y-T-D	Variance	2020-2021 Budget
2400-Pupil Health					
100 Salaries/Wages	\$ 10,843.05	\$ 113,590.05	\$ 122,282.00	(8,691.95)	\$ 122,282.00
200 Benefits	5,605.14	67,203.82	64,460.00	2,743.82	64,460.00
300 Contracted Professional & Technical Services	0.00	0.00	3,000.00	(3,000.00)	3,000.00
500 Other Services	0.00	0.00	200.00	(200.00)	200.00
600 Supplies & Subscriptions	164.49	2,397.20	6,800.00	(4,402.80)	6,800.00
<i>Total Pupil Health</i>	<i>16,612.68</i>	<i>183,191.07</i>	<i>196,742.00</i>	<i>(13,550.93)</i>	<i>196,742.00</i>
2500-Business					
100 Salaries/Wages	17,992.67	204,178.64	203,902.00	276.64	203,902.00
200 Benefits	8,124.74	98,787.17	93,399.00	5,388.17	93,399.00
300 Contracted Professional & Technical Services	1,690.90	25,728.95	28,500.00	(2,771.05)	28,500.00
400 Property Services-Maintenance/Repairs/Rentals	319.47	4,701.10	4,750.00	(48.90)	4,750.00
500 Other Services	250.00	2,052.87	1,700.00	352.87	1,700.00
600 Supplies & Subscriptions	267.91	4,452.84	6,200.00	(1,747.16)	6,200.00
800 Taxes/Fees/Miscellaneous	131.32	1,362.86	2,800.00	(1,437.14)	2,800.00
<i>Total Business</i>	<i>28,777.01</i>	<i>341,264.43</i>	<i>341,251.00</i>	<i>13.43</i>	<i>341,251.00</i>
2600/2900-Plant Operations & Maintenance					
100 Salaries/Wages	17,381.37	185,157.72	234,036.00	(48,878.28)	234,036.00
200 Benefits	7,051.08	78,034.61	87,078.00	(9,043.39)	87,078.00
300 Contracted Professional & Technical Services	5,741.33	22,120.99	93,510.00	(71,389.01)	93,510.00
400 Property Services-Maintenance/Repairs/Rentals	11,030.47	112,484.37	105,727.00	6,757.37	105,727.00
441 Building Leases	52,124.50	625,494.00	625,494.00	0.00	625,494.00
500 Other Services	11.66	232.67	500.00	(267.33)	500.00
520 Property Insurance	3,261.48	38,208.15	49,870.00	(11,661.85)	49,870.00
538 Telecommunications	1,310.22	15,840.21	17,800.00	(1,959.79)	17,800.00
600 Supplies & Subscriptions	5,046.92	98,158.28	76,711.00	21,447.28	76,711.00
620 Utilities & Fuel	3,512.79	43,900.90	75,100.00	(31,199.10)	75,100.00
800 Miscellaneous	0.00	469.00	500.00	(31.00)	500.00
810 Property Taxes	1,853.90	21,578.98	21,000.00	578.98	21,000.00
<i>Total Plant Operations & Maintenance</i>	<i>108,325.72</i>	<i>1,241,679.88</i>	<i>1,387,326.00</i>	<i>(145,646.12)</i>	<i>1,387,326.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2021

