



## Board of Trustees

March 21, 2023

7:00PM

### Agenda

1. Review of Agenda
2. Review of Minutes
  - 2/21/23 Minutes (motion)
3. Public Input
4. CEO Office
  - CEO Report
  - Independent Educational Evaluations Policy (motion)
  - Transition from Preschool Early Intervention Programs to Charter School Kindergarten or First Grade Programs Policy (motion)
  - Threat Assessment Policy (first reading)
  - 2023-2024 K-12 Master Calendar (motion)
  - ARP ESSER Health & Safety Plan
5. Principals' Offices
  - Elementary School Report
  - Secondary School Report
6. Human Resources
  - HR Report
  - Hires/Appointments (motion)
  - Resignations/Terminations (motion)
  - Communicable Disease Policy (motion)
  - Infectious Disease Control Procedure (motion)
  - Non-Fraternization Policy (motion)
7. Business Office
  - March Business Report
  - February Financial Report
  - February Payment List (motion)
  - 2023/24 Fresh Fruit & Vegetable Grant (motion)
  - 2022/23 ARP Retention Award Schedule (motion)
  - Carbon Lehigh Intermediate Unit Agreement (motion)
  - The Pennsylvania State University Agreement (motion)
8. New Business
9. Adjourn (motion)

**Roberto Clemente Charter School  
Board of Trustees Meeting Minutes  
February 21, 2023**

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

**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 6:31 p.m. to discuss personnel and student discipline issues. The Board left the executive session at 7:04 p.m.

The Board entered another executive session at 8:10 p.m. to discuss real estate issues. The Board left executive session at 8:16 p.m.

Dr. Columba called the meeting to order at 7:08 p.m.

**MINUTES:**

The minutes of the January 2023 BoT meeting were reviewed. A motion to approve the January minutes was made by Mr. García and seconded by Mr. Bassler. The motion carried unanimously.

**PUBLIC COMMENT:**

No public input.

**CEO's REPORT:**

Mrs. Mace presented the CEO's Report.

A motion to approve The Admission of Students through the Lottery Process Policy was made by Mr. Lahoud and seconded by Dr. Dolgos. The motion carried unanimously.

The Independent Educational Evaluations Policy and the Transition from Preschool Early Intervention Programs to Charter School Kindergarten Programs Policy were presented to the Board for its first reading. Further actions will be taken at the March BoT meeting.

**PRINCIPALS' REPORTS:**

Ms. Kobyra and Mr. Snyder presented their respective secondary and elementary school reports.

**HUMAN RESOURCES REPORT:**

Mr. Rodríguez submitted the Human Resources Report.

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

The Communicable Disease Policy along with the Infectious Disease Control Procedure and the Non-Fraternization Policy were presented to the Board for its first reading. Further actions will be taken at the March BoT meeting.

**BUSINESS & FINANCIAL REPORTS:**

The Business Report for the month of February was presented by Mr. Boger. The January 2023 Financial Reports and the January 2023 payment list were presented by Mr. Boger for discussion.

A motion to approve the January 2023 payment list was made by Mr. García and seconded by Rev. Quiñones. The motion carried unanimously.

A motion to approve renewing the contract with Wilford Antonio Le Baron was made by Mr. Lahoud and seconded by Mr. Bassler. The motion carried unanimously.

**NEW BUSINESS:**

A motion to reelect the current slate of officers for a subsequent term as follows: Dr. Columba, President; Dr. Dolgos, Vice President; Mr. Bassler, Treasurer; and Mr. Rolón, Secretary, was made by Mr. García and seconded by Mr. Lahoud. The motion carried unanimously.

The Board would like to extend its congratulations to Mr. García on his retirement.

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 8:09 p.m. **The next regular Board meeting will be at the RCCS Administration Building on March 21, 2023, at 7:00 p.m.**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Alexander Rolón, Secretary

\_\_\_\_\_  
Date



CEO Report  
Tuesday, March 21, 2023  
Mrs. Alyssa Mace

1. Policies

- Independent Educational Evaluations (motion)
  - Should a parent disagree with an evaluation conducted by RCCS, this policy details RCCS' response to facilitate an independent educational evaluation.
- Transition From Preschool Early Intervention Programs to Charter School Kindergarten or First Grade Programs (motion)
  - This policy summarizes how RCCS will support the transition from early intervention to the school-age program ensuring continued supports and services for qualifying students.
- Threat Assessment (1<sup>st</sup> reading)
  - Act 44 requires all Pennsylvania schools to create and operate a threat assessment team. This policy outlines the general roles and responsibilities of the team.

2. 2023-2024 K-12 Master Calendar (motion)

- K-5
  - Addition of 1:00 p.m. early dismissals
- 6-12
  - Extended school day hours: 7:45 a.m. – 3:00 p.m.
  - Two additional days of orientation (August 24, 25)
  - Elimination of calendar designated parent/teacher conferences

3. ARP ESSER Health & Safety Plan

- LEAs are required to review their Health and Safety Plans every 6 months.
- There are zero revisions or updates from its presentation in September.

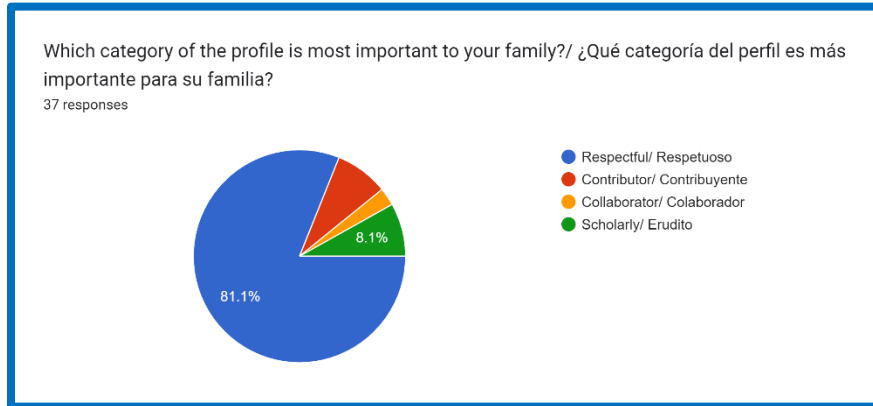
4. 2022 Targeted Support and Improvement (TSI) Designation

- TSI is an annual school improvement designation. It is the lowest level of school improvement and will be managed internally by the school.
- RCCS was designated for TSI due to achievement rates of English Learners.
- The Title I Schoolwide Plan must address improvement efforts for this specific subgroup of students. This plan is due 9/1/23.
- Carbon Lehigh Intermediate Unit #21 will provide technical assistance. The first training will be held Monday, March 27<sup>th</sup>.



