



Board of Trustees

August 15, 2023

7:00PM

Agenda

1. Review of Agenda
2. Review of Minutes
 - 7/18/23 Minutes (motion)
3. Public Input
4. CEO Office
 - CEO Report
 - Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences Policy (motion)
 - Wellness Policy (motion)
 - Wellness Policy Administrative Procedures (motion)
 - 2023-2024 Targeted School Improvement Title I Schoolwide Plan (motion)
5. Principals' Offices
 - Elementary School Report
 - 2023-2024 Student/Parent Handbook (motion)
 - Secondary School Report
 - 2023-2024 Student/Family Handbook (motion)
6. Human Resources
 - HR Report
 - Hires/Appointments (motion)
 - Resignations/Terminations (motion)
7. Business Office
 - August Business Report
 - June Financial Reports
 - July Payment List (motion)
 - Contracts & Agreements
 - Dr. Janine Wargo (motion)
 - EDU Healthcare LLC (motion)
8. New Business
9. Adjourn (motion)

**Roberto Clemente Charter School
Board of Trustees Meeting Minutes
July 18, 2023**

Attendees: John Bassler, Dr. Lynn Columba, Dr. Kathy Dolgos, Agustín García, Raymond Lahoud, Esq., Rev. Nelson Quiñones, Alex Rolón, Dr. Jill Sperandio

RCCS Staff: Charles Boger, Taren Kobyra, Alyssa Mace, Krista Mauge, Arkadiusz Kadzielawski, Michael Rodríguez, Cory Snyder, Brendon Zapata

EXECUTIVE SESSIONS:

The Board entered executive session at 6:44 PM to discuss personnel and legal issues. The Board left the executive session at 6:55 PM.

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

MINUTES:

The minutes of the June 2023 Board of Trustees (BoT) meeting were reviewed. A motion to approve the June minutes was made by Mr. García and seconded by Rev. Quiñones. The motion carried unanimously.

PUBLIC COMMENT:

No public input.

CEO's REPORT:

Mrs. Mace presented the CEO's Report.

A motion to approve the 2022-2023 Charter School Annual Report was made by Mr. García and seconded by Rev. Quiñones. The motion carried unanimously.

A motion to table the Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences Policy was made by Mr. Lahoud and seconded by Mr. García. The motion carried unanimously.

The Wellness Policy and the Wellness Policy Administrative Procedures were given for their first reading. Further actions will be taken at the August BoT meeting.

HUMAN RESOURCES REPORT:

Mr. Rodríguez submitted the Human Resources Report.

A motion to approve the new hires, with added dates, was made by Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

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

BUSINESS & FINANCIAL REPORTS:

The Business Report for the month of July was presented by Mr. Boger. The June 2023 payment list was presented by Mr. Boger for discussion.

A motion to approve the June 2023 payment list was made by Mr. García and seconded by Mr. Lahoud. The motion carried unanimously.

A motion to approve submitting the 2023-2024 Consolidated Application was made by Mr. Lahoud and seconded by Mr. Rolón. The motion carried unanimously.

A motion to approve the 2022/2023 PDE 418 Lease Reimbursement Application for the Elementary School, 850 N. 5th Street, was made by Mr. Bassler and seconded by Dr. Dolgos. The motion carried unanimously.

A motion to approve submitting the 2022/2023 PDE 418 Lease Reimbursement Application for the Middle & High School, 136 S. 4th Street, was made by Mr. Bassler and seconded by Mr. García. The motion carried unanimously.

A motion to approve the purchase of food service equipment, not exceeding \$4,000, was made by Rev. Quiñones and seconded by Dr. Sperandio. The motion carried unanimously.

NEW BUSINESS:

A motion to approve Ruth Vélez as the newest member of the Board of Trustee was made by Mr. García and seconded by Dr. Dolgos. The motion carried unanimously.

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

The RCCS Board meeting was adjourned at 7:44 PM.

The next regular BoT meeting will be at the RCCS Administration Building on August 15, 2023, at 7:00 PM.

Dr. Lynn Columba, President

Date

Mr. Alexander Rolón, Secretary

Date



CEO Report
Tuesday, August 15, 2023
Mrs. Alyssa Mace

1. Enrollment

- Starting with the 2023-2024 school year, student enrollment K-12 is now a centralized process facilitated through the Child Accounting & PIMS Coordinator.

Grade	# of Students
K	50
1	50
2	50
3	50
4	50
5	50
6	49
7	50
8	49
9	45
10	50
11	41
12	43
Total	627

2. Education Committee

- Monday, August 7, 2023

3. Policies

- Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences Policy- with amendments (motion)
- Wellness Policy (motion)
- Wellness Policy Administrative Procedures (motion)

4. 2023-2024 Targeted School Improvement Title I Schoolwide Plan (motion)

- As a Title I schoolwide program, RCCS is required to submit a Title I schoolwide plan annually. Because RCCS was designated for Targeted School Improvement for English Language Proficiency, the Title I Schoolwide Plan must be board approved.



5. 2023-2024 Areas of Focus
 - High Quality Instruction & Expectations
 - School Safety
 - Collaborative & Empowering Work Environment

6. The Century Promise
 - RCCS is excited to partner with The Century Promise, a center city-based community organization that supports career exploration, preparation, and experiential learning for Allentown students.
 - <https://www.centurypromise.org/>

7. K-12 Code of Conduct
 - Both handbooks reflect an updated Code of Conduct which includes defined suspension and expulsion procedures.

8. Leadership Workshop
 - All school leaders and managers participated in a professional development workshop on Wednesday, August 9, 2023. The training focused on the ideas of credibility and collective efficacy. Organizational priorities and expectations were shared as well.



Board of Trustees Policy

COMPULSORY SCHOOL ATTENDANCE, UNLAWFUL ABSENCES, AND SCHOOL ATTENDANCE IMPROVEMENT CONFERENCES POLICY

I. Introduction

The Roberto Clemente Charter School (the “Charter School”) believes that good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents and guardians are required to ensure their child maintains good attendance. Therefore, the Charter School has adopted this Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences Policy (this “Policy”).

The Charter School administration is tasked with creating attendance and enrollment procedures consistent with this Policy and must allow the Charter School to determine when an enrolled student has an unexcused absence. Procedures must also be implemented to determine whether there is a possibility that a student is truant or chronically absent due to a disability or a medical condition. Copies of this Policy and those procedures must be provided to parents or guardians at the beginning of each school year and to all new enrollees upon enrollment in the Charter School. This Policy must also be posted on the Charter School’s website.

II. Compulsory Attendance Requirements

In the Commonwealth of Pennsylvania, compulsory school age is defined as the period of a student’s life from the time the student enters the Charter School, which may be no later than six (6) years of age, until the age of eighteen (18) or graduation from a secondary school, whichever occurs first.

The term “compulsory attendance” refers to the mandate that all students of compulsory school age having a legal residence in Pennsylvania must attend a day school in which the subjects and activities prescribed by the standards of the State Board of Education are taught in the English language, except in the following situations found in sections 1327, 1327.1, and 1330 of the Commonwealth of Pennsylvania’s Public School Code (“School Code”):

- (1) Attendance at a private trade school or private business school continuously through the entire term congruent with the school term of a student’s resident school district and that meets the requirements set forth by the Commonwealth of Pennsylvania’s State Board of Education or the State Board of Vocational Education when:
 - a. A student is fifteen (15) years of age and has approval from the district superintendent and the Secretary of Education, or
 - b. A student is sixteen (16) years of age and has approval from the student’s school district superintendent.
- (2) Attendance at a school operated by a bona fide church or other religious body which provides a minimum of one hundred eighty (180) days of instruction or



- nine hundred (900) hours of instruction per year at the elementary school level or nine hundred ninety (990) hours per year of instruction at the secondary school level.
- (3) Privately tutored or home-schooled students provided a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours of instruction per year at the elementary school level or nine hundred ninety (990) hours per year of instruction at the secondary school level.
 - (4) Enrollment in a day or boarding school which is accredited by an accrediting association approved by the Commonwealth of Pennsylvania's State Board of Education.
 - (5) Students who are sixteen (16) years of age and regularly engaged in useful and lawful employment during the school term with a valid employment certificate. "Regularly Engaged" means thirty-five (35) or more hours per week of employment.
 - (6) Students who have been examined by an approved psychological professional and identified to be unable to profit from further public school attendance and excused by a student's resident school district's school board.
 - (7) Students who are fifteen (15) years of age who hold a permit approved by a student's resident school district to engage in farm work or domestic service in a private home.
 - (8) Students who are fourteen (14) years of age and satisfactorily completed the equivalent of the highest grade of elementary school in a student's resident school district and hold a permit recommended by a student's resident school district that has been approved by the Secretary of Education for the Commonwealth of Pennsylvania to engage in farm work or domestic service in a private home.

III. Truancy

(A) Overview

A student is "truant" if a student accrues three (3) or more school days deemed of unexcused absences during the any current school year.

An unexcused absence is any absence from the Charter School:

- (1) Without an acceptable excuse, as articulated in the Charter School's Student/Parent Handbook; or
- (2) Without any reason for the absence; or
- (3) A student who leaves class without the permission of the student's teacher.

For purposes of this Section, an out of school suspension shall be considered an excused absence.

The Charter School will allow ten (10) days of lawful absences per school year, subject to verification of any said absence by a student's parent or guardian. All absences beyond ten (10)



days will be deemed unexcused absence(s) unless a licensed physician provides the Charter School with a written excuse for each day of absence beyond ten (10) days.

A student is deemed “habitually truant” if the student accrues six (6) or more school days of unexcused absences during the any current school year.

A student shall not be deemed habitually truant if a student is absent from the Charter School for failing to meet the immunization, exemption, or provisional admission requirements of the Department of Health of the Commonwealth of Pennsylvania, as set forth in 28 Pa. Code Chapter 23, Subchapter C (relating to immunization), or a student has not received from the Charter School’s Chief Executive Officer (“CEO”) or the Charter School CEO’s designee a medical or religious exemption from immunization as prescribed in 28 Pa. Code § 23.84 (relating to exemption from immunization).

When a student is deemed habitually truant, the Charter School will schedule a conference with designated members of the Charter School, the student, and the student’s parent or guardian to discuss the cause of the student’s truancy and will develop a mutually agreed upon Student Attendance Improvement Plan (“SAIP”) to resolve a student’s habitually truant actions. The SAIP can include multiple options that are mutually agreed upon by the participants.

For the first and second unexcused absences, the Charter School will send a student’s parent or guardian a written notice of the unexcused absence(s) which will include the penalties for a violation of this Policy and the name and telephone number of the Charter School’s designated contact person.

For the third unexcused absence, the Charter School shall send the student’s parent or guardian written notice within ten (10) school days of the student’s third unexcused absence, via United States Post regular and certified mail, return receipt requested. This written notice shall: (1) include a description of the consequences that will follow if the student is deemed habitually truant in the future; (2) be in the mode and language of communication preferred by the student’s parent or guardian; and (3) include an offer of appearing for a School Attendance Improvement Conference (“SAIC”).

(B) Procedure When a Student is Deemed Habitually Truant

(1) Habitually Truant Student Under Fifteen (15) Years of Age.

For a habitually truant student who is under fifteen (15) years of age, the Charter School will, within its discretion, refer the student to either: (i) a school-based or community-based attendance improvement program; or (ii) the county children and youth agency in which the student resides (“CYS”) for services or possible disposition as a dependent child under the Commonwealth of Pennsylvania Juvenile Act.

A school-based or community-based attendance program is a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student’s



absences from the Charter School. Such a program may include an educational assignment in an alternative education program but may not include an assignment in an Alternative Education for Disruptive Youth Program.

In addition, the Charter School reserves the rights, within its discretion, to file a citation against the parent or guardian of a habitually truant student who is fifteen (15) years of age or younger, pursuant to 24 Pa. Code § 13-1333.1(a)(2). Said citation will be filed with the Commonwealth of Pennsylvania's magisterial district court having jurisdiction over the location of the Charter School facility in which the student is enrolled.

Should the Charter School refer a habitually truant child to CYS or file a citation with the Commonwealth of Pennsylvania's magisterial district court having jurisdiction over the location of the Charter School facility in which the student is enrolled, the Charter School will provide verification to CYS and/or the Commonwealth of Pennsylvania's magisterial district court having jurisdiction over the location of the Charter School facility in which the student is enrolled, that the Charter School convened and held a SAIC.

No student will receive exclusionary consequences for habitually truant behavior.

(2) Habitually Truant Student Fifteen (15) Years of Age and Older

For a habitually truant student who is fifteen (15) years of age or older, the Charter School will, within its discretion either: (i) refer the student to a school-based or community-based attendance improvement program; or (ii) file a citation against the student and/or the student's parent or guardian, pursuant to 24 Pa. Code § 13-1333.1(b)(2). Said citation will be filed with the Commonwealth of Pennsylvania's magisterial district court having jurisdiction over the location of the Charter School facility in which the student is enrolled.

If the student is referred to a school-based or community-based attendance improvement program and, thereafter, accrues additional absences, the Charter School may refer the student to CYS for possible disposition as a dependent child. If the student is referred to a school-based or community-based attendance improvement program and the student refuses to participate in said program, the Charter School may refer the student CYS for possible disposition as a dependent child.

A school-based or community-based attendance program is a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences from the Charter School. Such a program may include an educational assignment in an alternative education program but may not include an assignment in an Alternative Education for Disruptive Youth Program.

Should the Charter School refer a habitually truant child to CYS or file a citation with the Commonwealth of Pennsylvania's magisterial district court having jurisdiction over the location of the Charter School facility in which the student is enrolled, the Charter School will provide verification to CYS and/or the Commonwealth of Pennsylvania's magisterial district court



having jurisdiction over the location of the Charter School facility in which the student is enrolled, that the Charter School convened and held a SAIC.

No student will receive exclusionary consequences for habitually truant behavior.

(3) Students Who Accrue Ten (10) or More Consecutive Days Unexcused Absences.

Any student who accrues ten (10) or more consecutive days of unexcused absence will be removed from the Charter School's rolls unless one of the following conditions is met

- (a) The Charter School has been provided with evidence that absence may be legally excused; or
- (b) Compulsory school attendance has been or is being pursued.

The Charter School will report unexcused absences directly to the Commonwealth of Pennsylvania's Department of Education ("PDE") through the Pennsylvania Information Management System ("PIMS").

A student who is habitually truant from school while subject to compulsory school attendance is subject to an assessment by the Charter School to determine if there is a need for general protective services through CYS. A student will not be referred to CYS for assessment of any need for general protective services until after the Charter School has made a formal effort to involve the parent or guardian of the student to resolve the cause of the student's continuing habitually truant behavior.

(4) School Attendance Improvement Conference ("SAIC") and School Attendance Improvement Plan ("SAIP")

A SAIC is a conference where a student's unexcused absences and reasons for the unexcused absences are examined in order to improve attendance, with or without additional services. The following individuals must be invited to the SAIC:

- (a) The student;
- (b) The student's parent or guardian;
- (c) Other individuals identified by the student's parent or guardian;
- (d) Appropriate Charter School personnel; and
- (e) Recommended service providers.

The Charter School must provide advance written notice of the SAIC through United States Post to the student and the student's parent or guardian. Further, the Charter School must attempt to communicate with the student and the student's parent or guardian via telephone to inform the student and the student's parent or guardian of the SAIC. Additionally, the Charter School must



invite recommended service providers to the SAIC. However, the SAIC shall not be delayed pending a response from the service provider(s).

There is no legal requirement for either the student or the student's parent or guardian to attend a SAIC. The Charter School, however, will make every attempt to conduct the SAIC in the presence of the student and the student's parent or guardian. Nonetheless, the Charter School must hold the SAIC conference even if the student and/or the student's parent or guardian declines to participate or fails to attend the SAIC.

The Charter School must document the outcome of any SAIC in a SAIP. The SAIP should include: (i) means of accessing and availability of academic, social, and health support available from the Charter School and community organizations; (ii) an outline of parent or guardian responsibilities; (iii) an outline of the student responsibilities; and (iv) levels of performance monitoring that include rewards and consequences. The Charter School must use the SAIP Form that the PDE issues or a similar form to document the SAIP. Please visit the following website for an example of the PDE issued form: www.education.pa.gov/Schools/safeschools/resources/Pages/Pennsylvania-School-Attendance-Improvement-and-Truancy-Reduction-Toolkit.aspx.