	Current Month	2020-2021 Y-T-D	Budget Y-T-D	Variance	2020-2021 Budget
2800-Central (Human Resources/Information & Data/Grant Administration)					
100 Salaries/Wages	\$ 7,522.00	\$ 98,106.36	\$ 96,640.00	1,466.36 \$	96,640.00
200 Benefits	1,458.73	22,249.05	21,674.00	575.05	21,674.00
300 Contracted Professional & Technical Services	0.00	3,900.00	8,000.00	(4,100.00)	8,000.00
324 Contracted Staff Development Services	900.00	7,109.77	14,750.00	(7,640.23)	14,750.00
500 Other Services	0.00	1,007.21	19,380.00	(18,372.79)	19,380.00
600 Supplies & Subscriptions	1,261.79	24,514.79	29,450.00	(4,935.21)	29,450.00
800 Miscellaneous	0.00	111.00	700.00	(589.00)	700.00
<i>Total Central (HR/Information & Data/Grants)</i>	<i>11,142.52</i>	<i>156,998.18</i>	<i>190,594.00</i>	<i>(33,595.82)</i>	<i>190,594.00</i>
Non-Instructional Services					
3200/3400-Student Activities & Community Services					
100 Salaries/Wages	2,434.73	18,208.00	22,608.00	(4,400.00)	22,608.00
200 Benefits	748.72	7,338.20	7,337.00	1.20	7,337.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
500 Other Services	0.00	14,802.50	14,000.00	802.50	14,000.00
600 Supplies/Books/Subscriptions	105.02	3,542.58	9,600.00	(6,057.42)	9,600.00
800 Fundraisers/Miscellaneous	650.00	4,015.00	11,255.00	(7,240.00)	11,255.00
<i>Total Student Activities & Community Services</i>	<i>3,938.47</i>	<i>47,906.28</i>	<i>64,800.00</i>	<i>(16,893.72)</i>	<i>64,800.00</i>
Expenses-Enterprise Fund					
Non-Instructional Services					
3100-Food Services					
100 Salaries/Wages	6,432.88	66,461.95	148,791.00	(82,329.05)	148,791.00
200 Benefits	2,394.56	25,448.52	41,003.00	(15,554.48)	41,003.00
300 Contracted Professional & Technical Services	350.00	5,016.95	11,000.00	(5,983.05)	11,000.00
400 Property Services-Maintenance/Repairs/Rentals	540.18	2,426.93	5,000.00	(2,573.07)	5,000.00
500 Other Services	0.00	0.00	1,000.00	(1,000.00)	1,000.00
600 Supplies & Subscriptions	1,641.04	15,167.26	39,000.00	(23,832.74)	39,000.00
630 Food & Dairy	3,927.91	76,180.31	314,425.00	(238,244.69)	314,425.00
800 Miscellaneous	0.00	55.50	175.00	(119.50)	175.00
<i>Total Food Services</i>	<i>15,286.57</i>	<i>190,757.42</i>	<i>560,394.00</i>	<i>(369,636.58)</i>	<i>560,394.00</i>
Total Expenses	701,857.32	8,086,516.83	9,029,535.00	(943,018.17)	9,029,535.00
Net Operating Income (Loss)	\$ 115,700.42	\$ 1,141,588.83	\$ 146,962.00	\$ 994,626.83	\$ 146,962.00

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2021

	Current	2020-2021	Budget		2020-2021
	Month	Y-T-D	Y-T-D	Variance	Budget
Capital Outlay (450/700)					
1000 Instructional-Equipment & Furniture	\$ 1,999.98	\$ 150,027.95	\$ 122,688.00	27,339.95	\$ 122,688.00
2100 Student Support-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2200 Instructional Staff Support-Equipment & Furniture	0.00	3,604.64	0.00	3,604.64	0.00
2300 Administrative-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2400 Health-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2500 Business-Equipment & Furniture	0.00	799.00	0.00	799.00	0.00
2600 Plant Operations-Equipment & Furniture	7,245.84	36,675.82	5,600.00	31,075.82	5,600.00
2800 Central Services-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
3100 Food Service	0.00	0.00	0.00	0.00	0.00
4000 Facilities Acquisition/Construction/Improvements	0.00	40,567.59	18,351.00	22,216.59	18,351.00
<i>Total Capital Outlay</i>	<i>9,245.82</i>	<i>231,675.00</i>	<i>146,639.00</i>	<i>85,036.00</i>	<i>146,639.00</i>
Total Income (Loss)	\$ 106,454.60	\$ 909,913.83	\$ 323.00	\$ 909,590.83	\$ 323.00

ROBERTO CLEMENTE CHARTER SCHOOL**Financial Report for the Month Ending****June 30, 2021****ASSETS****Current Assets***Cash*

Main Operating Account	\$	1,232,598.10
Auxiliary Account		7,860.60
Payroll Account		388,567.71
Executive Account		666.78
Principals' Accounts		820.01
Money Market Accounts		615,371.61
Petty Cash		900.00

Total Cash 2,246,784.81

Accounts Receivable

School Districts	1,291,964.85
State Government	0.00
Federal Government	17,111.99
Other	0.00
Food Service	10,484.96