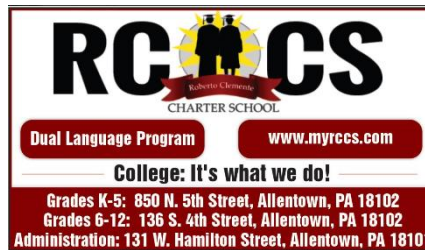
5. RCCS News: March 2023

- Profile of a Successful Learner Parent Survey Results



6. Advertising and Public Relations

- Allentown Municipal Golf Course- Course Guide (12 months)



7. Professional Development

- Local CEO Chat
  - March 9, 2023 @ Seven Generations Charter School
- Virtual Conference
  - PDE BSE Making a Difference: Educational Practices that Work!
  - March 1-3, 2023

8. Education Committee

- Monday, March 13, 2023



## **Board of Trustees Policy**

### **INDEPENDENT EDUCATIONAL EVALUATIONS POLICY**

The Board of Trustees recognizes that in accordance with applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code, a parent has the right to obtain an independent educational evaluation (“IEE”) of his or her child if the parent disagrees with an evaluation by the Roberto Clemente Charter School (“Charter School”) to the extent permitted by law, including the right of the Charter School, to file a due process complaint to show that its evaluation is appropriate and to contest the need for an independent evaluation.

If a parent requests an IEE, the CEO or designee is directed to provide the parent with information about where the parent may obtain an IEE and about the Charter School’s criteria that apply to IEEs. As this policy contains information about the Charter School’s criteria, this policy should be provided to parents upon request.

An Independent Educational Evaluation or IEE is defined under applicable requirements as an evaluation conducted by a qualified examiner who is not employed by the Charter School.

Public expense is defined as follows: the Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA 2004.

A parent has the right to an IEE of his or her child at public expense if the parent disagrees with an evaluation of the child obtained by the Charter School, SUBJECT TO THE FOLLOWING CONDITIONS:

If a parent requests an IEE at public expense, the Charter School must, without unnecessary delay, either: (1) File a due process complaint to request a hearing to show that its evaluation of the child is appropriate; or (2) Provide an IEE at public expense, unless the Charter School demonstrates in a hearing that the evaluation obtained did not meet the Charter School’s criteria.

The CEO or designee is directed to notify parents when declining the parent’s request for an IEE at public expense and the reason for denial of the IEE via a written PWN/NOREP accompanied by a Procedural Safeguards Notice.



The CEO or designee must not unreasonably delay either providing the IEE at public expense or initiating due process to defend the Charter School's Evaluation Report.

The CEO or designee is directed to maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall make that list reasonably available to any parent who requests it.

If the Charter School initiates a due process hearing and the final decision is that the Charter School's evaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense and therefore the Charter School is not responsible for the cost nor any other public source.

If a parent requests an evaluation at public expense, the Charter School shall ask in writing for the parent's reason why he or she objects to the public evaluation. However, it must be made clear that the explanation by the parent may not be required and the Charter School may not unreasonably delay either providing the independent evaluation at public expense or initiating a hearing to defend its evaluation.

A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

If a parent obtains an independent evaluation at private expense the results of the evaluation must be considered by the Charter School Team, if it meets the Charter School's criteria, in any decision made with respect to a determination of eligibility, and/or bases of eligibility pursuant to IDEA and Chapter 711 and the provision of FAPE to the child. The IEE Report may be presented as evidence at a hearing relating to the child.

If an independent evaluation is at public expense, the criteria under which the evaluation is obtained including, but not limited to the location of the evaluation and qualifications of the examiner, must be the same as the criteria that the Charter School uses when it initiates an evaluation to the extent that those criteria are consistent with the parents' right to an independent evaluation. These criteria must be made known to the parent. Such criteria are determined by the mandates of PA Charter School Law for charter renewal and the Governmental Accounting Standards Board, as per the required annual audit of the Charter School's finances, and are also set forth in the IEE Administrative Procedures and include:



- Production of required current state and federal child abuse and criminal clearances;
- Confirmation and production of required licensure/certification to perform the independent evaluation;
- Agreement to comply with FERPA given review and use of Student's Personally Protected Information in evaluation process;
- Production of professional liability and workers compensation insurance as evaluator is an independent evaluator and not an employee of the Charter School;
- Email of the IEE report to Parent(s) and Charter School simultaneously;

The Charter School may not impose conditions or timelines related to obtaining an evaluation at public expense.

All evaluations performed must take into account the child's English language skills and ethnicity to ensure that the testing and evaluation will not be unfair or discriminatory. Tests must be given in the child's native language or mode of communication (such as Braille or sign language) of the child, unless it is clearly not feasible to do so.

Evaluations must also take into account the child's disability to be sure the test measures what it is supposed to measure.

The specific tests used in the evaluation process depend upon the problems the child is experiencing. In most cases, the child will be given several tests to help find strengths and needs. The Charter School teacher(s) and other School IEP team member input must be considered. Information that parents provide must also be included in the evaluation.