The Charter School may not expel, suspend (out-of-school), reassign, or transfer a student to an alternative education for disruptive youth ("AEDY") program, for habitually truant behavior. Further, any expulsion, suspension (out-of-school), reassignment, or transfer to an AEDY may not be included in a SAIP. For purposes of the SAIP, an in-school suspension is not considered a disciplinary reassignment. Additionally, the Charter School may not initiate truancy proceedings until after the Charter School conducts until after a SAIC.

(C) Students with Disabilities

A student who is truant or chronically absent for health-related reasons may be eligible for protections under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973

If a student with a disability is truant or chronically absent, the Charter School will convene the student's Individual Education Plan ("IEP") team to determine whether revisions to the student's IEP are necessary or appropriate. In those instances, the Charter School's administrator who is responsible for handling truancy-related matters should be a participating member of the IEP team process. A student with a disability who is truant or chronically absent for health-related reasons must still produce a valid excuse for any absence, which may include a written excuse from a licensed physician.

The Charter School recognizes that a student's disabilities may present unique circumstances that might require consideration of other statutory or regulatory provisions or attendance policies. That is, students' federal and state law rights, such as those provided under IDEA, Section 504, or the Americans with Disabilities Act ("ADA"), may require the Charter School to otherwise diverge from this Policy to ensure that the student with a disability is provided a



Free and Appropriate Public Education (“FAPE”).

(D) Homeless Students

The McKinney-Vento Homeless Assistance Act requires the Charter School to work towards removing barriers to the education of homeless students, including barriers to enrollment and retention due to absences. Compulsory attendance policies can be such barriers, particularly when the policies result in legal proceedings. Frequently, students in homeless situations will miss school due to the homeless student’s living situation. Absences caused by homelessness may not be counted towards a calculation of unexcused absences, as this would create a barrier to enrollment and retention in the Charter School.

In the cases in which a student is homeless, the Charter School, as part of a SAIC, will work to identify the root cause of a homeless student’s absenteeism and the SAIP should address those issues. These causes may include homelessness and lack of transportation to and from the Charter School.

If a student is a homeless student, the Charter School will clarify which entity (school of origin, school of residence, etc.) is responsible for complying with any federal, state, or local compulsory attendance laws and regulations.

In addition, the Charter School will consider the appropriateness of whether to file a citation, or otherwise commence legal proceedings against any person who may merely be “acting as a parent” to a homeless student or hosting a homeless student. These person(s) often agree to provide a temporary place for a homeless student to sleep and may not have control over whether the student is complying with this Policy or other federal, state, or local compulsory attendance laws and regulations. In these instances, the Charter School may contact CYS in an attempt to eliminate barriers to attendance.



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

ADOPTED this _____ day of _____, 2023

President

Secretary



Board of Trustees Policy

WELLNESS POLICY ON PHYSICAL ACTIVITY AND NUTRITION

The Board of Trustees of the Roberto Clemente Charter School (“Charter School”), in combination with students, parents, administrators, faculty and staff, is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating habits and physical activity. As a means to fostering such a school environment, the Board of Trustees of the Charter School sets forth the following goals and adopts the following Wellness Policy on Physical Activity and Nutrition.

School Meals

To the extent practicable, all meals served to the Charter School students through the National School Lunch and Breakfast Programs will meet or exceed the minimum nutrition requirements established by local, state and federal law, as well as Dietary Guidelines published by the federal government or an appropriate governmental agency. Similarly, any foods and/or beverages sold from vending machines, through snack lines, at student stores, celebrations, athletic events, any school-sponsored or school-related event, or for the purpose of fundraising will meet or exceed the minimum federal nutrition requirements (USDA Smart Snacks in School).

The Charter School will make efforts to eliminate the social stigma attached to, and to prevent the identification of, students who are eligible for free and/or reduced-price school meals.

The Charter School will accommodate any student with medical documentation of a disability that restricts their diet.

The Charter School will not restrict or withhold foods or beverages for the purpose of disciplining or punishing students.

Students will be discouraged from sharing foods and/or beverages with others.

Nutrition Education

In accordance with the state academic standards, nutrition education will be integrated into the health and physical education curriculum as well as other areas of the curriculum.

The Charter School will also regularly review its curriculum to ensure students and



staff have access to opportunities and materials on nutrition. Additionally, the Charter School may partner with local organizations in the community to create opportunities for students to promote nutrition education.

Informational materials will be provided to students and families to encourage sharing of health and nutrition information, and to encourage healthy eating in the home.

Nutritional guidelines will be displayed in the cafeteria.

Nutrition Promotion

It is the goal of the Charter School to promote positive nutrition throughout its staff and student body. In addition to the nutrition education above, the Charter School will encourage healthy nutritional choices through ongoing dietary health campaigns. Charter School staff will regularly circulate materials throughout Charter School buildings that promotes healthy nutrition. In addition, online and community campaigns may be utilized to market and inform these positive eating habits. Please see the USDA's page on Dietary Health for more ideas and information:

<https://www.usda.gov/topics/food-and-nutrition/dietary-health>

Any marketing of foods and/or beverages undertaken by the Charter School will be consistent with federal competitive food standards (USDA Smart Snacks in School).

Physical Activity

In accordance with the state academic standards, physical activity will be integrated across curricula with activities that are safe, enjoyable and developmentally appropriate for all students in all grades.

Organized physical activity will be offered and encouraged at school-sponsored or school-related events.

To the extent practicable, the Charter School facilities will be made available to students, faculty, staff and the community for the purpose of offering physical activity and/or nutrition programs.

Physical activity will not be used or withheld as punishment.

Delegation of Responsibility

The Chief Executive Officer ("CEO") shall be responsible to monitor the school, programs and curriculum to ensure compliance with this policy, related policies and established



guidelines or administrative regulations.

Staff members responsible for programs related to student wellness shall report to the CEO or his/her designee regarding the status of such programs.

The CEO and the appointed Wellness Committee shall conduct an assessment every three years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. The assessment shall include the extent to which the Charter School is in compliance with law and policies related to student wellness, and shall describe the progress made by the Charter School in attaining the goals of this policy. The assessment shall be made available to the public.

The school shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy.

Wellness Committee

The CEO shall appoint a Wellness Committee comprised of at least one (1) of each of the following: School Board member, Charter School administrator, Charter School food service representative, Charter School Teacher, Charter School Health Professional, student, parent/guardian, and member of the public.

The school shall be required to permit physical education teachers and school health professionals to participate on the Wellness Committee.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this day _____ of _____, 2023

President

Secretary



Wellness Policy Administrative Procedures

Procedure under	Wellness Policy
Procedure Effective Date	
<p>Purpose: Roberto Clemente Charter School (RCCS) will take proactive steps to ensure compliance with the accompanying <i>Wellness Policy</i>. The Chief Executive Officer (CEO) or designee shall be responsible for overall monitoring of the school, programs, curriculum, and established guidelines and procedures. The CEO or designee shall report to the Board of Trustees (Board) on the School’s compliance with law and policies related to wellness as needed. The report may include: assessment of the school environment regarding wellness issues; evaluation of the food services program; review of all foods and beverages provided by the school for compliance with established nutrition guidelines; listing of activities and programs conducted to promote nutrition and physical activity; recommendations for policy and/or program revisions; and feedback received from the Wellness Committee, staff, students, parents/guardians, and/or community members.</p> <p>Each building Principal shall be responsible for reporting to the CEO or designee any concerns regarding compliance with the <i>Wellness Policy</i> in his/her school building, or with ideas for how to improve student wellness initiatives.</p>	
Applicable to	All students and Staff
<p><u>School Meals</u> RCCS will offer reimbursable school meals that meet or exceed USDA nutritional standards and make every reasonable attempt to ensure every student receives the opportunity to receive a meal. (https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals)</p> <p>Drinking water will be available, free of charge, to all students throughout the school day and throughout every school campus, including during mealtimes.</p> <p>The school will schedule meal periods at reasonably appropriate times and will provide students with a minimum of twenty (20) minutes for lunch to enjoy their meals.</p> <p>The school will discourage the scheduling of meetings or activities during mealtimes, including but not limited to, tutoring, club meetings, and/or organization meetings, unless the students will be permitted to eat during those meetings or activities.</p>	



Other food available at the school

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards (<https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks>).

- A list of healthy party ideas and snacks will be provided to parents and teachers, including non-food celebration ideas.
- A list of alternative ways to reward children will be provided.
- All individual, small group, classroom or schoolwide events and celebrations offering food or beverage must be pre-approved by the building principal and coordinated with the Food Service and Health Services Departments.
- A food or beverage that does not meet the Smart Snacks in School nutrition standards may be offered to a student if it is required as part of a student's Section 504 Service Plan Agreement or Individualized Education Plan (IEP).

Fundraising exemptions, where the foods being sold do not meet the requirements for foods sold in school according to the Smart Snack Standards established by the USDA, may be allowed at the discretion of the CEO or designee. For the purposes of the Wellness Policy and Procedures, a fundraiser is considered an event that includes an activity during which currency/tokens/tickets etc. are exchanged for the sale/purchase of a food product in support of the school or school-related activities. The number of exemptions permitted shall not exceed the State agency's determination of the frequency with which such fundraising activities take place. All requests for exempt fundraisers must be submitted in advance to the building Principal and may not exceed one school week.

Nutrition Promotion and Education

Promoting student health and nutrition enhances readiness for learning and increases student achievement. Nutrition education at RCCS is designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education will be provided in accordance with the State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education.

- Nutrition education may be integrated into other classroom instruction through subjects such as math, science, language arts, social studies, and elective subjects.
- Nutrition education will be developmentally appropriate, interactive and will teach skills needed to adopt healthy eating behaviors.
- Faculty and staff who teach nutrition education will have appropriate training.

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards.



Health and Physical Education

All students will participate in physical education that meets or exceeds state standards.

- All students will be given opportunities before, after, and throughout the school day for physical activity through physical education courses, recess periods, and integration of physical activity into the curriculum.
- Safe and adequate equipment, facilities, and resources shall be provided for physical education courses.
- Physical education shall be taught by certified health and physical education teachers.
- Appropriate professional development shall be provided for physical education staff.
- Teachers will be encouraged to provide short (3-5 minutes) physical activities to students during and between classroom time.
- Students will be encouraged to participate in physical activity outside of the school environment, in both competitive and non-competitive environments.

Wellness Committee

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be involved in developing and reviewing the Wellness policy to ensure compliance with the law and recommending revision to the Board. The Wellness Committee shall review and consider evidenced-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the revision process.

Board Approval Date	
Approval Signatures	

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

The above procedure update will replace/update former related procedures per RCCS Policies and Procedures Manual of 2011-2012.

ROBERTO CLEMENTE CS

131 W Hamilton St

TSI Title 1 School Plan | 2023 - 2024

MISSION STATEMENT

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

VISION STATEMENT

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

their child's teachers and school of any pertinent medical, family, home, and/or learning problems. Parents need to ensure that their child attends school daily, on time, in uniform, and ready to learn. Our school provides a welcoming, caring, and exciting atmosphere that uses collaboration and multiculturalism to promote school pride. Our school climate is safe and supportive while setting high expectations for all.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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

STAFF

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

ADMINISTRATION

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

PARENTS

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

COMMUNITY

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

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Alyssa Mace	Chief School Administrator	Roberto Clemente Charter School
Charles Boger	Administrator	Roberto Clemente Charter School
Michael Rodriguez	Administrator	Roberto Clemente Charter School
Cory Snyder	Principal	Roberto Clemente Charter School
Krista Maugle	Other	Roberto Clemente Charter School
Lara Ashworth	Education Specialist	Roberto Clemente Charter School
Judy Maginnis	Education Specialist	Roberto Clemente Charter School
Jensy Gonzalez	Parent	Roberto Clemente Charter School
Dr. Lynn Columba	Board Member	Roberto Clemente Charter School
Cathy Kane	Community Member	Roberto Clemente Charter School
Taren Kobyra	Principal	Roberto Clemente Charter School
Brendon Zapata	Other	Roberto Clemente Charter School
Brittani Ricketts	Teacher	Roberto Clemente Charter School

Name	Position	Building/Group
Joshua Burak	Teacher	Roberto Clemente Charter School
Emily Mulcahy	Teacher	Roberto Clemente Charter School
Yessica Robles	Teacher	Roberto Clemente Charter School
Alena Shields	Teacher	Roberto Clemente Charter School
Gus Garcia	Board Member	Roberto Clemente Charter School
Michael Boyko	Teacher	Roberto Clemente Charter School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In order to increase English proficiency for English Learners, RCCS will refine its instructional programming to promote student engagement and achievement by including the use of progress monitoring, differentiated instruction, individualized accommodations, and targeted professional development.</p>	<p>English Language Growth and Attainment</p>
<p>In order to support the learning needs of staff, RCCS will develop a professional development program that is rich in diversity and approach.</p>	<p>Essential Practices 4: Foster Quality Professional Learning</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
<p>Designing coherent instruction</p>	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
<p>Refining instructional expectations</p>	<p>Over the next three years, RCCS will develop, implement, and refine instructional practices in order to promote English Language Growth and Attainment.</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will be provided with training related to designing coherent instruction that promotes English Language Growth and Attainment.	2023-08-21 - 2024-06-07	CEO & Building Principals	Federal funding will support an instructional coach, reading instructional support teacher, English teacher, and math teacher positions which will promote the use of the defined expectations in the school community benefiting English Learners. Additionally, federal funding will support professional development on reading and English Learner research-based instructional strategies. Federal funding will allow for the identification and implementation of curricular resources and materials to support consistent instruction. Identified staff will attend and participate in state conferences and professional development opportunities that will promote enhanced data practices and aligned schoolwide programs.

Anticipated Outcome

Teachers will implement consistent instructional procedures and accommodations that promote English Language Growth and Development.

Monitoring/Evaluation

instructional walkthroughs, formal observations, professional development participation and evaluation

Evidence-based Strategy

Professional Learning Communities (PLC)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Targeted Professional Development	Over the course of three years, RCCS will offer its instructional staff several opportunities to participate in differentiated professional development.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities.	2023-08-21 - 2024-06-07	CEO & Building Principals	Federal funding will support an instructional coach, reading instructional support teacher, English teacher, and math teacher positions which will promote the use of the defined expectations in the school community benefiting English Learners. Additionally, federal funding will support professional development on reading and English Learner research-based instructional strategies. Federal funding will allow for the identification and implementation of curricular resources and materials to support consistent instruction. Identified staff will attend and participate in state conferences and professional development opportunities that will promote enhanced data practices and aligned schoolwide programs.

Anticipated Outcome

Teachers and staff will participate in regular and routine discussion-based professional learning activities rooted in data analysis and successful instructional practices.

Monitoring/Evaluation

agendas, professional learning activities, data analysis, goal setting

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the next three years, RCCS will develop, implement, and refine instructional practices in order to promote English Language Growth and Attainment. (Refining instructional expectations)	Designing coherent instruction	Teachers will be provided with training related to designing coherent instruction that promotes English Language Growth and Attainment.	08/21/2023 - 06/07/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the course of three years, RCCS will offer its instructional staff several opportunities to participate in differentiated professional development. (Targeted Professional Development)	Professional Learning Communities (PLC)	RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities.	08/21/2023 - 06/07/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature, Mathematics/Algebra, and Science/Biology

High School Graduation

Career Standards Benchmark

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

Increased performance from 2020-2021 in English Language Arts/Literature

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

100% of English Learners met the performance standard for the Career Standards Benchmark.

Communication across the K-12 continuum is growing allowing for improved alignment.

Challenges

English Language Growth and Attainment

Early Indicators of Success- Grade 3 Reading

Early Indicators of Success- Grade 7 Math

9.9% of students scored proficient or advanced on the PSSA/Keystone in Mathematics/Algebra

Standardizing curriculum resources and materials in grades 6-12

Provide frequent, timely, and systematic feedback and support on instructional practices

Implement an evidence-based system of schoolwide positive behavior interventions and supports

English Language Growth and Attainment: 19.2% of English Learners met their interim growth toward, or attainment level, of English language proficiency as measured by the ACCESS for ELLs.