Total Accounts Receivable 1,319,561.80

Other Current Assets

Deposits	0.00
Accrued Revenue	211,160.06
PrePaid Expenses	53,727.52
Food Service PrePaid Expenses & Accrued Revenue	0.00
Escrow-Cash Account (Rent)	0.00
Agency Fund-Cash Accounts (Students)	6,138.04

Total Other Current Assets 271,025.62

Fixed Assets*Buildings & Equipment*

131 Hamilton Street Building (Administration)	664,339.81
850 N 5th Street Building (Elementary School)	554,318.61
136 S 4th Street Building (Secondary School)	853,109.78
Computer Equipment	970,183.11
Furniture & Equipment	829,580.98
Accumulated Depreciation	(2,002,747.55)
Food Service Equipment & Furniture	49,329.59
Food Service Accumulated Depreciation	(33,107.41)

Total Buildings & Equipment 1,885,006.92

Total Assets **\$ 5,722,379.15**

ROBERTO CLEMENTE CHARTER SCHOOL**Financial Report for the Month Ending****June 30, 2021****LIABILITIES AND CAPITAL****Liabilities****Current Liabilities***Short-Term Payables*

Accounts Payable	\$	51,858.68
PSERS-Employer Contributions		171,497.33
403 B-Employer Contributions		0.00
Payroll Taxes & Deductions		(43.62)
Retirement-Employee Contributions		0.00
Food Service Payables		9,684.52

Total Short-Term Payables 232,996.91

Accrued Expenses & Other Current Liabilities

Accrued Salaries & Benefits	662,768.30
Other Accrued Expenses	0.00
Interfund Payable	0.00
UnEarned Revenue	81,363.66
Scholarship Funds	4,020.00
Food Service Accrued Expenses	4,561.58
Escrow Funds (Rent)	0.00

Total Accrued Expenses & Other Current Liabilities 752,713.54

Total Liabilities 985,710.45

Capital**Assigned Funds**

Assigned Funds-Operating (Budget Impasse)	1,440,000.00
Assigned Funds-Capital Expenses & Projects	9,341.59
Assigned Funds-Technology Replacement	40,000.00
Assigned Funds-Budget Shortfall	222,000.00
Assigned Funds-Board Designated Emergency	50,000.00

Total Assigned Funds 1,761,341.59

Other Fund Balances & Net Position

Non-Spendable	53,727.52
Net Investment In Capital Assets	1,868,784.74
Food Service Fund	26,304.91
Agency Funds (Students)	6,138.04
UnAssigned Funds	110,458.07
Net Income (Loss)	909,913.83

Total Other Fund Balances & Net Position 2,975,327.11

Total Capital 4,736,668.70

Total Liabilities & Capital \$ 5,722,379.15

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2021

PA PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM:

DEFERRED OUTFLOW OF RESOURCES

Deferred Outflow of Resources-PSERS	\$	3,579,860.15	
Deferred Outflow of Resources-OPEB		<u>183,144.00</u>	
Total Deferred Outflow of Resources	\$		<u><u>3,763,004.15</u></u>

DEFERRED INFLOW OF RESOURCES/LIABILITIES & NET POSITION

Deferred Inflow of Resources-PSERS		2,114,998.00	
Deferred Inflow of Resources-OPEB		129,867.00	
Long-Term Pension Liability		8,795,000.00	
Long-Term OPEB Liability		<u>400,000.00</u>	
Total Deferred Inflow of Resources/Liabilities			11,439,865.00
Pension Fund Net Position			(7,330,137.85)
OPEB Fund Net Position			<u>(346,723.00)</u>
Total Deferred Inflow of Resources/Liabilities & Net Position	\$		<u><u>3,763,004.15</u></u>

Roberto Clemente Charter School
Payment List
For the Period 7/1/21 through 7/31/21