Evaluators must be properly certified and qualified to administer the tests, assessments and evaluation techniques used. Such certification and qualification requirements must meet those mandated in Pennsylvania.

Evaluation techniques must be consistent with the most up to date techniques commonly practiced in the evaluator's field. Evaluations must not be racially, culturally or otherwise biased or discriminatory. Recommendations must be based upon the child and must not be generalized.

A complete copy of the independent evaluation report must be made available to the IEP team.





Parents are to be given a release of records so that information from the Charter School (including records, observations and other information gathered regarding the child) about the child may be disclosed to the independent evaluator and that Parents agree to release of information to the Charter School as obtained by the independent evaluator during course of independent evaluation.

The Charter School will comply with and monitor changes in all state and federal time lines, procedures and due process requirements throughout the entire independent evaluation process. In the event that there are changes in state or federal law with regard to any part of this policy, Charter School will comply with state and federal law.

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

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2023

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary



## Board of Trustees Policy

### **TRANSITION FROM PRESCHOOL EARLY INTERVENTION PROGRAMS TO CHARTER SCHOOL KINDERGARTEN OR FIRST GRADE PROGRAMS POLICY**

The Board of Trustees of the Charter School (“Charter School”) recognizes that Act 212 of 1990, the Early Intervention Systems Act, established Early Intervention services in Pennsylvania for eligible children from age three to the “age of beginners”. Age of beginners is defined as the minimum age established by each school district’s board of directors for admission to the school district’s first grade under 22 Pa. Code 14 §14.101. A transition, without interruption in program, and with appropriate procedural protections, is required under 20 U.S.C. §1419 (IDEA).

To assist in this transition process, the Pennsylvania Department of Education (“PDE”) Bureau of Special Education (“BSE”) and the Bureau of Early Intervention Services (“BEIS”) have developed standardized procedures and forms to be utilized by the Preschool Early Intervention programs, school districts and charter schools throughout the process. If Parents choose to enroll their child in the Charter School or complete the Intent to Register and select the Charter School, then the Charter School must fulfill the following responsibilities for a successful transition for the new school year.

By February 1<sup>st</sup> of each year, preschool Early Intervention programs must identify the children in their programs who are approaching the age for kindergarten or first grade. During the transition meetings in February, if parents intend to register their child with the Charter School, the following options should be considered by parents and the Charter School team:

(1) Parents and the Charter School can agree to adopt and implement the child's preschool Early Intervention Individualized Education Program for the new school year and, if so, the Charter School would then issue the Notice of Recommended Educational Placement/Prior Written Notice (“NOREP/PWN”), indicating this recommendation. However, the NOREP/PWN should indicate that the IFSP, as adopted, will serve as interim supports for the student, for a period of time of a maximum of sixty (60) days, while the Charter School, as the new LEA, decides on whether to accept, in part or whole, the entire recommended special education program in the IFSP. The Charter School will then determine, through a review of Early Intervention records, if school-age instruments were used to develop the IFSP and if not, then issue a PTRE to conduct an evaluation using necessary school-age instruments.



(2) Parents and the Charter School can decide to adopt the preschool Early Intervention Individualized Education Program with revisions. The Charter School and parents would discuss the proposed revisions. The Charter School would then issue the revised Individualized Education Program and Notice of Recommended Educational Placement/Prior Written Notice indicating this recommendation.

(3) Parents and the Charter School will decide if a reevaluation is necessary. The Charter School may conduct a reevaluation consisting of a review of existing data and information prior to the development of an Individualized Education Program. The Charter School is not required to issue the Prior Written Notice and Request for Consent for Reevaluate form to obtain parental consent prior to a reevaluation limited to a review of existing data. The Charter School will notify the parents in writing within a reasonable amount of time after receipt of the Intent to Register form. Charter schools may conduct a reevaluation and develop Individualized Education Programs in accordance with the timelines mandated in 22 Pa. Code Chapter 711. The Charter School and the parents may agree to waive a required reevaluation that is allowed under 34 CFR §300.303(b)(2) or may agree to implement the existing evaluation or Individualized Education Program.

(4) The Charter School may notify parents using a letter/notice developed by the Charter School. If the team is meeting to review existing evaluation data, the Invitation to Participate in the Individualized Education Program Team Meeting or Other Meeting notice can be used, noting that the meeting is to review data as part of a reevaluation. This review of existing data should commence within a reasonable amount of time after receipt of the Intent to Register.

The Reevaluation Report will summarize the data reviewed during reevaluation, the decision about whether additional evaluation data are needed, and a determination about the child's continued eligibility for special education services. If, through the review of existing evaluation data the Individualized Education Program team as described above determines that additional data are needed, the Charter School will issue the Prior Written Notice and Request for Consent to Reevaluate Form to obtain parental consent to collect the additional data. Within 60 days of the date the Charter School receives parental consent (not including summer days) to collect additional data, the parents will receive a copy of the Reevaluation Report.

(5) Waiving the reevaluation is not part of the reevaluation process. Waiving the reevaluation is recommended by the Charter School, not the Individualized



Education Program team. The parents must be in agreement with the determination to waive the reevaluation. Parent signature is required on the Agreement to Waive Reevaluation form.

Within a reasonable period of time from the receipt of the signed Intent to Register form but no later than April 15th, the Charter School will notify parents in writing and initiate one of the options as noted above. Regardless which option is chosen, an Individualized Education Program will be implemented no later than 10 school days after its completion, in order to ensure that the special education programs of young children with disabilities are not interrupted when they transition from preschool Early Intervention programs to school-age programs.

All children currently eligible for special education in preschool Early Intervention and registered with the Charter School will remain eligible for special education in the Charter School unless the Charter School or preschool Early Intervention program completes a reevaluation that determines the child is no longer eligible for special education. If no longer eligible for special education services, the Charter School or preschool Early Intervention program must issue a Notice of Recommended Educational Placement/Prior Written Notice. If parents disagree with the Individualized Education Program offered by the Charter School and initiate a due process hearing or both parties agree to mediation, children who will transition into kindergarten or school age programs must continue to receive the services described in their preschool Individualized Education Program (ensuring "status quo") pending completion of dispute resolution options of mediations or due process hearings.