RCCS offered 25% rigorous courses of study which is lower than the state average of 55.9%

Strengths

Parents are provided with community resources to support their children academically, socially, and emotionally.

RCCS transitioned to a common benchmarking tool K-12.

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

Increased performance from 2020-2021 in Mathematics/Algebra

RCCS transitioned to a common benchmarking tool K-12.

Meeting Annual Academic Growth Expectations (PVAAS) in Science/Biology

Provided structured pull-out instruction for English learners in grades 6-12

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

RCCS students exceeded the Career Standards Benchmark Statewide 2030 Goal.

Challenges

58% of graduating seniors enrolled in an institution of high education.

Allocating the necessary time to promote the needed collaboration and communication can be challenging.

As the English Learner and special education student subgroups continue to grow, there are instructional impacts that require targeted professional development.

26.9% of students scored proficient or advanced on the PSSA/Keystone in English Language Arts/Literature

Standardizing curriculum resources and materials in grades 6-12

Use multiple professional development designs to support the learning needs of staff

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

The percentage of English Language Proficiency among English Learners has decreased by 16.3% since 2018-2019.

The percentage of English Learners has increased by 3.7% since 2018-2019.

Strengths

RCCS students exceeded the Four-Year Cohort 2030 Statewide Goal.

Continued to provide structured pull-out instruction for English learners in grades K-5

Schedules are being built to allow for co-planning and collaboration amongst instructional staff.

Challenges

Most Notable Observations/Patterns

According to the last published PVAAS scores, RCCS students are exceeding the statewide growth standard which indicates students are making progress towards the mastery of state standards. More recently, students are showing growth on local benchmarking. However, the growth is not enough to approach grade level mastery and statewide goals. The growing EL and special education populations, in addition to remediating learning loss caused by the COVID-19 pandemic, will require targeted professional development opportunities to bolster instruction and programming at all levels.

Challenges	Discussion Point	Priority for Planning
English Language Growth and Attainment	The growing English Learners population has highlighted the need for targeted instructional practices and professional development.	✓
As the English Learner and special education student subgroups continue to grow, there are instructional impacts that require targeted professional development.		
Standardizing curriculum resources and materials in grades 6-12		
Implement an evidence-based system of schoolwide positive behavior interventions and supports	The COVID-19 pandemic and subsequent shutdown of school greatly impacted the social and emotional development of students. Previously implemented positive behavior support plans need to be adjusted to address the change in student behavior.	
Use multiple professional development designs to support the learning needs of staff	Teachers and staff need regular and routine opportunities to participate in a variety of professional learning activities.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Designing coherent instruction

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Teachers will be provided with training related to designing coherent instruction that promotes English Language Growth and Attainment.	08/21/2023 - 06/07/2024		
Monitoring/Evaluation	Anticipated Output		
instructional walkthroughs, formal observations, professional development participation and evaluation	Teachers will implement consistent instructional procedures and accommodations that promote English Language Growth and Development.		
Material/Resources/Supports Needed			
Federal funding will support an instructional coach, reading instructional support teacher, English teacher, and math teacher positions which will promote the use of the defined expectations in the school community benefiting English Learners. Additionally, federal funding will support professional development on reading and English Learner research-based instructional strategies. Federal funding will allow for the identification and implementation of curricular resources and materials to support consistent instruction. Identified staff will attend and participate in state conferences and professional development opportunities that will promote enhanced data practices and aligned schoolwide programs.		yes	no
----- -----			

Action Plan: Professional Learning Communities (PLC)

Action Steps	Anticipated Start/Completion Date
RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities.	08/21/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
agendas, professional learning activities, data analysis, goal setting	Teachers and staff will participate in regular and routine discussion-based professional learning activities rooted in data analysis and successful instructional practices.

Material/Resources/Supports Needed	PD Step	Comm Step
Federal funding will support an instructional coach, reading instructional support teacher, English teacher, and math teacher positions which will promote the use of the defined expectations in the school community benefiting English Learners. Additionally, federal funding will support professional development on reading and English Learner research-based instructional strategies. Federal funding will allow for the identification and implementation of curricular resources and materials to support consistent instruction. Identified staff will attend and participate in state conferences and professional development opportunities that will promote enhanced data practices and aligned schoolwide programs.	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the next three years, RCCS will develop, implement, and refine instructional practices in order to promote English Language Growth and Attainment. (Refining instructional expectations)	Designing coherent instruction	Teachers will be provided with training related to designing coherent instruction that promotes English Language Growth and Attainment.	08/21/2023 - 06/07/2024
Over the course of three years, RCCS will offer its instructional staff several opportunities to participate in differentiated professional development. (Targeted Professional Development)	Professional Learning Communities (PLC)	RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities.	08/21/2023 - 06/07/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional Learning Communities	Teachers K-12	instructional practices, goal setting, data analysis, online webinars and training, on-site instructional coaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional walkthroughs, formal observations, goal-setting tools, data analysis, student achievement scores	08/21/2023 - 06/07/2024	CEO Building principals Assistant principals Instructional Coach (K-5)

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students
4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
3d: Using Assessment in Instruction	
2b: Establishing a Culture for Learning	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Over the course of three years, RCCS will offer its instructional staff several opportunities to participate in differentiated professional development. (Targeted Professional Development)	Professional Learning Communities (PLC)	RCCS will create and implement a schedule formalizing professional learning communities (PLC) including formalized agendas and professional learning activities.	2023-08-21 - 2024-06-07



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
PLC Calendar/Agendas	Instructional Staff K-12	meeting dates and times, agenda of learning activities
Anticipated Timeframe	Frequency	Delivery Method
08/21/2023 - 06/07/2024	Throughout the school year	Email Presentation
Lead Person/Position		
Building Principals		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Distribution of schoolwide plan	Summary of plan and priorities	Electronic	RCCS stakeholders	Fall 2023



2023-2024

**HIGH QUALITY
INSTRUCTION &
EXPECTATIONS**

SCHOOL SAFETY

**COLLABORATIVE &
EMPOWERING WORK
ENVIRONMENT**

**EQUITABLE LEARNING
EXPERIENCES**

PREVENTION

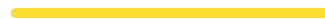
PLCs



**(OVER)
COMMUNICATION**

**ALIGNED
PROCEDURES**

FEEDBACK



**TARGETED
PROFESSIONAL
DEVELOPMENT**

TRAINING

SCHOOL PRIDE



DUAL LANGUAGE PROGRAM - COLLEGE: IT'S WHAT WE DO!

**Elementary Principal's Report
Tuesday, August 15, 2023
Mr. Cory Snyder and Mr. Brendon Zapata**

➤ **Other Information/Updates/Events/Activities**

- Student/Parent Handbook
- Summer School (June 19, 2023 to July 14, 2023)

Grade	Students Enrolled	Overall Attendance
K	11	59%
1	11	59%
2	10	71%
3	13	73%
4	9	90%
5	NA	NA
Total	54	70%

➤ **Upcoming Calendar of Events**

- New Teacher Induction (August 17th and August 18th)
 - August 17, 2023
 - Centralized Introduction
 - RCECS Overview
 - Curriculum/Schedules/Calendars
 - Emergency Information and Procedures
 - Introduction to RCECS Positive Behavioral Interventions and Supports (PBIS)
 - Introduction to Sapphire (Student Information System)
 - August 18, 2023
 - Professional Development
 - Success for All (SFA)
 - Getting Along Together (GAT)
 - Reading Wings: Reading program for grades 2-5
- All Staff Orientation (August 21st, 22nd, and 23rd)
 - August 21, 2023
 - Centralized Opening
 - Opening activities
 - Building Theme/Goals
 - Expectations and Procedures
 - Upcoming Events
 - August 22, 2023
 - Student Discipline Procedures
 - Positive Behavioral Interventions and Supports (PBIS)
 - Solutions Committees
 - Important Information Binder
 - Student Portfolio Expectations
 - VFID
 - Student Services
 - Student Assistance Program (SAP)
 - Guidance Counseling



DUAL LANGUAGE PROGRAM - COLLEGE: IT'S WHAT WE DO!

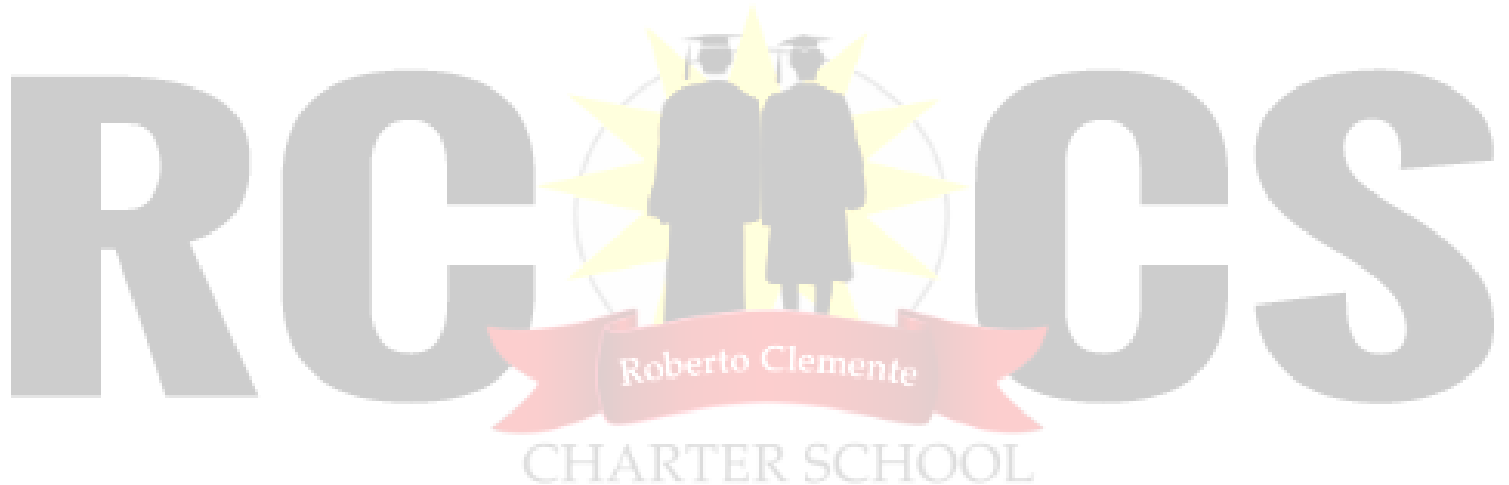
- August 23, 2023
 - Professional Development
 - Success for All (SFA)
- Back to School/Meet the Teacher Night
 - Thursday, September 7, 2023
 - 3:30 pm - 5:00 pm
 - In-person at the Elementary School

**Roberto Clemente Charter School
Elementary School**

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

2023-2024

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
Mr. Cory Snyder
Principal

Mrs. Alyssa Mace
CEO
Mr. Brendon Zapata
Assistant Principal

Table of Contents

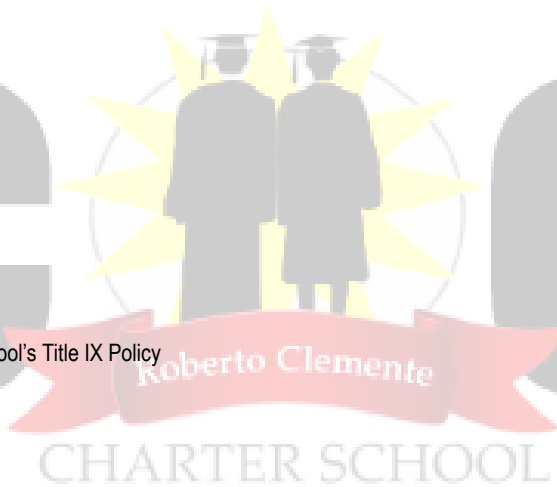
	2
General Information	5
Mission	5
Community Spirit	5
School of Choice	5
Vision: Future State: What We Envision- An Early College Model Program	5
RCCS Profile of a Successful Learner	5
Objectives	5
Academics	6-7
Student Report Cards	6
Marking Period Dates	6
Outstanding Debts	6
Homework Policy	7
Multidisciplinary Project (MDP)	7
Child Find Screening	7
Multidisciplinary Team Evaluations	7
Preschool Children with Special Needs	7
Notice of Special Education Services	7
English as a Second Language Program	7
Summer School Policies	7-8
Grading System	7
Offered Core Subject Areas	8
Pupil Services	8
School Counselor	8
Elementary Student Assistance Program (ESAP)	8
Health Services	8
Health Requirements	8
Medication	8-9
Health & Safety (Additional Information)	9
Physical Education Classes	9
Emergency Phone Numbers	9
Home and School Association (HASA)	9
Public Input	9
Fundraising	9
Volunteers in School	9
School Procedures, Policies, and Regulations	10-14
School Day Hours	10
Attendance	10-11
Leaving School without Permission	11
Dismissal for Appointments	11
School Tardiness	11
Family or Voluntary Trips	11-12



Arrival Procedures	3
Dismissal Procedures	12
Bus Transportation	12
Bicycles, Scooters, ETC.	13
Emergency School Closing	13
Transfer/Withdrawal from RCECS	13
Video/Audio Surveillance	13
Visitor Policy/Security System	13-14
After-School Activities Guidelines	14
Social Events and Class Trips	14
Homeless Act: McKinney Vento Act	14-15
About Homeless Act-McKinney Vento Act:	14
McKinney-Vento Act Basics At-a-Glance:	15
Where can I find more information for Pennsylvania?	15
Dress Code Rationale	15-16
Dress Code	15
Gym Uniform	16
Jewelry and Earrings	16
Headbands, Bandanas, and Bows	16
Personal Appearance	16
Dress-Down Days	16
Building Procedures	16-18
Appointments with School Personnel	16
Pledge of Allegiance	16
Fire Drills	16-17
Hall Conduct	17
Leaving the Classroom	17
Cafeteria Rules and Procedures	17
Birthday and Classroom Treats	17
Personal Electronic Devices	17
Personal Non-Instructional Items	17
School Telephone Usage	17
Promotional Pictures	17
Smoking	18
Asbestos Information	18
Technology Resources – Acceptable Use Policy	18-21
Technology Policies	18-21
Student Responsibilities	21
Notice Concerning Public Input	21
Parent Responsibilities	21-23
Title I School Parent Involvement Policy Checklist	22-23
Title I District Parent Involvement Policy Checklist	23



	4
Disciplinary Actions	23
Denial of Student Privileges	23
After School Detention	23
Suspension from School	23
Expulsion from School	23
Mandated Reporter	23
Code of Conduct	24-38
Incorporating Restorative Practices	24
Introduction	24-25
Restorative Practices	25-26
Disciplinary Guidelines	26
Corporal Punishment	26-27
Definitions of Terms	27
Teacher & Administration Detention Rules	27-28
Suspension/Expulsion Procedures	28-29
Level 1 Infractions	29-30
Level 1 Procedures	30
Level 2 Infractions	30
Level 2 Possible Consequences	31
Level 3 Infractions	31
Level 3 Possible Consequences	31-32
Level 4 Infractions	32
Level 4 Procedures	32
Level 4 - Drug and Alcohol Situations	32-33
Level 4 - Weapons Policy	33-34
Level 4 - Sexual Harrassment/Violations of the School's Title IX Policy	34-35
Level 4 - Anti-Bullying/Harrassment Policy	35-38
Handbook Signature Instructions	39
Student/Parent Handbook Agreement	39
Appendix A: Profile of Successful RCCS Learner	40



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.

Profile of a Successful RCCS Learner (see Appendix A)

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 uphold 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 several 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	Respectful Learner	Active Learner
<ul style="list-style-type: none"> Organizes time, tasks, and materials Listens attentively Follows directions Completes classwork Completes and returns homework Seeks help when appropriate 	<ul style="list-style-type: none"> Follows RCECS Code of Conduct and school rules Exercises self-control Shows consideration for others 	<ul style="list-style-type: none"> 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. 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 principal, assistant principal, and/or guidance counselor if necessary.

Marking Period Dates

First Marking Period..... August 28, 2023 – November 1, 2023

Second Marking Period..... November 2, 2023 – January 24, 2024

Third Marking Period..... January 25, 2024 – April 4, 2024

Fourth Marking Period..... April 5, 2024 – June 7, 2024

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 fulfill 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.