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
001070	7/1/21	Felix Acosta	HRA Payout	\$ 10.00	7/2/21	X
001071	7/1/21	Lara Ashworth	HRA Payout	\$ 50.00	7/2/21	X
001072	7/1/21	Charles Boger	HRA Payout	\$ 18.28	7/2/21	X
001073	7/1/21	William Breiner	Travel reimbursement	\$ 11.66	7/2/21	X
001074	7/1/21	John Burgermeister	Supplies reimbursement	\$ 213.05	7/2/21	X
001075	7/1/21	PA DEPT OF LABOR & INDUSTRY-E		\$ 75.51	7/2/21	X
001076	7/1/21	GOVCONNECTION, INC	Digital signature subscription	\$ 4,984.40	7/2/21	X
001077	7/1/21	Keila Cruz Gonzalez	HRA Payout	\$ 1,899.86	7/2/21	
001078	7/1/21	Curriculum Associates	Curriculum supplies	\$ 13,211.28	7/2/21	
001079	7/1/21	Derstine's		\$ 354.37	7/2/21	X
001080	7/1/21	Sheila Dietrich	HRA Payout	\$ 90.00	7/2/21	X
001081	7/1/21	Felicity Hahn-Panovec	Contracted special ed support services	\$ 1,312.50	7/2/21	X
001082	7/1/21	GRAHAM SECURITY POLICE, INC	Security	\$ 1,700.00	7/2/21	X
001083	7/1/21	HISPANIC AMERICAN ORG	850 N 5th Street lease	\$ 21,739.52	7/2/21	X
001084	7/1/21	HISPANIC AMERICAN ORG	136 S 4th Street lease	\$ 35,394.00	7/2/21	X
001085	7/1/21	Amy Huey	HRA Payout	\$ 10.00	7/2/21	X
001086	7/1/21	Arkadiusz Kadzielawski	HRA Payout	\$ 1,385.08	7/2/21	X
001087	7/1/21	Jessica Kamber	HRA Payout	\$ 40.00	7/2/21	X
001088	7/1/21	Alyssa Mace	HRA Payout	\$ 30.00	7/2/21	X
001089	7/1/21	LINDSAY MALONEY	HRA Payout	\$ 332.03	7/2/21	X
001090	7/1/21	Susanne McMenamy	HRA Payout	\$ 60.00	7/2/21	X
001091	7/1/21	MONK'S SECURITY SYSTEMS		\$ 460.00	7/2/21	X
001092	7/1/21	Mitza Morales	HRA Payout	\$ 10.00	7/2/21	X
001093	7/1/21	Nearpod, Inc	Classroom subscription	\$ 2,000.00	7/2/21	X
001094	7/1/21	Newsela Inc	Classroom subscription	\$ 3,630.00	7/2/21	X
001095	7/1/21	NoRedInk Corp.	Classroom subscription	\$ 4,800.00	7/2/21	
001096	7/1/21	PETTY CASH		\$ 208.05	7/2/21	X
001097	7/1/21	K12 Systems, INC	Student data management implementation/training	\$ 43,800.00	7/2/21	X
001098	7/1/21	THE SHERWIN-WILLIAMS CO		\$ 733.33	7/2/21	X
001099	7/1/21	Elizabeth Shrivastava	HRA Payout	\$ 20.00	7/2/21	X
001100	7/1/21	Cory Snyder	HRA Payout	\$ 1,805.74	7/2/21	X
001101	7/1/21	Today's Classroom LLC	Portable sinks	\$ 7,245.84	7/2/21	X
001102	7/1/21	USI Insurance Services LLC	Cyber liability insurance premium	\$ 3,001.15	7/2/21	X
001103	7/1/21	Venus Supplies and Services	Janitorial supplies	\$ 2,813.62	7/2/21	X
001104	7/1/21	Stephanie Vicenty	HRA Payout	\$ 10.00	7/2/21	
001105	7/1/21	VIPER PEST SERVICES		\$ 175.00	7/2/21	X
001106	7/1/21	Kristina Wowak	HRA Payout	\$ 30.00	7/2/21	X
001107	7/13/21	Roba Bozakis	Nutritionist	\$ 350.00	7/16/21	X
001108	7/13/21	Bimbo Bakeries USA		\$ 34.64	7/16/21	X
001109	7/13/21	CARBON LEHIGH INTERMEDIATE UNIT #21		\$ 278.99	7/16/21	X
001110	7/13/21	Cantave Charles	HRA Payout	\$ 2,227.61	7/16/21	X

Roberto Clemente Charter School
Payment List
For the Period 7/1/21 through 7/31/21