It is recommended that the records of children who will be transitioning to the Charter School be requested by the Charter School for transfer from the preschool Early Intervention program in time for the transition meeting. If a transition meeting is not held, the records will be transferred upon the child being registered with the Charter School or when the child is no longer receiving preschool Early Intervention services.

The CEO shall ensure that this transition process is carried out through the Director of Student Services/Special Education Coordinator and any questions should be directed to this latter person.



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

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2023.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary



## Board of Trustees Policy

### THREAT ASSESSMENT POLICY

#### Purpose

The Board of Trustees (“Board”) of the Roberto Clemente Charter School (“Charter School”) is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, and others.

#### Authority

The Board directs the CEO or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.

#### Definitions

**Behavioral service providers** – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county, or local government to act as a behavioral health agency.

**Bias** – the attitudes or beliefs we have about a person or group that affects our understanding, actions, and decisions in a conscious or subconscious manner.

**Individualized Management Plan** – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

**Threat assessment** – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student other students, school employees, school facilities, the community, or others.



## Delegation of Responsibility

The CEO or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a Charter School threat assessment team.

The CEO or designee shall designate a member of the team as team leader for the threat assessment team.

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; school resource officer; special education and school administration.

The CEO or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The CEO or designee shall develop and implement administrative regulations to support the threat assessment process.

## Guidelines

### Training

The CEO or designee shall ensure that threat assessment team members are provided individual and/or group training on:

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.
5. Student Assistance Program process.
6. Youth suicide awareness, prevention, and response.
7. Trauma-informed approach.
8. Safe2Say Something procedures.



9. Multi-tiered systems of support.
10. Positive Behavioral Intervention and Support.

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.

#### Information for Students, Parents/Guardians and Staff

The Charter School shall notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the Charter School website, publishing in handbooks, and through other appropriate methods.

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other Charter School reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community, or others and how to report concerns, including through the Safe2Say Something program and other Charter School reporting hotlines or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.

#### Reporting and Identification

The threat assessment team shall document, assess, and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.





The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:

1. Notify the CEO or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.

### Inquiry and Assessment

In investigating, assessing, and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.
2. Bullying/Cyberbullying.
3. Suicide Awareness, Prevention and Response.
4. Hazing.
5. Dating Violence.



Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.
3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations and Board policy.
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Assistance Program team, or others.

The threat assessment team shall establish and implement procedures, in accordance with the Charter School's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other Charter School supports and services.

### Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community, or others. The plan should document the



team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:

1. A referral to the Student Assistance Program.
2. A referral to the appropriate law enforcement agency.
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.
4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations, and Board policy.
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.

#### *Safe Schools Incident Reporting –*

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance,



Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the CEO or designee shall immediately report required incidents, if not previously reported by Charter School staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.

The CEO or designee shall notify the parent/guardian, if not previously notified by Charter School staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The CEO or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The CEO or designee will document attempts made to reach the parent/guardian.

#### *Students With Disabilities –*

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the Charter School shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The Charter School shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.

#### Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no



longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.

### Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:

1. Student health records.
2. Prior school disciplinary records
3. Records related to adjudication under applicable law and regulations.
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the Charter School.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the Charter School.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the Charter School's legal and investigative obligations.

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.

### Annual Board Report

The threat assessment team shall provide the required information to the CEO, in consultation with the School Safety and Security Coordinator, to annually develop and



present to the Board, at an executive session, a report outlining the Charter School's approach to threat assessment, which shall include:

1. Verification that the Charter School's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the Charter School, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the Charter School's threat assessment team(s) operation.
6. Recommendations for improvement of the Charter School's threat assessment processes.
7. Any additional information required by the CEO or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on Charter School safety and security practices.

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the Charter School and their composition, the total number of threats assessed that year, and any additional information required by the CEO or designee shall be included in the School Safety and Security Coordinator's annual report on Charter School safety and security practices that is submitted to the state's School Safety and Security 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





# 2023 - 2024

## K-12

K-5: 8:30 a.m.- 3:10 p.m. 6-12: 7:45 a.m. - 3:00 p.m.

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Instructional Days: 4

- 17, 18 New Teacher Induction
- 21, 22, 23 All Staff Orientation (K-12)
- 24, 25 MHS Orientation (6-12 ONLY)
- 28 First Day of School

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Instructional Days: 19

- 15 Parent/Teacher Conferences  
*\*Grades K-5 Do Not Report*
- 16, 19 School Closed - Presidents' Day Holiday
- 21 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Instructional Days: 19

- 1, 4 School Closed Labor Day Holiday
- 20 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 18

- 8 School Closed Professional Development
- 20 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*
- 28, 29 School Closed- Spring Holiday

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days: 21

- 9 School Closed Professional Development
- 18 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 21

- 1 School Closed- Spring Holiday
- 17 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*
- 22-26 PSSA ELA Grades 3-8
- 29, 30 PSSA Math & Science Grades 3-8

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Instructional Days: 17

- 7 School Closed Professional Development
- 15 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*
- 21 Parent/Teacher Conferences  
*\*Grades K-5 Do Not Report*
- 22 School Closed Professional Development
- 23, 24, 27 School Closed Thanksgiving Holiday

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 22

- 1-3 PSSA Math & Science Grades 3-8
- 6-10 PSSA Make-ups Grades 3-8
- 13-24 Keystone Testing
- 15 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*
- 27 School Closed - Memorial Day

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 15

- 20 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*
- 22-29 School Closed Winter Holiday

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: 5  
Total Instructional Days: 180