Child Find Screening

Roberto Clemente Elementary Charter School (RCECS) undertakes screening activities before referring students for a multidisciplinary team evaluation. Screening activities could involve Multi-Tiered System of Supports, commonly referred to as the "MTSS," or an alternative screening process. Regardless of the particular screening method employed, the screening process must include (1) periodic vision and hearing assessments by the school nurse as mandated by the School Code and (2) screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects. If screening activities produce little or no improvement after a reasonable period of intervention or remediation, the child will then be referred for a multidisciplinary team evaluation. Parents who wish to request screening and evaluation for their child may do so by contacting the Principal or counselor in their child's school building.

Multidisciplinary Team Evaluations

RCECS must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are also members of the multidisciplinary team. RCECS must reevaluate school-age students receiving special education services every three years and must reevaluate children with intellectual disabilities and pre-school-age children receiving special education services every two years. Parents may request a multidisciplinary team evaluation of their children at any time. They must do so in writing. Every public school has a procedure in place by which parents can request an evaluation. For information about these procedures, contact the building administrator.

Preschool Children with Special Needs

Children preschool age three through five, are served by the Carbon Lehigh Intermediate Unit in a variety of home and school-based settings that consider the chronological and developmental age and primary needs of the child. As with school age programs, preschool programs must ensure that to the maximum extent appropriate, children with disabilities are educated with non-disabled peers at no cost to the parent. Parents who have questions regarding their child's seeing, hearing, learning, talking, moving about, manipulating objects, understanding, showing emotions, getting along with others, playing with toys, and/or taking care of himself/herself may obtain information about screening, evaluation, programs, therapy, parent involvement, and referral to community agencies by calling or writing the Carbon Lehigh Intermediate Unit (CLIU 21), Early Intervention Services, 4210 Independence Drive, Schnecksville, Pennsylvania 18078-2580. The telephone number for the Early Intervention Program is (610) 769-4111 ext. 1256.

Notice of Special Education Services

RCCS provides special education and related service to children with disabilities who are ages five through twenty-one. To review the Notice of Special Education Services and Family Educational Rights and Privacy Act (FERPA) Notice, please visit www.myrccs.com.

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. Notice, please visit www.myrccs.com.

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. Official notification regarding participation in summer program will be made prior to the end of the school year.



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 them with social, emotional, and academic concerns. The counselor will be available by appointment during school hours. Please contact the school counselor to make an appointment.

Elementary Student Assistance Program (ESAP)

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

Health Services

The health room will be available as needed for students who require either urgent or chronic medical care. If your student has a chronic medical condition (such as asthma, seizures, diabetes, food allergies, etc), please ensure that the school nurse is aware of the condition and that any medication that may be needed during the school day has been provided to the health room. If your child has special dietary restrictions, please provide the following form for a medical professional to complete. [Dietary Restriction Form](#). See the Medication in School section below for further information.

Students who become ill during the school day should first inform their teacher and request to go to the health room. Ill students presenting to the health room will be evaluated by a nurse. Students who are not deemed excessively ill by the nurse are encouraged to return to class. **If your child has a temperature of 100.4 degrees Fahrenheit or higher, you will be contacted and expected to pick up your child in a timely manner.** If the school is unable to locate the parent/guardian, then it will attempt to contact individuals on the emergency contact list. Students dismissed by the nurse due to fever, are required to remain home until they have been fever-free for 24 hours without the use of fever-reducing medication.

If your child is feeling ill in the morning, please keep them home if their temperature is greater than 100 degrees Fahrenheit, or if they had a fever the previous night, if 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 medication.**

If your student or any member of your household is experiencing Covid-like symptoms, please have them tested immediately. RCCS will follow the communicable disease guidelines established by the Pennsylvania Department of Health (PADOH) and the Centers for Disease Control (CDC). RCCS asks that you notify the School Nurse of any positive cases of Covid-19 in your household. The school nurse will provide you with guidance for a safe return to school for your child.

At times throughout the school year, your child will be dismissed from class in order to complete state-mandated health screenings that may include height, weight, vision, hearing, or scoliosis screening. If the screening indicates the need for a more thorough evaluation by your medical provider, your child will receive a referral from RCCS. Please have the referral completed by your family provider and return the referral form to the school. If you need assistance locating a provider, please contact the school nurse.

If you discover your child has lice, please keep them home and treat with an over-the-counter treatment. Contact the school nurse to notify the school and to receive information regarding successful re-admission procedures

Health Requirements

Upon original entrance to RCCS, students are required to provide current immunization records as well as both a physical and dental examination completed within the past year. These records are kept on file at the school. Failure to provide proof of current required immunizations may lead to denial of attendance at RCCS until the proper documentation is received by the school. Additional physical examinations are also required in Grade 6 and Grade 11. Dental examinations are also required again in Grade 3 and Grade 7. Parents should contact the school nurse to ensure that their child has received all required vaccinations and has completed all necessary examinations or if you have questions or need more information.

Medication

Please contact the school nurse if your student requires either a physician-prescribed medication or an over-the-counter medication which must be given at school. A parent or an adult must deliver the medication to the health room. Students should not carry the medication to school themselves. RCCS 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 instructions for its administration (time and dosage). Medication permission forms are available from the RCCS school nurse.

RCCS's Health Services has obtained written medication orders from the school physician for the treatment of a variety of injuries and minor illnesses that may occur during the school day. These medications include:

Cough drops	Wound wash	Vaseline
saline eye wash caladryl anti-itch lotion	visine allergy eye drops sting kill for insect stings Benadryl (for use in an allergic emergency, not for daily allergies)	triple antibiotic ointment Tums (at the secondary level only)

If you do not wish for your child to receive one or more of these standard medications, please notify the school nurse immediately.

Health & Safety (Additional Information)

Please refer to the RCECS (www.myrccs.com) 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 Numbers

It is extremely important that the RCECS 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 update emergency contact information on the Sapphire Portal. 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 the RCCS Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences policies. 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. Students must be present at least four hours in a school day to have the day count as a full day of school. Regular school attendance is vital to academic success. A student who is absent frequently will not be able to achieve their potential ability because of missed work. Therefore, all RCECS students 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 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 excused and/or unexcused 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
- Death in the family of student
- Court attendance
- Physical incapacity of the student
- Impassable roads between the student's home and the school
- 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
- 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 notices to parents/guardians after the 1st and 2nd unexcused absences. A truancy notice will be issued 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 hold a school-based or community-based 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. 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" of 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 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.

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

1. Call the school (610-351-4310 ext. 348) 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**
 - a. Indicate your child's name
 - b. Include the date(s) of the absence and the reason for the absence
 - c. 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 without permission 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 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 before being permitted to go 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.

Trips requiring fewer than 3 school days of absence:	Trips requiring 3 or more school days of absence:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 their 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 five (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 traveling 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 8:30 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.

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 through the 5th Street entrance. Parent pickup will be dismissed next. Kindergarten students will dismiss through the cafeteria door leading out to the parking lot facing Greenleaf Street. 1st grade students will dismiss through the Williams Street (alley way) door. 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.



Bus Transportation

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." The Principal or Assistant Principal 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.

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.

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.

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. Please ring the bell outside the entrance door 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 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 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, local authorities will be called.

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 or 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.)

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?	<ul style="list-style-type: none"> ● “Homeless” is defined as “anyone lacking a fixed, adequate, regular nighttime residence.”
What situations fits this description?	<ul style="list-style-type: none"> ● 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?	<p>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:</p> <ul style="list-style-type: none"> ● 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 the middle/high school counselor and Homeless Liaison at Roberto Clemente Charter School, Ms. Lara Ashworth. She can be reached at 610-351-4310 ext 441. Additionally you may contact Storm Camara, State Coordinator at 717-783-6464 or cmedina@pa.gov

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 or skirt (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
- Solid black sneakers or black dress shoes (Heels no higher than 1 inch and no color designs or color soles)
- Loose Fitting Khaki or Gray Pants

BOYS

- Khaki or Gray 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
- Solid black sneakers or black dress shoes (no color designs or color soles)
- Black belt with a small buckle (khaki pants must be worn at the waistline with the belt)

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



Gym Uniform

- Navy Blue T-shirt with RCECS logo
- Navy blue sweatshirt with RCECS logo
- Navy blue sweatpants
- 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

Jewelry and Earrings

Boys and 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. In addition, all haircuts must be without designs or symbols. If a student is found to have an inappropriate hairstyle, haircut, or hair color, the Principal or Assistant Principal will contact the parent/guardians.

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.

Dress-Down Days

At RCECS, certain days can be declared dress-down days. On these days, casual clothing that follows the dress code/dress down rules is allowed. All students must follow the dress down rules 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 tank tops or any sleeveless top or shirt (shoulders must be covered) |
| No shirts that hang below the knees | No see-through apparel |
| No see-through ripped jeans/clothes | No visible stomachs |
| No inappropriate messages | No shorts that are one (1) inch above the knee |
| No visible undergarments | No pajamas |
| No spandex or skintight clothing | No skirts or dresses shorter than one inch above the knee |
| No bandanas, do-rags, or headgear (hats, caps) | No sunglasses |
| No open shoes, flip-flops, slippers, or open-toes shoes, shoes must be securely fastened | |

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

Building Procedures

Appointments with School Personnel

Parents/guardians are encouraged to meet with school personnel 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. Please contact the school ahead of time to schedule an appointment to discuss concerns with school personnel.

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 based on 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.

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.

Leaving the Classroom

Students must ask permission before leaving their classroom for any reason, including but not limited to: using the bathroom, or seeing the school nurse. Students in grades 3, 4, and 5 must sign out in their classroom bathroom log when they leave the classroom and return. There will be no exceptions to this rule. Students may also use the bathroom during lunch. The cafeteria monitor will allow no more than two students to leave at a time.

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 utmost 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. This expectation applies to the school bus as well. 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, they may be asked to give their personal 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 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

Technology Policies

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

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 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 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

1. 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.
2. 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 always comply with the school's Acceptable Use of Technology Resources policy.
3. 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.
4. 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

1. The Board authorizes the use of school-sponsored social media solely for legitimate educational purposes.
2. RCCS students must use school-sponsored social media in an appropriate and professional manner and shall maintain appropriate professional boundary limits.
3. RCCS students shall comply with the school's Acceptable Use of Technology Resources policy at all times.
4. 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.

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.

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.

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 those 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 and appropriate 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 their 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 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 parent's/ guardian's 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, in-school suspensions, Saturday detentions, out-of-school suspension, 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. 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 Principal or designee. On some occasions, as approved by the Principal or designee, 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 (1) to ten (10) days, depending on the nature of the infraction. Parents will be notified in writing and by telephone, and in most cases, must confer with the administration before the student is readmitted to school. **Students who are suspended are not eligible for honor roll status and/or student recognition awards during the current rating period regardless of their academic average.** Suspension should be the last resort taken to redirect student misbehavior. Students cannot be on school grounds or surroundings while on suspension or participate in extracurricular activities.

If the suspension exceeds three days, the parent/guardian will be entitled to an informal hearing.

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.

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

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

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 infraction
7. Be administered in a way that is firm, reasonable, consistent, and fair.
8. Encourage high regard for every person's right to reasonable hearing procedures and due process when accused of an infraction
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 their decisions on the best available information and is not obligated to present to the students or their 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
- For the purpose of self-defense
- To obtain possession of weapons or other dangerous objects
- For the protection of person's 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 types of behavior incident(s) 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 department. The following shall not constitute a limitation upon the authority granted to teachers, administrators, 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 reach 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; the staff of the school will schedule it.

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 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 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 assistant-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. Parents/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.

Suspension/Expulsion Procedures

In-school suspension

- A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- Communication to the parents/guardians shall follow the suspension action taken by the school in writing.
- When the in-school suspension exceeds three (3) consecutive school days, an informal hearing with the principal and/or CEO shall be offered to the student and the student's parent/guardian prior to the 5th school day.
- The student's school entity has the responsibility to make provision for the student's education during the period of the in-school or out of school suspension.

Exclusion from school may take the form of suspension or expulsion.

1. Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.
 - a. Suspensions may be given by the principal or CEO of the charter school.
 - b. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
 - c. The parents or guardians shall be notified immediately in writing when the student is suspended.
 - d. When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing within the first 5 days of the suspension.
 - e. Suspensions may not be made to run consecutively beyond the 10-school day period.
 - f. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
2. Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.
 - a. During the period prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his/her normal class except as set forth in subsection (b).
 - b. If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.
 - c. Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
 - d. The initial responsibility for providing the required education rests with the student's parents/guardians, through placement in another school, tutorial or correspondence study, or another educational program approved by a school district's superintendent.
 - e. Within 30 days of action by the board, the parents/guardians shall submit to the school written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents/guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004.
 - f. If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Ch. 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See 22 Pa. Code § 12.1 (relating to free education and attendance).



Hearings

1. General Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
2. Formal hearings. A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
 - a. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 - b. At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 - c. The hearing shall be held in private unless the student or parent requests a public hearing.
 - d. The student may be represented by counsel, at the expense of the parents/guardians, and may have a parent/guardian attend the hearing.
 - e. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - f. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 - g. The student has the right to testify and present witnesses on his/her own behalf.
 - h. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - i. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - i. Laboratory reports are needed from law enforcement agencies.
 - ii. Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).
 - iii. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
 - j. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
 - k. Informal hearings. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. (k) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
 - l. The following due process requirements shall be observed in regard to the informal hearing:
 - i. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - ii. Sufficient notice of the time and place of the informal hearing shall be given.
 - iii. A student has the right to question any witnesses present at the hearing.
 - iv. A student has the right to speak and produce witnesses on his/her own behalf.
 - v. The school entity shall offer to hold the informal hearing within the first 5 days of the suspension

All formal hearings will take place before a qualified hearing examiner or authorized committee of the Board who will consider the evidence presented by Administration and the student in connection with a formal hearing and will make a recommendation to the Board of Trustees.

LEVEL 1 INFRACTIONS:

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 INFRACTIONS:

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 POSSIBLE CONSEQUENCES:

- 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
- In-school suspension
- 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 INFRACTIONS:

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

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

- Possession or use of tobacco (a lighted or unlighted cigarette, vape, vape oil, 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
- 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 POSSIBLE CONSEQUENCES:

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
- In-school suspension
- Out-of-school suspension
- 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
- Administrative review and 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 INFRACTIONS:

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/violations of the Title IX Policy (See below policy)
- Bullying/Harassment (See below policy)
- Terrorist threats
- Other actions of a similar nature
- Endangering others
- Violations of local, state, and federal laws.
- 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.

1. 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.



2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

Level 4 - Sexual Harassment/Violations of the School’s Title IX Policy

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., protects students from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Title IX states:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient, which receives Federal financial assistance.

Title IX covers sexual harassment that happens in a school’s “education program or activity.” This includes locations, events, and circumstances where a school exercises substantial control over the context of the alleged harassment and the person accused of committing the sexual harassment.



Sexual harassment, pursuant to the Title IX regulations, is defined as:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.
- School employee conditioning educational benefits on participation in unwelcome sexual conduct, otherwise known as "Quid pro Quo," harassment.
- "Sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v) "dating violence," as defined in 34 U.S.C. 12291(a)(10) "domestic violence," as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

Any individual who feels he/she has been subjected to any act of sexual should communicate immediately with a staff member, and/or principal for further investigation. The Title IX complaint procedures and grievance procedures are posted on the School's website, and can be found here.

Any individual who is found to be responsible for sexual harassment following the Title IX grievance process will be subject to appropriate discipline, including expulsion from school.

Level 4 - Anti-Bullying/Harassment 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.

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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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.



Handbook Signature Instructions Instrucciones para Firmar el Manual

Please complete the following steps regarding the Student/Parent Handbook:	Por favor complete los siguientes pasos con respecto a la manual para estudiantes/padres:
<ol style="list-style-type: none"> 1. Read the Student/Parent Handbook in its entirety. 2. Sign the Student/Parent Handbook Agreement 3. Return the Student/Parent Handbook Agreement 	<ol style="list-style-type: none"> 1. Lea el Manual de Padres y Alumnos en su totalidad. 2. Firmar el formulario Acuerdo del Manual de Padres y Alumnos 3. Regresar el formulario Acuerdo del Manual de Padres y Alumnos

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): _____

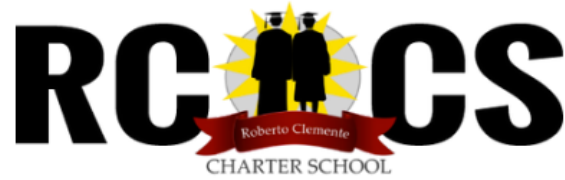
Parent(s)/Guardian(s) Signature: _____

Date: _____

Principal/Assistant Principal's Acknowledgement: _____

The signature page is due to the homeroom teacher or main office by September 29, 2023. 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.