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
001111	7/13/21	Keila Cruz Gonzalez	<i>HRA Payout</i>	\$ 71.35	7/16/21	
001112	7/13/21	Curriculum Associates		\$ 421.20	7/16/21	
001113	7/13/21	Cybersoft Technologies	<i>Food service subscription</i>	\$ 2,575.00	7/16/21	X
001114	7/13/21	DELL MARKETING L.P.	<i>Computers</i>	\$ 19,089.00	7/16/21	X
001115	7/13/21	Derstine's		\$ 310.17	7/16/21	X
001116	7/13/21	Edpuzzle	<i>Classroom subscription</i>	\$ 1,100.00	7/16/21	X
001117	7/13/21	Katom Restaurant Supply, Inc	<i>Milk cooler</i>	\$ 1,726.65	7/16/21	X
001118	7/13/21	Keyco Distributors Inc		\$ 49.50	7/16/21	X
001119	7/13/21	KISTLER O'BRIEN		\$ 396.03	7/16/21	X
001120	7/13/21	Lauren's Kids, Inc		\$ 622.74	7/16/21	X
001121	7/13/21	LEADER SERVICES	<i>IEP license</i>	\$ 1,276.00	7/16/21	X
001122	7/13/21	Susanne McMenamy	<i>HRA Payout</i>	\$ 136.48	7/16/21	X
001123	7/13/21	MONK'S SECURITY SYSTEMS	<i>Annual security alarm monitoring services</i>	\$ 1,080.00	7/16/21	X
001124	7/13/21	THE MORNING CALL		\$ 91.39	7/16/21	X
001125	7/13/21	Norris McLaughlin PA	<i>Legal fees</i>	\$ 1,501.50	7/16/21	X
001126	7/13/21	PEARSON EDUCATION INC	<i>Instructional supplies</i>	\$ 6,715.96	7/16/21	
001127	7/13/21	THE PENNSYLVANIA STATE UNIVERSITY		\$ 50.00	7/16/21	X
001128	7/13/21	RCN		\$ 420.93	7/16/21	X
001129	7/13/21	K12 Systems, INC	<i>Student data management implementation/training</i>	\$ 22,210.00	7/16/21	X
001130	7/13/21	United Electric Supply	<i>Electrical supplies</i>	\$ 1,543.09	7/16/21	X
001131	7/13/21	DEPT OF THE TREASURY		\$ 358.14	7/16/21	
001132	7/13/21	US FOODS		\$ 852.56	7/16/21	X
001133	7/13/21	Venus Supplies and Services	<i>Janitorial supplies</i>	\$ 3,557.12	7/16/21	X
001134	7/13/21	VIPER PEST SERVICES		\$ 175.00	7/16/21	X
001135	7/14/21	MetLife-Group Benefits	<i>Dental insurance</i>	\$ 2,820.58	7/16/21	X
001136	7/28/21	Felix Acosta	<i>HRA Payout</i>	\$ 1,285.46	7/30/21	
001137	7/28/21	APEX ELEVATOR INSPECTION		\$ 215.00	7/30/21	
001138	7/28/21	Lara Ashworth	<i>Travel reimbursement</i>	\$ 2.65	7/30/21	
001139	7/28/21	ASRE, LLC	<i>Winter maintenance</i>	\$ 1,753.96	7/30/21	
001140	7/28/21	BOLLINGER INSURANCE	<i>Student accident insurance</i>	\$ 4,721.00	7/30/21	
001141	7/28/21	Bradbury-Sullivan LGBT Community Center		\$ 750.00	7/30/21	
001142	7/28/21	Derstine's		\$ 373.33	7/30/21	
001143	7/28/21	Sheila Dietrich	<i>HRA Payout</i>	\$ 96.16	7/30/21	
001144	7/28/21	Dr. Steven P. Kachmar	<i>Contracted special ed support services</i>	\$ 625.00	7/30/21	
001145	7/28/21	PEARSON EDUCATION INC		\$ 29.53	7/30/21	
001146	7/28/21	William Breiner	<i>Travel reimbursement</i>	\$ 45.05	7/30/21	
001147	7/28/21	Sarah Capella	<i>HRA Payout</i>	\$ 522.38	7/30/21	
001148	7/28/21	JP Mascaro & Sons	<i>Waste management</i>	\$ 1,457.80	7/30/21	
001149	7/28/21	Renaissance Learning, Inc	<i>Evaluation subscription</i>	\$ 5,130.00	7/30/21	
001150	7/28/21	THE SHERWIN-WILLIAMS CO		\$ 164.92	7/30/21	
001151	7/28/21	Elizabeth Shrivastava	<i>HRA Payout</i>	\$ 409.26	7/30/21	