- 7 Last Day of School/ Early Dismissal  
*\*Grades K-5 11:30 a.m.*  
*\*Grades 6-12 12:00 p.m.*
- 10 Teacher Record Day
- 17-28 Summer School/ESY

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 19

- 1, 2 School Closed - Winter Holiday
- 15 School Closed - MLK Jr. Day
- 17 Early Dismissal (K-12)  
*\*Grades 6-12 12:00 p.m.*  
*\*Grades K-5 1:00 p.m.*
- 22 School Closed Professional Development

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1-12 Summer School/ESY
- 4 School Closed- 4th of July

If necessary, make-up days for students due to emergency school closings will occur on February 16, March 28 & April 1



AGOSTO 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Días de Instrucción: 4

- 17, 18 Orientación de Nuevo Personal
- 21, 22, 23 Orientación de Personal (K-12)
- 24, 25 MHS Orientation (6-12 ONLY)
- 28 Primer Día de Clases

FEBRERO 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

Días de Instrucción: 19

- 15 Conferencias de Padre y Familia  
*\*Grados K-5 No se reportan*
- 16, 19 Escuela Cerrada - Conmemoración de Presidentes
- 15 Salida Temprana (6-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*

SEPTIEMBRE 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Días de Instrucción: 19

- 1, 4 Escuela Cerrada - Día Laboral
- 20 Salida Temprana (K-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*

MARZO 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Días de Instrucción: 18

- 8 Escuela Cerrada - Desarrollo de Personal
- 20 Salida Temprana (K-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*
- 28, 29 Escuela Cerrada- Vacaciones de Primavera

OCTUBRE 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Días de Instrucción: 21

- 9 Escuela Cerrada - Desarrollo de Personal
- 18 Salida Temprana (K-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*

ABRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Días de Instrucción: 21

- 1 Escuela Cerrada- Vacaciones de Primavera
- 17 Salida Temprana (K-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*
- 22-26 PSSA ELA Grados 3-8

NOVIEMBRE 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Días de Instrucción: 17

- 7 Escuela Cerrada - Desarrollo de Personal
- 15 Salida Temprana (K-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*
- 21 Conferencias de Padre y Familia  
*\*Grados K-5 No se reportan*
- 22 Escuela Cerrada - Desarrollo de Personal
- 22, 24, 27 Escuela Cerrada - Día de Acción de Gracias

MAYO 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Días de Instrucción: 22

- 1-3 PSSA Matemáticas y Ciencia Grados 3-8
- 6-10 Exámenes de Recuperación PSSA
- 13-24 Exámenes de Keystone
- 15 Salida Temprana (K-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*
- 27 Escuela Cerrada Observación de Conmemoración

DICIEMBRE 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Días de Instrucción: 15

- 20 Salida Temprana (K-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*
- 22-29 Escuela Cerrada - Vacaciones de Invierno

JUNIO 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Días de Instrucción: 5  
Total de días de instrucción: 180

- 7 Último Día de Clases/Salida Temprana  
*\*Grados K-5 11:30 a.m.*  
*\*Grados 6-12 12:00 p.m.*
- 10 Registro de Maestro
- 17-28 Escuela de Verano/ESY

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Días de Instrucción: 19

- 1,2 Escuela Cerrada - Vacaciones de Invierno
- 15 Escuela Cerrada - Conmemoración de MLK Jr.
- 17 Salida Temprana (K-12)  
*\*Grados 6-12 12:00 p.m.*  
*\*Grados K-5 1:00 p.m.*
- 22 Escuela Cerrada - Desarrollo de Personal

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1-12 Escuela de Verano/ESY
- 4 Escuela Cerrada- Día de Independencia

Si es necesario, los días de recuperación para los estudiantes debido a los cierres escolares de emergencia se realizarán el 16 de febrero, el 28 de marzo y el 1 de abril



# ARP ESSER Health and Safety Plan Guidance & Template

---

Section 2001(i)(1) of the American Rescue Plan (ARP) Act requires each local education agency (LEA) that receives funding under the ARP Elementary and Secondary School Emergency Relief (ESSER) Fund to develop and make publicly available on the LEA's website a *Safe Return to In-Person Instruction and Continuity of Services Plan*, hereinafter referred to as a *Health and Safety Plan*.

Based on ARP requirements, 90 percent of ARP ESSER funds will be distributed to school districts and charter schools based on their relative share of Title I-A funding in FY 2020-2021. **Given Federally required timelines, LEAs eligible to apply for and receive this portion of the ARP ESSER funding must submit a Health and Safety Plan that meets ARP Act requirements to the Pennsylvania Department of Education (PDE) by Friday, July 30, 2021, regardless of when the LEA submits its ARP ESSER application.**

Each LEA must create a Health and Safety Plan that addresses how it will maintain the health and safety of students, educators, and other staff, and which will serve as local guidelines for all instructional and non-instructional school activities during the period of the LEA's ARP ESSER grant. The Health and Safety Plan should be tailored to the unique needs of each LEA and its schools and must take into account public comment related to the development of, and subsequent revisions to, the Health and Safety Plan.

The ARP Act and U.S. Department of Education rules require Health and Safety plans include the following components:

1. How the LEA will, to the greatest extent practicable, implement prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning;
2. How the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services;
3. How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC:

- a. Universal and correct wearing of [masks](#);
- b. Modifying facilities to allow for [physical distancing](#) (e.g., use of cohorts/podding);
- c. [Handwashing and respiratory etiquette](#);
- d. [Cleaning](#) and maintaining healthy facilities, including improving [ventilation](#);
- e. [Contact tracing](#) in combination with [isolation](#) and [quarantine](#), in collaboration with State and local health departments;
- f. [Diagnostic](#) and screening testing;
- g. Efforts to provide COVID-19 [vaccinations to school communities](#);
- h. Appropriate accommodations for children with disabilities with respect to health and safety policies; and
- i. Coordination with state and local health officials.