PROFILE OF A SUCCESSFUL RCCS LEARNER

RESPECTFUL

- abides by rules & expectations
- treats people & property with respect
- promotes community
- displays integrity
- shares common values, ideas, & commitments
- school pride



CONTRIBUTOR

- active listener
- responsible
- participates in discussions
- completes all assignments
- engages in assessments to verify progress
- service-driven



COLLABORATOR

- embraces a multicultural perspective
- problem solver
- engages in meaningful activities
- welcoming & caring
- supportive
- courageous



SCHOLARLY

- explores colleges & careers
- bilingual & biliterate
- perseverance
- motivated & determined
- curious
- self-advocate
- communicates through reflective dialogue





**Principal's Report
Middle High School
August 15, 2023**

Attendance – Summer School (June 19 – July 14)

- 31 out of 32 students met summer school attendance expectations (97%)

Academic Achievement

- 31 out of 32 students passed summer school courses (97%)

Discipline

- There were no major disciplinary infractions during Summer School.

College & Career Update

- Dariela Almonte '23 received a full tuition scholarship to Lincoln Tech for the Medical Assistant program
 - 2nd consecutive RCCS student to receive this scholarship
- 14 students enrolled in LCCC Dual Enrollment Courses during 23-24 school year
- Developing new partnerships with college and career organizations
 - Greenlight Match
 - The Century Fund
 - LVHN

Other Important Updates/Events/Activities

- All enrolled students have been mailed a welcome packet for the 23-24 school year
- 23 – 24 MHS Family and Student Handbook Updates

Upcoming Events

- New Staff Induction: August 17 – 18
- All Staff PD Week: August 21 - 25
- First Day of School: August 28
- Back to School Night: Monday, September 11, 6 pm – 8 pm
- Second Annual Day of Service: Wednesday, October 18, 8 am – 12 pm



Family and Student Handbook 2023-2024



Prepare to Live the Dream.
College: It's What We Do!

136 S. 4th Street
Allentown, PA
(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	7
Honors Criteria	7
Homework Policy	7
Marking Period Dates	7
Student Progress Reports and Report Cards	7
Child Find	7
Notice of Special Education Services	8
English as a Second Language Program	8
Graduation Requirements	8
Summer School Policies	9
Grading System	9
Policies for Failed / D courses and changing grades	9
Absences and Incompletes	9
Offered Courses	9
Summer School Dress-Code	9
Pupil Services	9
Guidance Services	9
Student Assistance Program (SAP)	9
Health Services	9
Health Requirements	10
Medication	10
Emergency Phone Numbers	11
Parent and Family Involvement	11
Public Input	11
Volunteers in School	11
School Procedures, Policies, and Regulations	12
Attendance	12
Truancy	12
Habitual Truancy	12
Leaving School without Permission	13
Dismissal for Appointments	13
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	23
Dress Code Rationale	23
Dress Code	23
Gym Uniform	24
Dress Down Days	24
Book Bags & Backpacks	25
Entering and Exiting the School	25
Pledge of Allegiance	25
Fire Drills	26
Fund Raising	26
Hall Conduct	26
Lockers	26
Lost and Found	27
Passes	27
Physical Education Classes	27
School Telephone Usage	27
Appointments with School Personnel	27
Outstanding Debts	28
Homework Policy	28
Emergency School Closing	28
Bicycles	28
Visitor Policy/Security System	28
Dances	29
Promotional Pictures	29
Social Events and Class Trips	29
Overnight School Trips	30
Senior High, Senior Class Overnight Trips	30
Student Responsibilities	30
Notice Concerning Public Input	30
Parent Responsibilities	31



Title I School Parent Involvement Policy Checklist	32
Disciplinary Actions	35
Denial of Student Privileges	35
After School Detention	35
Suspension from School	35
Expulsion from School	36
Mandated Reporter	36
Homeless Act: McKinney Vento Act	36
CODE OF CONDUCT	37
Restorative Practices	39
Types of Restorative Approaches	40
Disciplinary Guidelines	40
LEVEL 1 VIOLATIONS:	45
LEVEL 2 VIOLATIONS:	46
LEVEL 3 VIOLATIONS:	47
LEVEL 4 VIOLATIONS:	48
Guidelines and Procedures	57
Notification of the Allentown Police Department/Law Enforcement Authority when incident involves children with disabilities	57
Response and Handling of a Student with a Disability	57
Acknowledgement Form	59



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, at 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.

Honors Criteria

A student may be enrolled in an Honors section of a course if they earn and maintain a B/80% or higher average or are recommended by a teacher.

A student will be recognized on the quarterly RCCS Honor Roll if they meet the following criteria:

- Their quarterly GPA for all courses (core courses, electives, and unified arts) is
 - 3.5 or higher with no C's = honor roll nomination
 - 3.7 or higher with no C's - high honor roll nomination
- Students who are suspended are not eligible for honor roll for that quarter only

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.....August 28 - November 1
- Second Marking Period..... November 3 - January 24
- Third Marking Period..... January 25 – April 3
- Fourth Marking Period..... April 4 - June 7

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 and families quarterly via email and the Sapphire portal. It is important that the parents and/or guardian review and discuss the student's reports with their teachers, guidance counselor, or principal.

Child Find Screening

RCCS undertakes screening activities before referring students for a multidisciplinary team evaluation. Screening activities could involve Multi-Tiered System of Supports, commonly referred to as the "MTSS," or an alternative screening process. Regardless of the particular screening method employed, the screening process must include (1) periodic vision and hearing assessments by the school nurse as mandated by the School Code and (2) screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects. If screening activities produce little or no improvement after a reasonable period of intervention or remediation, the child will then be referred for a multidisciplinary team evaluation. Parents who wish to request screening and evaluation for their child may do so by contacting the principal or counselor in their child's school



building.

Multidisciplinary Team Evaluations

RCCS must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are also members of the multidisciplinary team. RCCS must reevaluate school-age students receiving special education services every three years and must reevaluate children with mental retardation and pre-school-age children receiving special education services every two years. Parents may request a multidisciplinary team evaluation of their children at any time. They must do so in writing. Every public school has a procedure in place by which parents can request an evaluation. For information about these procedures, contact the RCCS Special Education Coordinator at 610-439-5181 x549.

Preschool Children with Special Needs

Children preschool age three through five, are served by the Carbon Lehigh Intermediate Unit in a variety of home and school-based settings that take into account the chronological and developmental age and primary needs of the child. As with school age programs, preschool programs must ensure that to the maximum extent appropriate, children with disabilities are educated with non-disabled peers at no cost to the parent. Parents who have questions regarding their child's seeing, hearing, learning, talking, moving about, manipulating objects, understanding, showing emotions, getting along with others, playing with toys, and/or taking care of himself/herself may obtain information about screening, evaluation, programs, therapy, parent involvement, and referral to community agencies by calling or writing the Carbon Lehigh Intermediate Unit, Early Intervention Services, 4210 Independence Drive, Schnecksville, Pennsylvania 18078-2580. The telephone number for the Early Intervention Program is (610) 769-4111 ext. 1256.

Notice of Special Education Services

RCCS provides special education and related service to children with disabilities who are ages five through twenty-one. To review the Notice of Special Education Services and Family Educational Rights and Privacy Act (FERPA) Notice, please visit www.myrccs.com.

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 one of 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 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.

Policies for Failed / D courses and changing grades

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. 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 peer or 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 completing a counseling request form or 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>).nurse

Health Services

The health room will be available as needed for students who require either urgent or chronic medical care. If your student has a chronic medical condition (such as asthma, seizures, diabetes, food allergies, etc), please ensure that the school nurse is aware of the condition and that any medication that may be needed during the school day has

been provided to the health room. See the Medication in School section below for further information.

Students who become ill during the school day should first inform their teacher and request to go to the health room. Ill students presenting to the health room will be evaluated by a nurse. Students who are not deemed excessively ill by the nurse are encouraged to return to class. **If your child has a temperature of 100.4 degrees Fahrenheit or higher, you will be contacted and expected to pick up your child in a timely manner.** If the school is unable to locate the parent/guardian, then it will attempt to contact individuals on the emergency contact list. Students dismissed by the nurse due to fever, are required to remain home until they have been fever-free for 24 hours without the use of fever-reducing medication.

If your child is feeling ill in the morning, please keep them home if their temperature is greater than 100 degrees Fahrenheit, or if they had a fever the previous night, if 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 medication.**

If your student or any member of your household is experiencing Covid-like symptoms, please have them tested immediately. RCCS will follow the communicable disease guidelines established by the Pennsylvania Department of Health (PADOH) and the Centers for Disease Control (CDC). RCCS asks that you notify the school nurse of any positive cases of Covid-19 in your household. The school nurse will provide you with guidance for a safe return to school for your child.

At times throughout the school year, your child will be dismissed from class in order to complete state-mandated health screenings that may include height, weight, vision, hearing, or scoliosis screening. If the screening indicates the need for a more thorough evaluation by your medical provider, your child will receive a referral from RCCS. Please have the referral completed by your family provider and return the referral form to the school. If you need assistance locating a provider, please contact the school nurse.

If you discover your child has lice, please keep them home and treat with an over-the-counter treatment. Contact the school nurse to notify the school and to receive information regarding successful re-admission procedures.

Health Requirements

Upon original entrance to RCCS, students are required to provide current immunization records as well as both a physical and dental examination completed within the past year. These records are kept on file at the school. Failure to provide proof of current required immunizations may lead to denial of attendance at RCCS until the proper documentation is received by the school. Additional physical examinations are also required in Grade 6 and Grade 11. Dental examinations are also required again in Grade 3 and Grade 7. Parents should contact the school nurse to ensure that their child has received all required vaccinations and has completed all necessary examinations or if you have questions or need more information.

Medication

Please contact the school nurse if your student requires either a physician-prescribed medication or an over-the-counter medication which must be given at school. A parent or an adult must deliver the medication to the health room. Students should not carry the medication to school themselves. RCCS 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 instructions for its administration (time and dosage). Medication permission forms are available from the RCCS school nurse.

RCCS's Health Services has obtained written medication orders from the school physician for the treatment of a variety of injuries and minor illnesses that may occur during the school day. These medications include:

- cough drops

- wound wash
- vaseline
- saline eye wash
- visine allergy eye drops
- triple antibiotic ointment
- caladryl anti-itch lotion
- sting kill for insect stings
- Benadryl (for use in an allergic emergency, not for daily allergies)
- Tums (at the secondary level only)

If you do not wish for your child to receive one or more of these standard medications, please notify the school nurse immediately.

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

Attendance

School Procedures, Policies, and Regulations

RCCS adheres to provisions for attendance and truancy under Pennsylvania Act 138. Students must attend school from 7:45 a.m. to 3:00 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 7:45 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
- Death in the family of student
- Suspension of the student
- Physical incapacity of the student
- Court attendance

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 7:45 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 7:45 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 3-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 7:43 bell to alert students of the homeroom bell at 7:45 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 7:40 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 or gray 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. Pants must be worn at the wasteline.
- 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 sneakers or dress shoes. No other color may be present on the shoe, including the laces. .
- 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. *Parents will be called to bring a uniform to school or the student will borrow a uniform from the school.*

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 or gray 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 most 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.

Book Bags & Backpacks

Students in grades 6-12 are required to use a clear book bag/backpack or carry no book bag or backpack.

Students may have (1) 9" x 6" x 5" non-transparent bag for lunch and (1) (1) 9" x 6" x 5" non-transparent privacy bag, regardless of whether they are carried inside or outside the backpack.

Extracurricular bags and equipment do not have to be transparent but must be stowed in an assigned area immediately upon arrival on campus.

Students who fail to follow this requirement will be subject to disciplinary action according to the Code of Conduct.

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 7:45 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.

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 three 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, they will be 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.myrccs.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 <ul style="list-style-type: none"> ● 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:	X	
Supporting programs that reach parents and family members at home, in the community, and at school.	X	
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	YES	NO
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	
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<p>The policy describes how the school will provide parents of participating children with timely information about the Title I program</p>	<p>X</p>	
<p>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</p>	<p>X</p>	
<p>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</p>	<p>X</p>	
<p>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</p>	<p>X</p>	
<p>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 –</p> <ul style="list-style-type: none"> ● 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— <ul style="list-style-type: none"> ○ 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 	<p>X</p>	
<p>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</p>	<p>X</p>	
<p>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</p>	<p>X</p>	



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		
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 participating children in a format and to the extent practicable, in a language the parents and family members can understand	X	
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 3:00 p.m. to 3:45 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 three days, the parent/guardian will be entitled to an informal hearing.

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.

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

Cellular phones and smart watches provide a level of distraction during instructional time that is difficult to supervise. Cell phones, bluetooth headphones, and smart watches are not permitted for use during the school day at the Middle High School. During homeroom, students will put their cell phones, smart watches, and/or airpods in a lock box. Their phones should be turned off to maintain their battery for after school. If students are found to be in possession of a cell phone, smart watch, or air pods during the school day, it will be confiscated by administration and a parent/guardian will need to pick it up from the office.

If parents need to contact their student during the school day, they can call the receptionist at (610) 439-5181. If a student needs to contact their parents, they can utilize the school phone at the front office. Students must get an E-hall pass to the front office for this.

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.

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 Mrs. Lara Ashworth, Homeless Liaison at Roberto Clemente Charter School. She can be reached at lashworth@myrccs.com, 610-439-5181, x441.

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 department. 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 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 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.

Suspension/Expulsion Procedures:

In-school suspension

- A. A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- B. Communication to the parents/guardians shall follow the suspension action taken by the school in writing.
- C. When the in-school suspension exceeds three (3) consecutive school days, an informal hearing with the principal and/or CEO shall be offered to the student and the student's parent/guardian prior to the 5th school day.
- D. The student's school entity has the responsibility to make provision for the student's education during the period of the in-school or out of school suspension.

Exclusion from school may take the form of suspension or expulsion.

1. Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.
 - a. Suspensions may be given by the principal or CEO of the charter school.

- b. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
 - c. The parents or guardians shall be notified immediately in writing when the student is suspended.
 - d. When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing within the first 5 days of the suspension.
 - e. Suspensions may not be made to run consecutively beyond the 10-school day period.
 - f. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
2. Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.
- a. During the period prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his/her normal class except as set forth in subsection (b).
 - b. If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.
 - c. Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
 - d. The initial responsibility for providing the required education rests with the student's parents/guardians, through placement in another school, tutorial or correspondence study, or another educational program approved by a school district's superintendent.
 - e. Within 30 days of action by the board, the parents/guardians shall submit to the school written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents/guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act 2004.
 - f. If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Ch. 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See 22 Pa. Code § 12.1 (relating to free education and attendance).

Hearings

1. General. Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
2. Formal hearings. A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of

the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

- a. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- b. At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- c. The hearing shall be held in private unless the student or parent requests a public hearing.
- d. The student may be represented by counsel, at the expense of the parents/guardians, and may have a parent/guardian attend the hearing.
- e. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- f. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- g. The student has the right to testify and present witnesses on his/her own behalf.
- h. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- i. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - i. Laboratory reports are needed from law enforcement agencies.
 - ii. Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).
 - iii. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- j. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- k. Informal hearings. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. (k) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
- l. The following due process requirements shall be observed in regard to the informal hearing:
 - i. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - ii. Sufficient notice of the time and place of the informal hearing shall be given.
 - iii. A student has the right to question any witnesses present at the hearing.
 - iv. A student has the right to speak and produce witnesses on his/her own behalf.
 - v. The school entity shall offer to hold the informal hearing within the first 5 days of the suspension

All formal hearings will take place before a qualified hearing examiner or authorized committee of the Board who will consider the evidence presented by Administration and the student in connection with a formal hearing and will make a recommendation to the Board of Trustees.