Roberto Clemente Charter School
Payment List
For the Period 7/1/21 through 7/31/21

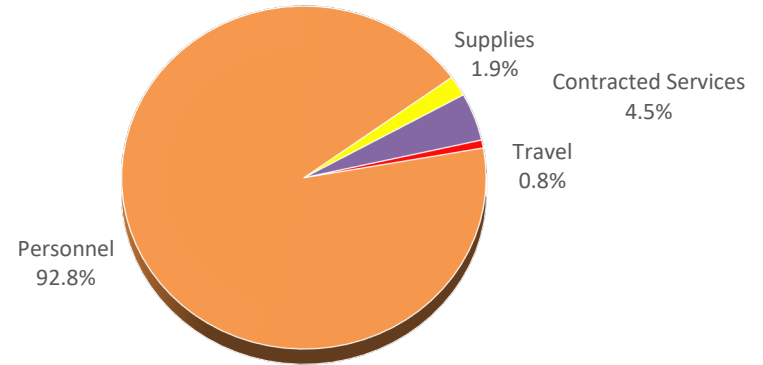
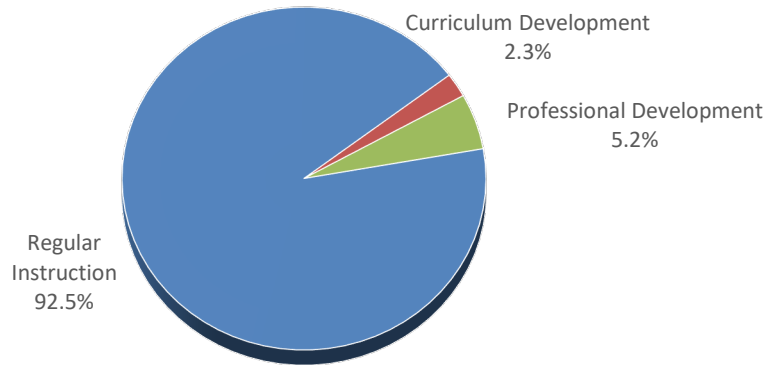
Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
001152	7/28/21	VERIZON CONNECT NWF, INC		\$ 38.00	7/30/21	
EFT						
01F0355077	7/1/21	ReadyRefresh by Nestle		\$ 297.06	7/1/21	X
zaidzlj0gvhlbq	7/1/21	Highmark Blue Shield		\$ 554.88	7/1/21	X
100003715754	7/1/21	UGI UTILITIES, INC.		\$ 28.34	7/1/21	X
100003715849	7/1/21	UGI UTILITIES, INC.		\$ 30.52	7/1/21	X
100003715853	7/1/21	UGI UTILITIES, INC.		\$ 36.02	7/1/21	X
100003715920	7/1/21	UGI UTILITIES, INC.		\$ 182.09	7/1/21	X
143701815	7/1/21	STAPLES ADVANTAGE	<i>File cabinets</i>	\$ 1,999.98	7/1/21	X
143708469	7/1/21	UNIVERSAL PREMIUM FLEETCARD		\$ 101.46	7/1/21	X
193860	7/1/21	PenTeleData		\$ 168.20	7/1/21	X
21070180	7/1/21	PPL ELECTRIC UTILITIES		\$ 426.10	7/1/21	X
291599	7/1/21	COMMONWEALTH OF PENNSYLVANIA		\$ 12.00	7/1/21	X
845134313	7/1/21	T-Mobile		\$ 419.65	7/1/21	X
41457001	7/1/21	PURCHASE POWER		\$ 221.00	7/1/21	X
291598	7/1/21	US FOODS	<i>Food</i>	\$ 2,015.42	7/1/21	X
3110670448	7/1/21	CAPITAL BLUE CROSS	<i>Health insurance</i>	\$ 63,614.58	7/1/21	X
3119637951	7/1/21	TFS Leasing A Program of De Lage		\$ 319.47	7/1/21	X
563304667	7/1/21	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 96.82	7/1/21	X
410000A77080	7/1/21	PHILADELPHIA INSURANCE COMPANIES	<i>Liability insurance</i>	\$ 1,422.50	7/1/21	X