The LEA's Health and Safety Plan must be approved by its governing body and posted on the LEA's publicly available website by July 30, 2021.\* The ARP Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Each LEA will upload in the eGrants system its updated Health and Safety Plan and webpage URL where the plan is located on the LEA's publicly available website.

The ARP Act requires LEAs to review their Health and Safety Plans at least every six months during the period of the LEA's ARP ESSER grant. LEAs also must review and update their plans whenever there are significant changes to the CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

LEAs may use the template to revise their current Health and Safety Plans to meet ARP requirements and ensure all stakeholders are fully informed of the LEA's plan to safely resume instructional and non-instructional school activities, including in-person learning, for the current school year. An LEA may use a different plan template or format provided it includes all the elements required by the ARP Act, as listed above.

\* The July 30 deadline applies only to school districts and charter schools that received federal Title I-A funds in FY 2020-2021 and intend to apply for and receive ARP ESSER funding.

## **Additional Resources**

LEAs are advised to review the following resources when developing their Health and Safety Plans:

- [CDC K-12 School Operational Strategy](#)
- [PDE Resources for School Communities During COVID-19](#)
- [PDE Roadmap for Education Leaders](#)
- [PDE Accelerated Learning Through an Integrated System of Support](#)
- [PA Department of Health - COVID-19 in Pennsylvania](#)

# Health and Safety Plan Summary: Roberto Clemente Charter School

**Initial Effective Date: September 8, 2020**

**Date of Last Review: March 21, 2023**

**Date of Last Revision: September 20, 2022**

1. How will the LEA, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities in order to continuously and safely open and operate schools for in-person learning?

**Roberto Clemente Charter School (RCCS) will comply with federal, state, and local mandates as well as any Pennsylvania Department of Education (PDE) and Pennsylvania Department of Health (PA DOH) mandates as it pertains to COVID-19 and the health and safety of our students, staff, visitors and community. RCCS's Health and Safety Plan will consider recommendations from the Centers for Disease Control and Prevention (CDC), PDE, and the PA DOH. As such, when changes in guidance are provided or there is a significant change in our community COVID-19 metrics (specific to the municipalities served by RCCS and the Lehigh County area), the administration will make recommendations to the school's Board of Trustees for consideration to revise/update the Health and Safety Plan. Changes to the Health and Safety Plan will be communicated to the RCCS community via email messages, the school website, and/or official school social media platforms.**

**The chart below in this Health and Safety Plan outlines the actions RCCS will engage in to promote the health and safety of students, staff, and community members.**

2. How will the LEA ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services?

**RCCS will provide an instructional model that includes in-person instruction 5 days per week to support our students' academic, social, emotional, behavioral, health, and food service needs. Student and staff health will be monitored to the greatest extent feasible and should transmission levels in the community or in a specific school building increase to levels that warrant greater mitigation, the administration will make recommendations to the Board of Trustees for consideration to revise the instructional model, the Health and Safety Plan, as well as the processes and infrastructure to provide services virtually and remotely, if needed. Our counselors and the Student Assistance Program (SAP) teams will continue to provide support for students and families, as necessary. Students eligible for specially designed instruction**

**and/or related services through an Individualized Education Plan (IEP) will be provided the academic and behavior supports as outlined in the IEP. Our Employee Assistance Program will also be available for staff needing assistance. Finally, all meals served at RCCS are provided at no charge to families.**

3. Use the table below to explain how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC.

ARP ESSER Requirement	Strategies, Policies, and Procedures
a. Universal and correct wearing of <a href="#">masks</a> ;	RCCS will follow the guidance provided by the CDC and PA DOH regarding face coverings for positive cases and exposures to the extent feasible. If a significant change to masking requirements is warranted, the pandemic team and administration will formulate a recommendation to the Board of Trustees for consideration to adjust the health and safety plan as needed.
b. Modifying facilities to allow for <a href="#">physical distancing</a> (e.g., use of cohorts/podding);	The most current guidance from the PA DOH will be considered in determining what, if any, modifications to facilities need to be completed during times of high levels of community transmission. No specific social distancing strategy is recommended by the CDC.
c. <a href="#">Handwashing and respiratory etiquette</a> ;	RCCS will ensure the availability of appropriate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, disinfectant wipes, and tissues) and will strategically place supplies in areas where they may be frequently used. Signage reminding all school community members of proper respiratory and hand washing etiquette will continue to be displayed throughout the school buildings.
d. <a href="#">Cleaning</a> and maintaining healthy facilities, including improving <a href="#">ventilation</a> ;	Established cleaning protocols will continue during the 2022-2023 school year. High-touch surfaces will be cleaned/disinfected frequently throughout the day to the extent feasible following EPA/CDC/manufacture guidelines. Classrooms and common areas will be properly ventilated and when possible, using windows will be encouraged. RCCS

ARP ESSER Requirement	Strategies, Policies, and Procedures
	will ensure preventive maintenance and filter changes on HVAC units will occur on a frequent basis.
<p>e. <a href="#">Contact tracing</a> in combination with <a href="#">isolation</a> and <a href="#">quarantine</a>, in collaboration with the State and local health departments;</p>	<p>School nurses and the administration will follow applicable policies and strategies related to Communicable Diseases in accordance with the PA DOH Public Health Code.</p> <p>To the extent feasible, RCCS will require confirmed positive cases to follow the CDC Guidelines for People with COVID-19. RCCS will require, to the extent feasible, those with confirmed exposure to a positive case of COVID-19 to follow the CDCs guidelines “What to Do If You Were Exposed To COVID-19”.</p>
<p>f. <a href="#">Diagnostic</a> and screening testing;</p>	<p>Staff, students, and parents will be given guidelines about signs and symptoms of COVID-19 and advised not to present to a school building if those symptoms exist. Students and staff should take a COVID-19 test when exhibiting symptoms.</p> <p>Absenteeism will be monitored to identify any trends in student and staff absences due to illness.</p> <p>Voluntary Rapid Antigen Testing will be available in the health rooms of school buildings for those students and staff who become symptomatic during the school day.</p> <p>If testing supply permits, a limited number of OTC Rapid Antigen Tests will be made available to student families and staff for at-home use.</p>
<p>g. Efforts to provide <a href="#">vaccinations to school communities</a>;</p>	<p>RCCS will continue to share information regarding community vaccination efforts via the school website or on official school social media.</p>
<p>h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and</p>	<p>Accommodations for students with an identified disability will be provided per the student’s IEP or Section 504 Service Agreement. These accommodations will be provided in accordance with the approved Health and Safety Plan in collaboration with the Special Education Department, the student’s IEP case manager, the Special Education Supervisor, and/or the Section 504 Coordinator.</p>