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 INFRACTIONS:

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 INFRACTIONS:

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 POSSIBLE CONSEQUENCES:

- 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
- In-school suspension
- 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 INFRACTIONS:

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, vape, vape oil, 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
- 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 POSSIBLE CONSEQUENCES:

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
- In-school suspension
- Out-of-school suspension
- 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
- Administrative review and 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 INFRACTIONS:

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/violations of the Title IX Policy (See below policy)
- Bullying/Harassment (See below policy)
- Terrorist threats
- Other actions of a similar nature
- Endangering others
- Violations of local, state, and federal laws.
- 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.

Level 4 Sexual Harassment/Violations of the School's Title IX Policy

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., protects students from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Title IX states:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient, which receives Federal financial assistance.

Title IX covers sexual harassment that happens in a school's "education program or activity." This includes locations, events, and circumstances where a school exercises substantial control over the context of the alleged harassment and the person accused of committing the sexual harassment.

Sexual harassment, pursuant to the Title IX regulations, is defined as:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.
- School employee conditioning educational benefits on participation in unwelcome sexual conduct, otherwise known as "Quid pro Quo," harassment.
- "Sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v) "dating violence," as defined in 34 U.S.C. 12291(a)(10) "domestic violence," as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34

Any individual who feels he/she has been subjected to any act of sexual should communicate immediately with a staff member, and/or principal for further investigation. The Title IX complaint procedures and grievance procedures are posted on the School's website, and can be found here.

Any individual who is found to be responsible for sexual harassment following the Title IX grievance process will be subject to appropriate discipline, including expulsion from school.

Level 4 Anti-Bullying/Harassment 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.

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 Allen
- B. town Police Department a copy of its procedures on behavior support services each time they are revised by Roberto Clemente Charter School.
- C. 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.
- D. 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.
- E. 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.
- F. 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.

- G. 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.
- H. 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.
- I. 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 29, 2023. 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.



Roberto Clemente Charter School

131 W Hamilton Street, Allentown, PA 18101 | Phone: 610-439-5181 | www.myrccs.com

Human Resources Report

August 15, 2023

I. Personnel Updates for board approval, including addenda:

a. Personnel Appointments and New Hires

Name	Location	Job Title	Date	Status
Amber Moralis	ELEM	4 th Grade Teacher	8/15/2023	Full-time

*Current employee Temp. PT = Temporary, Part-time

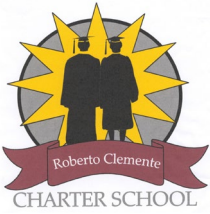
b. Personnel Resignations and Dismissals

Name	Location	Job Title	Date	Status
Stephanie Campbell	MHS	Math Teacher	8/11/2023	Resignation
Monica Sellitti	MHS	ELA Teacher	8/11/2023	Resignation
Raquel Taylor	MHS	Math Teacher	8/11/2023	Resignation
Amy Huey	ELEM	4 th Grade Teacher	8/11/2023	Resignation
Derek Ambler	MHS/ADM	PE Teacher & Athletic Director	9/08/2023	Resignation

II. Current and Future Job Postings:

Title	Location
Instructional Assistant – Part-time	Elementary School
Special Education Teacher	Elementary School
Building Substitute Teacher – Full-time (2)	Middle/High School
English Teacher	Middle/High School
Long Term Substitute – (1) Business/Computer	Middle/High School
Math Teacher	Middle/High School
Physical Education Teacher	Middle/High School
Instructional Assistant – Part-time (2)	Middle/High School
Special Education Teacher (2)	Middle/High School
Special Education Coordinator	Administration
Social Worker – Full-time	Administration

III. Employment Agreements (for approval)



Roberto Clemente Charter School

Business Report: August 15, 2023

Page 1 of 3

Financial Activity (7/1-7/31/23)

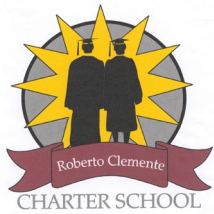
- Finance Committee meeting (Aug-11).
- \$771,192 Total monthly disbursements.
- 23/24 Coalition dues paid. (*PA Coalition of Public Charter Schools*)
- Student data management system license paid. (*K12 Systems Inc.*)

Financial Activity (6/1-6/30/23)

- 21/23 ARP IDEA funds fully spent (\$11,128).
- 614 Students: Non-Special Ed (552), Special Ed (62)
Allentown SD (577), Bethlehem Area SD (7), Catasauqua Area SD (4), East Penn SD (5),
Northampton Area SD (1), Parkland SD (4), Southern Lehigh SD (3), Salisbury Township SD (3),
Saucon Valley SD (4), Whitehall/Coplay SD (6)
- Lease reimbursements accrued (\$91,000).
- Health reimbursement accrued (\$11,307).
- 22/23 Carryover funds: Title I (\$67,365), Title II (\$12,801), Title IV (\$1,482).
- 22/23 Title III funds fully spent (\$27,938).
- Total grant funds spent: Mental Health and Safety & Security grant/CARES (\$49,097 of \$140,000).
- Total grant funds spent: ESSER II (\$1,027,798 of \$1,557,241); ESSER III (\$1,499,618 of \$3,403,099).
- \$600 Pearce Family Scholarship. (*Anabel Almonte Rodriguez*)
- \$1,005 Mr. P Scholarship. (*Sarah Murillo*)
- \$1,000 Valedictorian Scholarship. (*Yosmar Diaz*)
- \$500 Salutatorian Scholarship. (*Raquel Martinez*)
- \$250 RCCS Scholarship. (*Justin Carbajal*)
- \$22,478 Reclassified Chromebook purchases.
- \$7,454 UnEarned Revenue released. (*Ready To Learn grant*)
- \$76,564 Funds assigned.
 - Capital Expenses & Projects- new school (\$50,000)
 - Technology Replacement- reset fund balance (\$26,564)
- \$1,750 Assigned funds released- Scholarships & Awards
- Un-Assigned General Fund balance \$1,108,503 / 10.0% of the operating budget.

Business Office

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



Roberto Clemente Charter School

Business Report: August 15, 2023

Page 2 of 3

Grants, Donations, & Reports

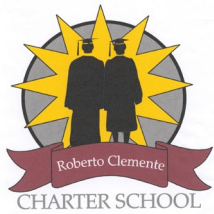
- Filed (Jun-21) 23/24 General Fund Budget.
- Submitted (Jun-28) 23/24 School Nutrition Program Sponsor & Site application.
- Filed (Jul-5) 2023 IRS Form 720.
- Submitted (Jul-18) 20/21 ESSER II Quarterly Cash Reconciliation Report.
- Submitted (Jul-18) 21/22 ESSER III, Set-Aside, Homeless C&Y Quarterly Cash Reconciliation Reports.
- Submitted (Jul-18) 22/23 Title I, II, IV Quarterly Cash Reconciliation Reports.
- Completed (Jul-18) 22/23 MHSS grant 6/30/23 Program Report.
- Submitted (Jul-18) 22/23 MHSS grant 6/30/23 Fiscal Report.
- Filed (Jul-19) 22/23 PDE 418 Application for Approval of Lease Reimbursement-850 N 5th St.
- Filed (Jul-19) 22/23 PDE 418 Application for Approval of Lease Reimbursement-136 S 4th St.
- Submitted (Jul-25) 21/23 IDEA ARP Final Expenditure Report.
- Submitted (Aug-4) 23/24 Consolidated Application

Contracts & Agreements

- School psychologist services. -*Dr. Janine Wargo*
 - Renewal: 23/24-24/25 School Years
 - Evaluations: \$1,550 (with testing), \$1,200 (without testing)
 - Additional Rating Scales: \$100 (2), \$200 (3+)
 - Additional services \$125/hr
- Staffing agency-special education teacher. -*EDU Healthcare LLC*
 - 2023-24 School Year
 - \$72.50/hr; 40 hrs/week
 - 30 Day termination notice
- Partnership: Implement/integrate career and college programs, Improve student performance, Create pathways to jobs, Exchange information and evaluate student progress and program effectiveness. -*Century Promise*
 - 2023-24 School Year; automatic annual renewal

Technology Update

- 38 Service tickets received between 7/10-8/10.
- Summer refurbishment of staff and student computer fleets nearing completion.
- Minor reconfigurations to the VOIP phone system are underway.



Roberto Clemente Charter School

Business Report: August 15, 2023

Page 3 of 3

Technology Update (continued)

- Collaborating with the Facilities Dept on security camera project.
- Working on various, new systems that will be integrated with the Sapphire system.

Facilities Update

- 34 Service tickets received between 6/10-8/10.
- Submitted (6/29) School Safety & Security Survey & Practices Report.
- Summer project work is nearing completion.
- Working with the IT Dept on the security camera project.
- Secondary School gym floor refinishing to begin the week of Aug-7.
- Elementary School retaining wall repairs completed.
- Prepared electrical panel and circuits at the Elementary School for anticipated Food Service equipment.
- Heat lamp installed in the Elementary School cafeteria.
- Water heater replaced in the Secondary School.

Food Service Update

- Completed (6/29) 2023 P-EBT file upload.
- PDE Division of Food & Nutrition Administrative Review scheduled for November 2023.
- Completed year-end inventory.
- SNAPA food conference 7/31-8/3.

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2023

	Current	2022-2023	Budget	Variance	2022-2023
	Month	Y-T-D	Y-T-D		Budget
Revenue-General Fund					
6000/9000 Local Sources & Other Sources					
6500 Interest	\$ 1,467.95	\$ 15,394.40	\$ 0.00	\$ 15,394.40	\$ 0.00
6700 Student Activities	405.80	6,639.21	10,100.00	(3,460.79)	10,100.00
6832 PassThru Federal Funds (IU)	1,035.81	71,878.12	79,256.00	(7,377.88)	79,256.00
6920 Other Local Grants & Contributions	535.00	2,785.00	0.00	2,785.00	0.00
6944 Regular Education Subsidies	490,405.96	6,129,044.77	6,390,720.00	(261,675.23)	6,390,720.00
6944 Special Education Subsidies	134,895.25	1,530,293.48	1,616,228.00	(85,934.52)	1,616,228.00
6990 Miscellaneous	29.61	7,093.20	1,700.00	5,393.20	1,700.00
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<i>Total Local Sources</i>	<i>628,775.38</i>	<i>7,763,128.18</i>	<i>8,098,004.00</i>	<i>(334,875.82)</i>	<i>8,098,004.00</i>
7000 State Sources					
7200 Specific Educational Programs	0.00	0.00	0.00	0.00	0.00
7320 Lease Reimbursement	91,000.00	91,000.00	104,556.00	(13,556.00)	104,556.00
7330 Health Services Reimbursement	11,307.06	11,307.22	11,000.00	307.22	11,000.00
7505 Ready To Learn Grant	7,454.11	64,455.80	28,546.00	35,909.80	28,546.00
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<i>Total State Sources</i>	<i>109,761.17</i>	<i>166,763.02</i>	<i>144,102.00</i>	<i>22,661.02</i>	<i>144,102.00</i>
8000 Federal Sources					
8514 Title I	36,266.53	460,341.19	459,961.00	380.19	459,961.00
8515 Title II	6,020.85	35,886.89	50,024.00	(14,137.11)	50,024.00
8516 Title III	637.99	27,938.00	22,520.00	5,418.00	22,520.00
8517 Title IV	2,050.00	36,140.65	39,782.00	(3,641.35)	39,782.00
8700 ESSER	133,113.14	1,464,923.13	1,776,854.00	(311,930.87)	1,776,854.00
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<i>Total Federal Sources</i>	<i>178,088.51</i>	<i>2,025,229.86</i>	<i>2,349,141.00</i>	<i>(323,911.14)</i>	<i>2,349,141.00</i>
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	654.68	18,211.66	21,000.00	(2,788.34)	21,000.00
8531 Federal Sources	20,660.79	611,057.50	513,725.00	97,332.50	513,725.00
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<i>Total Food Service</i>	<i>21,315.47</i>	<i>629,269.16</i>	<i>535,525.00</i>	<i>93,744.16</i>	<i>535,525.00</i>
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Total Revenue	937,940.53	10,584,390.22	11,126,772.00	(542,381.78)	11,126,772.00

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2023

	Current	2022-2023	Budget	Variance	2022-2023
	Month	Y-T-D	Y-T-D		Budget
Expenses-General Fund					
Instructional Services					
1100-Regular Programs					
100 Salaries/Wages	\$ 134,307.42	\$ 2,469,395.08	\$ 2,803,454.00	(334,058.92)	\$ 2,803,454.00
200 Benefits	190,657.42	1,212,073.56	1,315,252.00	(103,178.44)	1,315,252.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
400 Property Services-Maintenance/Repairs/Rentals	2,075.46	26,860.46	26,440.00	420.46	26,440.00
500 Other Services	0.00	3,921.40	6,000.00	(2,078.60)	6,000.00
600 Supplies/Books/Subscriptions	21,418.89	187,229.40	175,987.00	11,242.40	175,987.00
800 Miscellaneous	0.00	2,362.35	3,000.00	(637.65)	3,000.00
	<hr/>				
<i>Total Regular Programs</i>	<i>348,459.19</i>	<i>3,901,842.25</i>	<i>4,330,133.00</i>	<i>(428,290.75)</i>	<i>4,330,133.00</i>
1200-Special Programs					
100 Salaries/Wages	14,033.20	263,038.52	429,026.00	(165,987.48)	429,026.00
200 Benefits	6,818.92	106,854.05	206,429.00	(99,574.95)	206,429.00
300 Contracted Professional & Technical Services	12,988.50	191,919.75	22,000.00	169,919.75	22,000.00
500 Other Services	0.00	0.00	500.00	(500.00)	500.00
600 Supplies/Books/Subscriptions	196.98	5,263.25	14,480.00	(9,216.75)	14,480.00
	<hr/>				
<i>Total Special Programs</i>	<i>34,037.60</i>	<i>567,075.57</i>	<i>672,435.00</i>	<i>(105,359.43)</i>	<i>672,435.00</i>
1400/1691/1700-Other Programs & Adult Education					
100 Salaries/Wages	21,409.50	158,540.75	200,480.00	(41,939.25)	200,480.00
200 Benefits	5,747.46	42,147.82	54,745.00	(12,597.18)	54,745.00
300 Contracted Professional & Technical Services	0.00	26,066.37	33,000.00	(6,933.63)	33,000.00
500 Other Services	0.00	0.00	0.00	0.00	0.00
566 Tuition/Higher Education	0.00	3,780.00	5,000.00	(1,220.00)	5,000.00
600 Supplies/Books/Subscriptions	3,622.87	12,285.39	20,000.00	(7,714.61)	20,000.00
	<hr/>				
<i>Total Other Programs & Adult Education</i>	<i>30,779.83</i>	<i>242,820.33</i>	<i>313,225.00</i>	<i>(70,404.67)</i>	<i>313,225.00</i>
Support Services					
2100-Student Support (Guidance/Social Svc/Child Accounting/Special Ed)					
100 Salaries/Wages	18,696.67	169,439.32	192,343.00	(22,903.68)	192,343.00
200 Benefits	9,187.38	84,624.86	84,716.00	(91.14)	84,716.00
300 Contracted Professional & Technical Services	28,255.02	111,774.41	86,000.00	25,774.41	86,000.00
336 Contracted Evaluations & Special Ed Services	23,682.00	194,666.75	100,000.00	94,666.75	100,000.00
500 Other Services	0.00	0.00	4,400.00	(4,400.00)	4,400.00
600 Supplies & Subscriptions	267.10	10,793.72	15,100.00	(4,306.28)	15,100.00
	<hr/>				
<i>Total Student Support</i>	<i>80,088.17</i>	<i>571,299.06</i>	<i>482,559.00</i>	<i>88,740.06</i>	<i>482,559.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2023