414343488	7/1/21	AMAZON CREDIT PLAN	<i>Office furniture/classroom supplies</i>	\$ 1,503.60	7/1/21	X
563300607	7/1/21	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 95.94	7/1/21	X
563300608	7/1/21	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 93.96	7/1/21	X
43156	7/1/21	J W PEPPER & SON, INC	<i>Classroom supplies</i>	\$ 2,951.10	7/1/21	X
428276022	7/16/21	AMAZON CREDIT PLAN	<i>Office furniture/classroom supplies</i>	\$ 2,242.81	7/16/21	X
274131	7/16/21	PenTeleData		\$ 429.00	7/16/21	X
222341	7/16/21	HOME DEPOT CREDIT SERVICES	<i>Maintenance supplies</i>	\$ 1,167.26	7/16/21	X
41746311	7/16/21	PURCHASE POWER		\$ 250.00	7/16/21	X
41746125	7/16/21	PITNEY BOWES GLOBAL FINANCIAL SERVICES		\$ 259.41	7/16/21	X
57726 7/21	7/16/21	PHILADELPHIA INSURANCE COMPANIES	<i>Liability insurance</i>	\$ 6,786.75	7/16/21	X
3119865729	7/16/21	TFS Leasing A Program of De Lage		\$ 579.70	7/16/21	X
9071411	7/16/21	TOSHIBA FINANCIAL SERVICES	<i>Copier leases</i>	\$ 2,222.74	7/16/21	X
145162173	7/16/21	STAPLES ADVANTAGE		\$ 616.29	7/16/21	X
07162021	7/16/21	Unum Life Insurance Company of America	<i>STD/LTD/LI Insurance</i>	\$ 2,685.42	7/16/21	X
21071613	7/16/21	PPL ELECTRIC UTILITIES		\$ 859.20	7/16/21	X
21071677	7/16/21	PPL ELECTRIC UTILITIES	<i>Electric</i>	\$ 1,996.19	7/16/21	X
WMGCDM6A5E	7/16/21	Vistaprint Netherlands B.V.		\$ 23.99	7/16/21	X
JDRDEQYQ	7/21/21	PA COALITION OF PUBLIC CHARTER SCHOOLS		\$ 198.00	7/21/21	X
P-108992634	7/29/21	ZOOM		\$ 11.99	7/29/21	X