ARP ESSER Requirement	Strategies, Policies, and Procedures
<ul style="list-style-type: none"> <li>i. Coordination with state and local health officials.</li> </ul>	<p>RCCS will consult with PA DOH and the Allentown Health Bureau on decisions related to the closure of classrooms, individual buildings, or the entire school. If state or local public health officials recommend school closure or a within-school-year change in our safety protocols, RCCS will utilize all of its communication platforms to provide notification to staff, families, and the public.</p>



## Health and Safety Plan Governing Body Affirmation Statement

The Board of Directors/Trustees for **Roberto Clemente Charter School** reviewed and approved the Health and Safety Plan on **September 20, 2022**.

The plan was approved by a vote of:

\_\_\_\_\_ **Yes**

\_\_\_\_\_ **No**

Affirmed on: **(INSERT DATE: MONTH, DAY, YEAR)**

By:

---

*(Signature\* of Board President)*

Dr. Lynn Columba

---

*(Print Name of Board President)*

\*Electronic signatures on this document are acceptable using one of the two methods detailed below.

**Option A:** The use of actual signatures is encouraged whenever possible. This method requires that the document be printed, signed, scanned, and then submitted.

**Option B:** If printing and scanning are not possible, add an electronic signature using the resident Microsoft Office product signature option, which is free to everyone, no installation or purchase needed.

**ESSA Annual Meaningful Differentiation (AMD) Requirements  
2022 Targeted Support and Improvement Designations**

In addition to cyclical Comprehensive Support and Improvement and Additional Targeted Support and Improvement designations, ESSA requires states to annually designate schools for Targeted Support and Improvement (TSI), a locally managed cycle of school improvement, beginning 2018-19. ESSA also requires states resume school improvement designations in the Fall of 2022.

TSI designation is based on procedures outlined in Pennsylvania’s approved ESSA State Plan. **A summary of these procedures follows below and concludes with data specific for your LEA’s designated school(s).**

Briefly, a school-level TSI designation occurs when a group of 20 or more students meets the following two-step criteria:

**Step 1: A student group:**

1. **Exhibits achievement at or below the statewide average achievement rate of 36.23%<sup>1</sup>; and**
2. **Falls within a specific achievement-academic growth profile as depicted below.** Any of the four depicted achievement-growth profiles means the school will be evaluated on remaining accountability indicators, discussed under Step 2.

**Table 1. State-level proficiency-growth decision table**

Column A	Column B	Column C			
	<i>Student group’s proficiency rate</i>	<i>For each proficiency rate band described in Column B, any of the following growth values for the same student group moves a school to Step 2:</i>			
Profile 1	Less than 36.23 but greater than or equal to 27.4	Moderate evidence of not meeting growth standard		Significant evidence of not meeting growth standard	
Profile 2	Less than 27.4 but greater than or equal to 18.7	Evidence of meeting the growth standard	Moderate evidence of not meeting growth standard		Significant evidence of not meeting growth standard
Profile 3	Less than 18.7 but greater than or equal to 10	Moderate evidence of meeting growth standard	Evidence of meeting the growth standard	Moderate evidence of not meeting growth standard	Significant evidence of not meeting growth standard
Profile 4	Less than 10	Any student group, regardless of growth value			

<sup>1</sup> Achievement results are generated from the percentage of students within a student group scoring Proficient or Advanced on the PSSA, Keystone Exams, and/or PASA.

**Step 2. A student group meeting Step 1 criteria also performs below state averages for either ESSA-required indicator or both state-selected indicators.**

ESSA-Required Indicators:

- Adjusted cohort graduation rate (both 4- and 5-year rates) for high schools
- Progress in moving English learners (EL) to proficiency (any school with reportable EL student group)

State-Selected Indicators:

- Regular attendance (all schools)
- Career standards benchmark (all schools with a grade 5, 8 or 11)

Cut points for these indicators are detailed below.

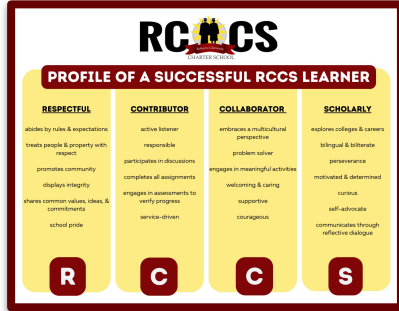
**Table 2. State-level Step 2 cut scores for TSI designation**

<b>Indicators/Measures</b>	<b>Results Reported From</b>	<b>Cut Scores for Fall 2019</b>
Graduation Rate	2020-2021	Below 74.27%
English Language Proficiency	2020-2021 to 2021-2022 Growth	Below 28.04%
Regular Attendance	2020-2021	Below 72.51%
Career Standards Benchmark	2021-2022	Below 75.87%

**Table 3. Your school's student group(s) was designated for TSI based on the following indicators:**

<b>Indicator</b>	<b>English Learner</b>		
Achievement: Math and ELA Combined	10.00%		
Growth: Math and ELA Combined			
Graduation Rate 4- and 5-year Cohort Combined			
English Language Proficiency	19.23%		
Regular Attendance			
Career Standards Benchmark			

# RCCS NEWS: MARCH 2023



When the Profile of a Successful RCCS Learner was shared with parents and families, they were invited to complete a short survey. Below are some of their responses to the question “Why is it important for your child(ren) to attend Roberto Clemente Charter School?”