	Current		2022-2023		Budget		2022-2023
	Month		Y-T-D		Y-T-D	Variance	Budget
2200-Instructional Support (Technology/Library/Curriculum/Staff Development)							
100 Salaries/Wages	\$ 30,685.05	\$	\$ 286,960.35	\$	296,659.00	(9,698.65)	\$ 296,659.00
200 Benefits	12,210.02		133,779.01		169,798.00	(36,018.99)	169,798.00
240 Tuition Reimbursement	(2,700.00)		12,600.00		24,000.00	(11,400.00)	24,000.00
300 Contracted Professional & Technical Services	0.00		0.00		20,000.00	(20,000.00)	20,000.00
360 Contracted Staff Development Services	0.00		26,396.94		39,350.00	(12,953.06)	39,350.00
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	0.00		0.00		0.00	0.00	0.00
500 Other Services	0.00		2,352.77		14,000.00	(11,647.23)	14,000.00
600 IT Supplies & Subscriptions	4,873.76		16,985.07		20,000.00	(3,014.93)	20,000.00
600 Library Supplies & Subscriptions	0.00		9,914.97		20,623.00	(10,708.03)	20,623.00
600 Curriculum Supplies & Subscriptions	0.00		18,640.86		31,000.00	(12,359.14)	31,000.00
600 Staff Development Supplies & Subscriptions	31.95		17,725.49		5,600.00	12,125.49	5,600.00
800 Miscellaneous	0.00		0.00		0.00	0.00	0.00
	<hr/>		<hr/>		<hr/>	<hr/>	<hr/>
<i>Total Instructional Support</i>	<i>45,100.78</i>		<i>525,355.46</i>		<i>643,030.00</i>	<i>(117,674.54)</i>	<i>643,030.00</i>
2310/2360-Administration (Board/CEO's Office/Legal & Accounting)							
100 Salaries/Wages	11,566.02		113,810.34		120,750.00	(6,939.66)	120,750.00
200 Benefits	5,896.90		81,405.60		80,579.00	826.60	80,579.00
300 School Board Professional Development Services	0.00		0.00		2,000.00	(2,000.00)	2,000.00
330 Legal & Accounting Services	1,760.60		53,859.10		45,000.00	8,859.10	45,000.00
400 Property Services-Maintenance/Repairs/Rentals	0.00		0.00		0.00	0.00	0.00
500 Other Services	0.00		427.67		1,800.00	(1,372.33)	1,800.00
600 Supplies & Subscriptions	64.77		4,230.33		2,475.00	1,755.33	2,475.00
800 Dues/Miscellaneous	132.48		3,486.63		4,500.00	(1,013.37)	4,500.00
	<hr/>		<hr/>		<hr/>	<hr/>	<hr/>
<i>Total Board/CEO's Office/Legal & Accounting</i>	<i>19,420.77</i>		<i>257,219.67</i>		<i>257,104.00</i>	<i>115.67</i>	<i>257,104.00</i>
2380-Administration (Principal's Office)							
100 Salaries/Wages	45,474.94		482,906.73		488,331.00	(5,424.27)	488,331.00
200 Benefits	13,468.81		164,262.90		295,331.00	(131,068.10)	295,331.00
400 Property Services-Maintenance/Repairs/Rentals	1,914.26		14,929.06		15,844.00	(914.94)	15,844.00
500 Other Services	0.00		1,076.78		5,000.00	(3,923.22)	5,000.00
600 Supplies & Subscriptions	927.26		14,672.78		12,300.00	2,372.78	12,300.00
800 Miscellaneous	36.36		3,449.46		3,000.00	449.46	3,000.00
	<hr/>		<hr/>		<hr/>	<hr/>	<hr/>
<i>Total Principal's Office</i>	<i>61,821.63</i>		<i>681,297.71</i>		<i>819,806.00</i>	<i>(138,508.29)</i>	<i>819,806.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2023

	Current	2022-2023	Budget	Variance	2022-2023
	Month	Y-T-D	Y-T-D		Budget
2400-Pupil Health					
100 Salaries/Wages	\$ 9,742.00	\$ 157,647.00	\$ 162,132.00	(4,485.00)	\$ 162,132.00
200 Benefits	11,416.81	125,759.81	108,569.00	17,190.81	108,569.00
300 Contracted Professional & Technical Services	0.00	19,720.25	3,000.00	16,720.25	3,000.00
500 Other Services	0.00	0.00	500.00	(500.00)	500.00
600 Supplies & Subscriptions	0.00	2,333.67	10,800.00	(8,466.33)	10,800.00
	<hr/>				
<i>Total Pupil Health</i>	<i>21,158.81</i>	<i>305,460.73</i>	<i>285,001.00</i>	<i>20,459.73</i>	<i>285,001.00</i>
2500-Business					
100 Salaries/Wages	18,396.94	205,728.66	222,137.00	(16,408.34)	222,137.00
200 Benefits	8,802.49	102,243.47	126,793.00	(24,549.53)	126,793.00
300 Contracted Professional & Technical Services	1,229.51	22,349.23	27,500.00	(5,150.77)	27,500.00
400 Property Services-Maintenance/Repairs/Rentals	1,149.04	12,250.84	6,880.00	5,370.84	6,880.00
500 Other Services	158.92	1,092.06	2,200.00	(1,107.94)	2,200.00
600 Supplies & Subscriptions	478.41	6,237.93	6,200.00	37.93	6,200.00
800 Taxes/Fees/Miscellaneous	38.36	901.48	1,700.00	(798.52)	1,700.00
	<hr/>				
<i>Total Business</i>	<i>30,253.67</i>	<i>350,803.67</i>	<i>393,410.00</i>	<i>(42,606.33)</i>	<i>393,410.00</i>
2600/2900-Plant Operations & Maintenance					
100 Salaries/Wages	35,936.94	307,843.49	329,407.00	(21,563.51)	329,407.00
200 Benefits	9,648.50	86,856.68	146,322.00	(59,465.32)	146,322.00
300 Contracted Professional & Technical Services	12,541.86	153,254.40	81,993.00	71,261.40	81,993.00
400 Property Services-Maintenance/Repairs/Rentals	10,869.93	186,912.08	141,700.00	45,212.08	141,700.00
441 Building Leases	58,276.19	699,314.28	699,316.00	(1.72)	699,316.00
500 Other Services	113.95	778.57	1,600.00	(821.43)	1,600.00
520 Property Insurance	3,590.23	43,098.15	43,400.00	(301.85)	43,400.00
538 Telecommunications	1,063.51	15,569.41	15,500.00	69.41	15,500.00
600 Supplies & Subscriptions	14,115.00	109,342.57	95,300.00	14,042.57	95,300.00
620 Utilities & Fuel	5,324.08	92,436.72	90,400.00	2,036.72	90,400.00
800 Miscellaneous	0.00	81.00	1,000.00	(919.00)	1,000.00
810 Property Taxes	0.00	0.00	0.00	0.00	0.00
	<hr/>				
<i>Total Plant Operations & Maintenance</i>	<i>151,480.19</i>	<i>1,695,487.35</i>	<i>1,645,938.00</i>	<i>49,549.35</i>	<i>1,645,938.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2023

	Current	2022-2023	Budget		2022-2023
	Month	Y-T-D	Y-T-D	Variance	Budget
2800-Central (Human Resources/Information & Data/Grant Administration)					
100 Salaries/Wages	\$ 6,589.70	\$ 264,642.25	\$ 267,363.00	(2,720.75)	\$ 267,363.00
200 Benefits	8,201.47	84,211.52	40,945.00	43,266.52	40,945.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
360 Contracted Staff Development Services	0.00	8,001.98	19,600.00	(11,598.02)	19,600.00
500 Other Services	0.00	6,742.56	24,837.00	(18,094.44)	24,837.00
600 Supplies & Subscriptions	3,035.32	53,701.61	54,500.00	(798.39)	54,500.00
800 Miscellaneous	0.00	1,036.00	1,000.00	36.00	1,000.00
	<hr/>				
<i>Total Central (HR/Information & Data/Grants)</i>	<i>17,826.49</i>	<i>418,335.92</i>	<i>408,245.00</i>	<i>10,090.92</i>	<i>408,245.00</i>
Non-Instructional Services					
3200/3300/3400-Student Activities & Community Services					
100 Salaries/Wages	5,265.42	23,726.50	38,454.00	(14,727.50)	38,454.00
200 Benefits	1,495.15	8,529.36	13,121.00	(4,591.64)	13,121.00
300 Contracted Professional & Technical Services	0.00	1,000.00	0.00	1,000.00	0.00
500 Other Services	0.00	11,280.05	29,600.00	(18,319.95)	29,600.00
600 Supplies/Books/Subscriptions	1,073.52	13,186.76	19,500.00	(6,313.24)	19,500.00
800 Fundraisers/Fees/Miscellaneous	2,650.00	6,873.99	11,000.00	(4,126.01)	11,000.00
	<hr/>				
<i>Total Student Activities & Community Services</i>	<i>10,484.09</i>	<i>64,596.66</i>	<i>111,675.00</i>	<i>(47,078.34)</i>	<i>111,675.00</i>
3100-Food Services					
100 Salaries/Wages	19,487.47	184,988.76	189,045.00	(4,056.24)	189,045.00
200 Benefits	7,830.86	101,569.61	49,519.00	52,050.61	49,519.00
300 Contracted Professional & Technical Services	0.00	4,925.00	7,500.00	(2,575.00)	7,500.00
400 Property Services-Maintenance/Repairs/Rentals	210.00	2,795.86	5,000.00	(2,204.14)	5,000.00
500 Other Services	(213.00)	639.00	1,000.00	(361.00)	1,000.00
600 Supplies & Subscriptions	2,469.93	40,404.78	53,000.00	(12,595.22)	53,000.00
630 Food & Dairy	11,739.03	269,577.58	347,625.00	(78,047.42)	347,625.00
800 Miscellaneous	0.00	0.00	175.00	(175.00)	175.00
	<hr/>				
<i>Total Food Services</i>	<i>41,524.29</i>	<i>604,900.59</i>	<i>652,864.00</i>	<i>(47,963.41)</i>	<i>652,864.00</i>

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

June 30, 2023

	Current Month	2022-2023 Y-T-D	Budget Y-T-D	Variance	2022-2023 Budget
Other Expenditures & Financing Uses					
5110/5140/9200-Debt Service & Financing Uses					
770 Amortization	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
810 Fees	0.00	0.00	0.00	0.00	0.00
830 Interest	0.00	0.00	0.00	0.00	0.00
910 Principal	0.00	0.00	0.00	0.00	0.00
913 Lease Payments	0.00	0.00	0.00	0.00	0.00
000 Proceeds	0.00	0.00	0.00	0.00	0.00
<i>Total Debt Service & Financing Uses</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
Total Expenses	892,435.51	10,186,494.97	11,015,425.00	(828,930.03)	11,015,425.00
Net Operating Income (Loss)	\$ 45,505.02	\$ 397,895.25	\$ 111,347.00	\$ 286,548.25	\$ 111,347.00
Capital Outlay (450/700)					
1000 Instructional-Equipment & Furniture	0.00	54,979.60	76,000.00	(21,020.40)	76,000.00
2100 Student Support-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2200 Instructional Staff Support-Equipment & Furniture	0.00	2,415.29	0.00	2,415.29	0.00
2300 Administrative-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2400 Health-Equipment & Furniture	0.00	1,295.00	0.00	1,295.00	0.00
2500 Business-Equipment & Furniture	0.00	1,716.36	0.00	1,716.36	0.00
2600 Plant Operations-Equipment & Furniture	0.00	67,999.73	43,400.00	24,599.73	43,400.00
2800 Central Services-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
3100 Food Service- Equipment & Furniture	0.00	10,467.12	8,000.00	2,467.12	8,000.00
3200 NonInstructional Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
4000 Facilities Acquisition/Construction/Improvements	0.00	74,576.30	0.00	74,576.30	0.00
<i>Total Capital Outlay</i>	<i>0.00</i>	<i>213,449.40</i>	<i>127,400.00</i>	<i>86,049.40</i>	<i>127,400.00</i>
Total Income (Loss)	\$ 45,505.02	\$ 184,445.85	(\$ 16,053.00)	\$ 200,498.85	(\$ 16,053.00)

ROBERTO CLEMENTE CHARTER SCHOOL**Financial Report for the Month Ending****June 30, 2023****ASSETS****Current Assets***Cash*

Main Operating Account	\$	1,739,518.62	
Auxiliary Account		7,019.36	
Payroll Account		303,788.73	
HIC Account		35,768.04	
Executive Account		451.99	
Principals' Accounts		1,060.51	
Money Market Accounts		1,633,292.90	
Petty Cash		900.00	
		<hr/>	
<i>Total Cash</i>			3,721,800.15

Accounts Receivable

School Districts		654,564.25	
State Government		654.68	
Federal Government		52,510.64	
Other		3,600.00	
Food Service		0.00	
		<hr/>	
<i>Total Accounts Receivable</i>			711,329.57

Other Current Assets

Deposits		0.00	
Capital Contribution- Pareto		25,814.00	
Accrued Revenue		371,529.73	
PrePaid Expenses		24,892.11	
Food Service PrePaid Expenses & Accrued Revenue		0.00	
Agency Fund-Cash Accounts (Students)		1,173.72	
		<hr/>	
<i>Total Other Current Assets</i>			423,409.56

Fixed Assets*Buildings & Equipment*

131 Hamilton Street Building (Administration)		1,112,680.87	
850 N 5th Street Building (Elementary School)		566,149.67	
136 S 4th Street Building (Secondary School)		864,312.28	
Construction In Progress		0.00	
Computer Equipment		1,045,281.76	
Furniture & Equipment		1,009,071.36	
Accumulated Depreciation		(2,447,926.50)	
Food Service Equipment & Furniture		59,796.71	
Food Service Accumulated Depreciation		(41,723.59)	
Building Leases		4,923,720.78	
Equipment Leases		98,372.53	
Accumulated Amortization		(637,501.72)	
		<hr/>	
<i>Total Buildings & Equipment</i>			6,552,234.15

Total Assets**\$ 11,408,773.43**

ROBERTO CLEMENTE CHARTER SCHOOL**Financial Report for the Month Ending****June 30, 2023****LIABILITIES AND CAPITAL****Liabilities****Current Liabilities***Short-Term Payables*

Accounts Payable	\$	109,823.67
PSERS-Employer Contributions		199,126.71
403 B-Employer Contributions		5,127.60
Payroll Taxes & Deductions		(51.22)
Retirement-Employee Contributions		27,213.38

Total Short-Term Payables 341,240.14

Accrued Expenses & Other Current Liabilities

Accrued Salaries & Benefits		534,070.97
Other Accrued Expenses		0.00
Interfund Payable		0.00
UnEarned Revenue		38,618.59
Deposits		0.00
Scholarship Funds		3,015.00

Total Accrued Expenses & Other Current Liabilities 575,704.56

NonCurrent Liabilities

Lease Obligations-Buildings		4,449,994.61
Lease Obligations-Equipment		75,991.27

Total NonCurrent Liabilities 4,525,985.88

Total Liabilities **5,442,930.58**

Capital**Assigned General Funds**

Assigned Funds-Operating (Budget Impasse)		1,440,000.00
Assigned Funds-Capital Expenses & Projects		1,052,274.38
Assigned Funds-Technology Replacement		40,000.00
Assigned Funds-Scholarships & Awards		750.00
Assigned Funds-Budget Shortfall		222,000.00
Assigned Funds-Board Designated Emergency		50,000.00

Total Assigned Funds 2,805,024.38

Other Fund Balances & Net Positions

Non-Spendable		24,892.11
Net Investment In Capital Assets		2,167,642.56
Net Investment In Capital Leases		(141,394.29)
Agency Funds (Students)		1,173.72
UnAssigned General Funds		924,058.52
Net Income (Loss)		184,445.85

Total Other Fund Balances & Net Position 3,160,818.47

Total Capital **5,965,842.85**

Total Liabilities & Capital **\$ 11,408,773.43**

ROBERTO CLEMENTE CHARTER SCHOOL
Financial Report for the Month Ending
June 30, 2023

PA PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM:

DEFERRED OUTFLOW OF RESOURCES

Deferred Outflow of Resources-PSERS	\$	1,434,994.15
Deferred Outflow of Resources-OPEB		<u>144,865.00</u>
Total Deferred Outflow of Resources	\$	<u>1,579,859.15</u>