Roberto Clemente Charter School
Payment List
For the Period 7/1/21 through 7/31/21

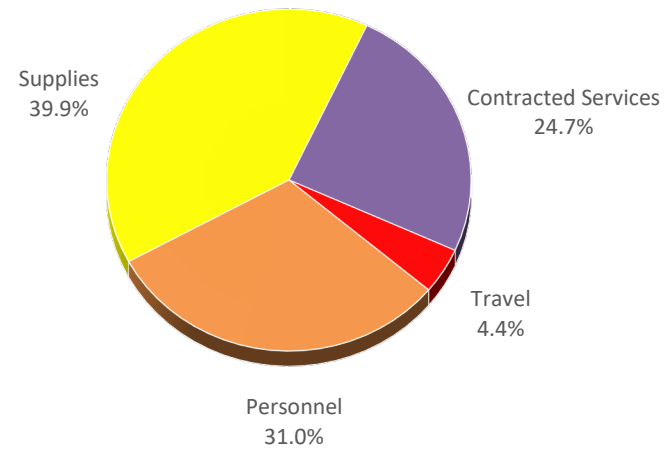
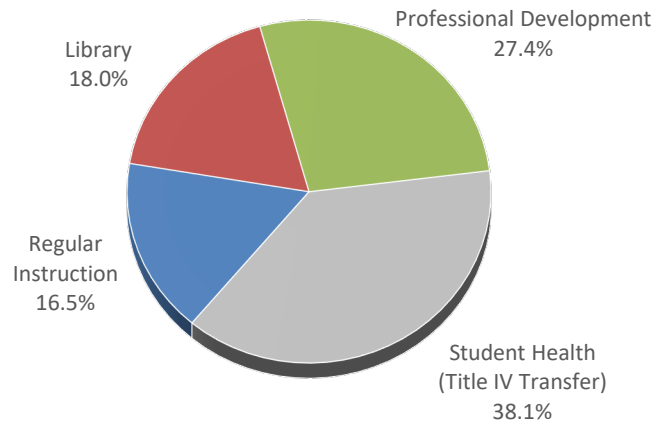
Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
Payroll						
50419	7/1/21	NYS Child Support Processing Center		\$ 200.00	7/1/21	X
AW 7/2/21	7/1/21	Payroll/Taxes	<i>ACH payroll & taxes</i>	\$ 157,895.31	7/1/21	X
AW 7/2/21 Jet	7/1/21	JetPay HR & Payroll Services		\$ 21.95	7/1/21	X
WO74173 PPE	7/2/21	VOYA Financial		\$ 286.41	7/2/21	X
AW 7/16/21	7/16/21	Payroll/Taxes	<i>ACH payroll & taxes</i>	\$ 176,831.65	7/16/21	X
AW 7/16/21 Jet	7/16/21	JetPay HR & Payroll Services		\$ 21.95	7/16/21	X
AW 7/16/21 Jet	7/16/21	JetPay HR & Payroll Services		\$ 21.95	7/16/21	X
50423	7/16/21	NYS Child Support Processing Center		\$ 200.00	7/16/21	X
17343268 PPE	7/19/21	PENSERV PLAN SERVICES INC	<i>EE/ER 403b contributions</i>	\$ 9,305.09	7/19/21	X
WO75623 PPE	7/20/21	VOYA Financial		\$ 339.64	7/20/21	X
AW 7/30/21	7/30/21	Payroll/Taxes	<i>ACH payroll & taxes</i>	\$ 194,850.50	7/30/21	X
AW 7/30/21 Jet	7/30/21	JetPay HR & Payroll Services	<i>Payroll processing</i>	\$ 1,735.20	7/30/21	X
50429	7/30/21	NYS Child Support Processing Center		\$ 200.00	7/30/21	
CEO's Account (Central Administration)						
<i>No Activity</i>						
Principal's Account (Elementary School)						
<i>No Activity</i>						
Principal's Account (Secondary School)						
<i>No Activity</i>						
				\$ 882,154.49		

Roberto Clemente Charter School
2021/2022 Consolidated Application
\$528,067

Title I (\$432,465)

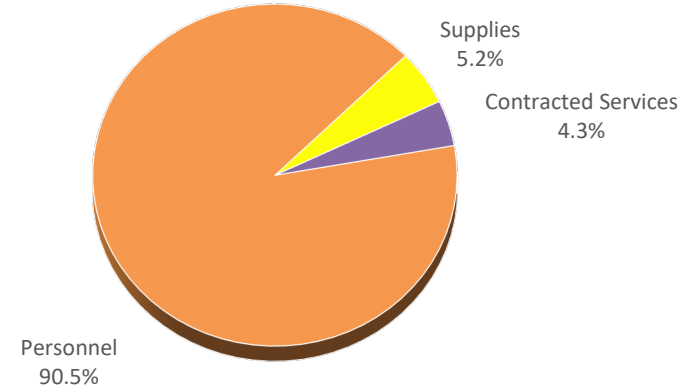
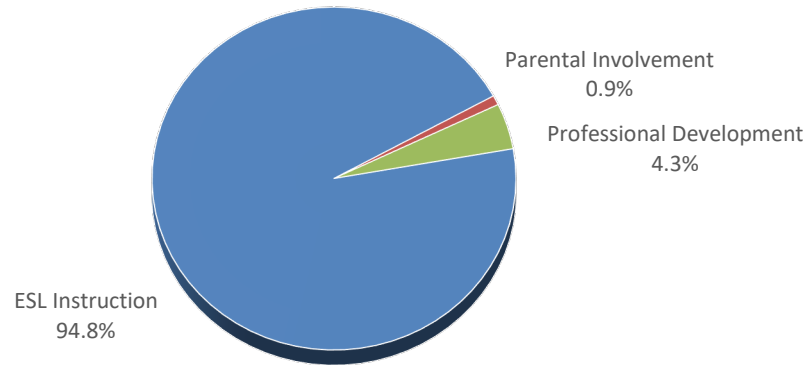


Title II (\$41,667)



Roberto Clemente Charter School
2021/2022 Consolidated Application
\$528,067

Title III (\$22,240)



Title IV (\$31,695)