DEFERRED INFLOW OF RESOURCES/LIABILITIES & NET POSITION

Deferred Inflow of Resources-PSERS		1,978,729.00
Deferred Inflow of Resources-OPEB		106,400.00
Long-Term Pension Liability		6,733,000.00
Long-Term OPEB Liability		<u>389,000.00</u>
Total Deferred Inflow of Resources/Liabilities		9,207,129.00
Pension Fund Net Position		(7,276,734.85)
OPEB Fund Net Position		<u>(350,535.00)</u>
Total Deferred Inflow of Resources/Liabilities & Net Position	\$	<u>1,579,859.15</u>

Roberto Clemente Charter School
 Payment List
 For the Period 7/1/23 through 7/31/23

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
002481	7/1/23	All City Management Services, Inc	<i>Crossing guards</i>	\$ 1,954.68	7/1/23	X
002482	7/1/23	Cybersoft Technologies	<i>Food service data management license</i>	\$ 2,575.00	7/1/23	X
002483	7/1/23	Derstine's	<i>Dairy/food</i>	\$ 1,872.60	7/1/23	X
002484	7/1/23	edmentum	<i>Classroom subscription</i>	\$ 5,125.00	7/1/23	X
002485	7/1/23	MBI Heating & Air Conditioning	<i>HVAC repairs</i>	\$ 1,998.00	7/1/23	X
002486	7/1/23	Newsela Inc	<i>Classroom subscription</i>	\$ 4,392.30	7/1/23	X
002487	7/1/23	PA COALITION OF PUBLIC CHARTER SCHOOLS	<i>23/24 Coalition dues</i>	\$ 3,100.00	7/1/23	X
002488	7/1/23	Rittenhouse & Sons, Inc		\$ 415.00	7/1/23	
002489	7/1/23	THE SHERWIN-WILLIAMS CO		\$ 254.59	7/1/23	X
002490	7/1/23	STS Education	<i>Computers</i>	\$ 1,299.03	7/1/23	X
002491	7/1/23	TAYLOR BROTHERS DOOR LOCK LLC	<i>Safety supplies</i>	\$ 2,142.75	7/1/23	X
002492	7/1/23	Teacher Synergy, LLC		\$ 171.13	7/1/23	X
002493	7/1/23	UNITED STATES TREASURY		\$ 277.58	7/1/23	X
002494	7/1/23	VERIZON CONNECT NWF, INC		\$ 38.00	7/1/23	X
002495	7/1/23	VIPER PEST SERVICES		\$ 525.00	7/1/23	X
002496	7/1/23	HISPANIC AMERICAN ORG	<i>136 S 4th Street lease</i>	\$ 36,823.92	7/1/23	X
002497	7/1/23	HISPANIC AMERICAN ORG	<i>850 N 5th Street lease</i>	\$ 22,617.80	7/1/23	X
002498	7/13/23	ADAMS GLASS & ALUMINUM, INC	<i>Security glass repair</i>	\$ 2,804.00	7/14/23	X
002499	7/13/23	Lara Ashworth	<i>HRA payout</i>	\$ 30.00	7/14/23	X
002500	7/13/23	Amber Beaver	<i>HRA payout</i>	\$ 625.30	7/14/23	X
002501	7/13/23	Joshua Burak	<i>HRA payout</i>	\$ 20.00	7/14/23	X
002502	7/13/23	Juliana Burke	<i>HRA payout</i>	\$ 10.00	7/14/23	
002503	7/13/23	DOMINION ELEVATOR INSPECTION SERVICES		\$ 100.00	7/14/23	
002504	7/13/23	Gold Star Foods		\$ 90.34	7/14/23	X
002505	7/13/23	Wanda Gonzalez	<i>HRA payout</i>	\$ 20.00	7/14/23	X
002506	7/13/23	JOSTENS		\$ 672.45	7/14/23	X
002507	7/13/23	Arkadiusz Kadzielawski	<i>HRA payout</i>	\$ 80.00	7/14/23	X
002508	7/13/23	MBI Heating & Air Conditioning		\$ 251.00	7/14/23	X
002509	7/13/23	THE MCGRAW-HILL SCHOOL EDUCATION LLC		\$ 751.93	7/14/23	X
002510	7/13/23	Jennifer Michaylira	<i>HRA payout</i>	\$ 10.00	7/14/23	X
002511	7/13/23	MONK'S SECURITY SYSTEMS	<i>Annual monitoring fees</i>	\$ 1,152.00	7/14/23	X
002512	7/13/23	Montero Violins		\$ 206.00	7/14/23	X
002513	7/13/23	EMILY MULCAHY	<i>HRA payout</i>	\$ 70.00	7/14/23	X
002514	7/13/23	PEARSON EDUCATION INC	<i>Math materials</i>	\$ 10,692.69	7/14/23	X
002515	7/13/23	THE PENNSYLVANIA STATE UNIVERSITY		\$ 50.00	7/14/23	X
002516	7/13/23	PLAZA HARDWARE		\$ 95.00	7/14/23	X
002517	7/13/23	Remind101, Inc.	<i>Licenses</i>	\$ 1,760.00	7/14/23	X
002518	7/13/23	Renaissance Learning, Inc	<i>Star 360 licenses</i>	\$ 10,428.50	7/14/23	X
002519	7/13/23	RESTAURANT EQUIPMENT SERVICES		\$ 210.00	7/14/23	X
002520	7/13/23	Michael Rodriguez	<i>HRA payout</i>	\$ 20.00	7/14/23	X
002521	7/13/23	K12 Systems, INC	<i>Student data management license</i>	\$ 23,325.00	7/14/23	X
002522	7/13/23	SCENARIO LEARNING LLC	<i>Staff training subscription</i>	\$ 2,307.70	7/14/23	X

Roberto Clemente Charter School
Payment List
For the Period 7/1/23 through 7/31/23

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
002523	7/13/23	THE SHERWIN-WILLIAMS CO	Maintenance supplies	\$ 2,674.48	7/14/23	X
002524	7/13/23	Alena Shields	HRA payout	\$ 247.08	7/14/23	X
002525	7/13/23	Soliant Health, LLC	Contracted special ed services	\$ 2,430.00	7/14/23	X
002526	7/13/23	STANDING STONE CONSULTING INC	Contracted security services	\$ 6,231.86	7/14/23	X
002527	7/13/23	United Electric Supply		\$ 916.45	7/14/23	X
002528	7/13/23	USI Insurance Services LLC	Cyber liability insurance	\$ 3,001.15	7/14/23	X
002529	7/13/23	Valley Youth House	Student counseling services	\$ 9,331.61	7/14/23	X
002530	7/13/23	Venus Supplies and Services	Janitorial supplies	\$ 1,335.20	7/14/23	X
002531	7/13/23	VERIZON CONNECT NWF, INC		\$ 38.00	7/14/23	X
002532	7/13/23	Corin Watt	HRA payout	\$ 150.00	7/14/23	X
002533	7/26/23	ALL-AMERICA GRAPHICS LLC		\$ 333.60	7/28/23	
002534	7/26/23	William Breiner	Travel reimbursement	\$ 78.44	7/28/23	
002535	7/26/23	CENGAGE LEARNING	Classroom supplies	\$ 1,262.80	7/28/23	
002536	7/26/23	GOVCONNECTION, INC		\$ 266.55	7/28/23	
002537	7/26/23	ELECTRONIC SECURITY SOLUTIONS		\$ 615.00	7/28/23	
002538	7/26/23	JP Mascaro & Sons	Refuse/recycling	\$ 3,646.24	7/28/23	
002539	7/26/23	Learning Ally, Inc	Classroom subscription	\$ 1,439.10	7/28/23	
002540	7/26/23	Alyssa Mace	Tuition reimbursement	\$ 1,200.00	7/28/23	
002541	7/26/23	Machemer Contracting, Inc.		\$ 465.00	7/28/23	
002542	7/26/23	MBI Heating & Air Conditioning		\$ 898.25	7/28/23	
002543	7/26/23	MetLife-Group Benefits	Dental insurance	\$ 6,273.68	7/28/23	
002544	7/26/23	THE MORNING CALL		\$ 268.19	7/28/23	
002545	7/26/23	SCHOOL NURSE SUPPLY		\$ 105.15	7/28/23	
002546	7/26/23	THE SHERWIN-WILLIAMS CO		\$ 191.67	7/28/23	
002547	7/26/23	Soliant Health, LLC	Contracted special ed services	\$ 2,187.00	7/28/23	
002548	7/26/23	STANDING STONE CONSULTING INC	Contracted security services	\$ 1,633.02	7/28/23	
002549	7/26/23	VIPER PEST SERVICES		\$ 175.00	7/28/23	X
002550	7/26/23	Corin Watt	Travel reimbursement	\$ 33.92	7/28/23	
002551	7/26/23	Webstaurantstore	Warmer	\$ 1,778.99	7/28/23	
EFT						
ehw0qn0of90cb	7/1/23	Highmark Blue Shield		\$ 669.59	7/1/23	X
100006505677	7/1/23	UGI UTILITIES, INC.		\$ 29.20	7/1/23	X
100006505858	7/1/23	UGI UTILITIES, INC.		\$ 68.44	7/1/23	X
100006506024	7/1/23	UGI UTILITIES, INC.		\$ 173.83	7/1/23	X
100006506118	7/1/23	UGI UTILITIES, INC.		\$ 40.77	7/1/23	X
23062925	7/1/23	PPL ELECTRIC UTILITIES		\$ 774.91	7/1/23	X
227920133	7/1/23	STAPLES ADVANTAGE	Classroom/office supplies	\$ 2,192.89	7/1/23	X
06292023	7/3/23	Unum Life Insurance Company of America	STD/LTD/LI insurance	\$ 3,391.82	7/3/23	X
07142023	7/14/23	TOSHIBA AMERICA BUSINESS SOLUTIONS		\$ 729.40	7/14/23	X
071420232823	7/14/23	AMAZON CREDIT PLAN	Office/maintenance supplies	\$ 1,084.35	7/14/23	X

Roberto Clemente Charter School
 Payment List
 For the Period 7/1/23 through 7/31/23

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
1305274	7/14/23	US FOODS	<i>Food</i>	\$ 10,012.82	7/14/23	X
13635198	7/14/23	TOSHIBA FINANCIAL SERVICES	<i>Copier leases</i>	\$ 2,399.90	7/14/23	X
230076969	7/14/23	UNIVERSAL PREMIUM FLEETCARD		\$ 128.94	7/14/23	X
230083347	7/14/23	STAPLES ADVANTAGE		\$ 277.29	7/14/23	X
23071430	7/14/23	PPL ELECTRIC UTILITIES		\$ 31.81	7/14/23	X
23071472	7/14/23	PPL ELECTRIC UTILITIES	<i>Electric</i>	\$ 1,390.09	7/14/23	X
6011168415639	7/14/23	HOME DEPOT CREDIT SERVICES	<i>Maintenance supplies</i>	\$ 1,882.80	7/14/23	X
76322014039	7/14/23	RCN		\$ 418.51	7/14/23	X
kjg183	7/14/23	SAFEGUARD BUSINESS SYSTEMS INC		\$ 218.58	7/14/23	X
3133217856	7/14/23	TFS Leasing A Program of De Lage		\$ 901.24	7/14/23	X
5131530233	7/14/23	T-Mobile		\$ 216.18	7/14/23	X
54340031	7/14/23	PITNEY BOWES GLOBAL FINANCIAL SERVICES		\$ 259.41	7/14/23	X
54340033	7/14/23	PURCHASE POWER		\$ 125.00	7/14/23	X
07012023 7/23	7/26/23	HealthNow Administrative Services	<i>Health insurance</i>	\$ 43,209.18	7/26/23	X
1939299	7/27/23	US FOODS		\$ 75.84	7/27/23	X
100006612293	7/27/23	UGI UTILITIES, INC.		\$ 143.34	7/27/23	X
23072751	7/27/23	PPL ELECTRIC UTILITIES	<i>Electric</i>	\$ 2,688.22	7/27/23	X
507707272023	7/27/23	ReadyRefresh by Nestle		\$ 160.96	7/27/23	X
100006612384	7/27/23	UGI UTILITIES, INC.		\$ 28.36	7/27/23	X
100006612444	7/27/23	UGI UTILITIES, INC.		\$ 28.36	7/27/23	X
100006612541	7/27/23	UGI UTILITIES, INC.		\$ 42.41	7/27/23	X
07272023	7/27/23	AMAZON CREDIT PLAN	<i>Paper shredder, office supplies</i>	\$ 3,285.98	7/27/23	X
1023503175	7/27/23	PITNEY BOWES INC		\$ 84.99	7/27/23	X
54566911	7/27/23	PITNEY BOWES INC		\$ 59.49	7/27/23	X
013607272023	7/27/23	TOSHIBA AMERICA BUSINESS SOLUTIONS		\$ 265.90	7/27/23	X
027107272023	7/27/23	ReadyRefresh by Nestle		\$ 94.97	7/27/23	X
542498	7/27/23	PenTeleData		\$ 429.00	7/27/23	X
P-250634272	7/28/23	ZOOM		\$ 12.79	7/28/23	X
Health Insurance Claims (HIC)						
6282023M-6/21	7/3/23	HealthNow	<i>Health Claims-PE 6/27/23</i>	\$ 5,142.75	7/3/23	X
7122023M-7/5-1	7/17/23	HealthNow	<i>Health Claims-PE 7/11/23</i>	\$ 11,250.06	7/17/23	X
752023M-6/28-7	7/18/23	HealthNow	<i>Health Claims-PE 7/4/23</i>	\$ 275.48	7/18/23	X
7192023M-7/12	7/24/23	HealthNow	<i>Health Claims-PE 7/18/23</i>	\$ 19,423.17	7/24/23	X
7262023M-7/19	7/31/23	HealthNow	<i>Health Claims-PE 7/25/23</i>	\$ 36,841.42	7/31/23	X
Payroll						
063023 PPE 6/2	7/1/23	VOYA Financial		\$ 425.69	7/1/23	X
636840098 PPE	7/7/23	ADP		\$ 586.71	7/7/23	X
18234207 PPE	7/7/23	PENSERV PLAN SERVICES INC	<i>EE/ER 403b contributions</i>	\$ 12,917.33	7/7/23	X
188000803 6/23	7/7/23	P.S.E.R.S.EMPLOYEE # 9254	<i>EE State pension contributions</i>	\$ 19,117.52	7/7/23	X

Roberto Clemente Charter School
 Payment List
 For the Period 7/1/23 through 7/31/23

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
000282 PPE 7/1	7/14/23	PA SCDU		\$ 293.54	7/14/23	X
637819110 PPE	7/14/23	ADP		\$ 595.13	7/14/23	X
000220 PPE 7/1	7/14/23	NYS Child Support Processing Center		\$ 200.00	7/14/23	X
AW PPE 7/14/2	7/14/23	Payroll/Taxes	<i>ACH payroll & taxes</i>	\$ 197,085.41	7/14/23	X
07142023 PPE	7/17/23	VOYA Financial		\$ 493.82	7/17/23	X
18247758 PPE	7/19/23	PENSERV PLAN SERVICES INC	<i>EE/ER 403b contributions</i>	\$ 12,390.98	7/19/23	X
638361008	7/21/23	ADP		\$ 690.00	7/21/23	X
000220 PPE 7/2	7/22/23	NYS Child Support Processing Center		\$ 200.00	7/22/23	X
000282 PPE 7/2	7/22/23	PA SCDU		\$ 293.54	7/22/23	X
51535171	7/28/23	Susan Kamber	<i>Independent contractor-art program</i>	\$ 965.87	7/28/23	X
51535172	7/28/23	McKenna Snyder LLC	<i>Legal services</i>	\$ 1,392.60	7/28/23	X
AW PPE 7/24/2	7/28/23	Payroll/Taxes	<i>ACH payroll & taxes</i>	\$ 181,883.55	7/28/23	X
PPE 7/22/2023	7/28/23	Keystone Collections Group		\$ 92.00	7/28/23	X
CEO's Account (Central Administration)						
<i>No activity</i>						
Principal's Account (Elementary School)						
<i>No activity</i>						
Principal's Account (Secondary School)						
004671	7/24/23	SALSA BURRITO	<i>Conference meal</i>	\$ 12.00	7/24/23	X
004717	7/25/23	SALSA BURRITO	<i>Conference meal</i>	\$ 14.62	7/25/23	X
DMA 7/26	7/26/23	DMA PIZZA	<i>Conference meal</i>	\$ 10.30	7/26/23	X
				\$ 771,192.77		