“Education is the basis for developing skills that allow them to carry out any type of activity or trade in the future. Roberto Clemente School directs children on the path to school excellence.”

“A very organized, respectful, responsible school, and I love how my girls learn with each passing semester.”

“Good education and to learn proper behavior”

“It is very important because they help my girls with their mental and social development and it is a good school”

“Staff and teachers show concern of students issues and their needs very strict school and security is excellent I feel safe as a parent for my child to attend this school”

“RCCS supports my children's different learning capabilities due to the small learning environment, which is very important to our family.”

“It is important because it meets the requirements for our children, and the programs they have are complete, the assistance, the alerts, the new perspectives and projects, excellent communication, it is semi-private, I always recommend it, thanks to you my son is almost finishing high school.”

## RCCS NEWS: MARCH 2023

*"It's a great school and awesome teachers. My daughter has learned A LOT being in RCCS. It's a great school!"*

*"For their civic and academic values."*

*"Because it is a school that has educational professionals with high levels of knowledge and training that help facilitate its development and learning."*

*"I want my daughter to have a good education guided by good teachers who help and support her"*

**This work that we choose to do everyday is hard! It is stressful, frustrating, and often, thankless. But these sentiments by RCCS families validate the worth of our work, of your work. We may not see it or feel it every day, but the impact of and the need for our charter school is still prevalent in this community.**

*"It is important for my children to attend Roberto Clemente Charter school because I feel that it helps them prepare for the world after high school. Ever since my children have attended this school they have been more motivated to go to school and learn. They've also shown curiosity about the things they have been learning at this school. This school being dual language also makes my family like it even more being that our first language is Spanish and that my children are learning more about our native language. Therefore, that is why it is important for my children to attend Roberto Clemente Charter School."*

*"For your discipline, security and integrity"*

## RCCS NEWS: MARCH 2023

### POLICY DEVELOPMENT

The following policies are currently being considered. Employee input may be submitted to [info@myrccs.com](mailto:info@myrccs.com).

[Communicable Disease Policy](#)

[Independent Educational Evaluations Policy](#)

[Infectious Disease Control Procedure](#)

[Non-Fraternization Policy](#)

[Transition from Preschool Early Intervention Programs to Charter School Kindergarten or First Grade Programs Policy](#)

---

At its February meeting, the Board approved the Admission of Students through the Lottery Process Policy. The policy is now posted on the RCCS [website](#).

### FIGUEROA FAMILY FUNDRAISER

As a school community, RCCS raised \$2,103 for the Figueroa Family.  
(\$1000 from KKids + \$1,103 from Staff Dress Down)  
Bella is at home and recovering well!

**CPE TRACKER:** [HTTPS://WWW.CPETRACKER.ORG/LOGIN.ASPX](https://www.cpetracker.org/login.aspx)

**INSTRUCTIONAL STAFF:** We will be testing CPE Tracker on the March 10th professional development day. Please be sure you can log in. CPE Tracker will directly report ACT 48 hours to PDE.  
**Teachers:** Your username is your myrccs.com email.  
Click "forgot password" to set up your account.

### ADP

Please ensure you are verifying your timecard in ADP often including the timely submission of any PTO requests.

If your clearances are expiring, please be sure to update them as soon as possible (and before they expire!).

# RCCS NEWS: MARCH 2023

## Strategies for Defusing Challenging Behaviors

The title above is linked to a Padlet that provides several resources aimed at preventing, addressing, and reflecting up difficult behaviors experienced in the school setting.

Below are direct links to worthwhile templates that can be used with students and with ourselves as school staff.

### Individualized De-Escalation Support Plan Sample & Template

**SAMPLE:**  
Individualized De-escalation Support Plan

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_  
Staff present: \_\_\_\_\_ (You, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_)

	Assessment	Strategies
CALM	_____	_____
TRIGGERS	_____	_____
AGITATION	_____	_____
ACCELERATION	_____	_____
PEAK	_____	_____
DE-ESCALATION	_____	_____
RECOVERY	_____	_____

**TEMPLATE:**  
Individualized De-escalation Support Plan

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_  
Staff present: \_\_\_\_\_

	Assessment (student characteristics)	Strategies (specific adult response)
CALM		
TRIGGERS		
AGITATION		
ACCELERATION		
PEAK		
DE-ESCALATION		
RECOVERY		

### Debriefing Forms Student & Teacher

**Sample Debriefing Form—Student**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Describe what happened.
- Why do you think it happened? What did you need at that time?
- How did it work out? Did you get a good result?
- How do you feel about what happened and why?
- What can you try next time that might work better?

**Sample Debriefing Form—Teacher**

During debriefing, use this form to record your discussion with the student.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

- What happened? What did you try?
- Why do you think this happened?
- How did it work out? Did you get a good result?
- What could you try next time?
- Is there anything else you need from me, or need me to know?
- Do you have any questions about the consequences?

### Hot Button Activity

**Hot Button Activity**

On each circle, write a behavior that pushes your buttons.


On each circle, write a behavior that pushes your buttons.


On each circle, write a behavior that pushes your buttons.


\*Yes, debrief forms are not revolutionary. HOWEVER, the Teacher (or staff member) debrief form can offer a new avenue to reflect on challenging behavior and plan for future instances (think 4a of the educator effectiveness rubric!)

Knowing behaviors that push our buttons as staff and how those hot button behaviors can impact our relationships with students who exhibit these behaviors is important in creating an environment of respect and rapport (think 2a of educator effectiveness rubric!)



## RCCS NEWS: MARCH 2023

### HIGH SCHOOL PHYSICS CLASS: POTATO LAUNCHER(!)

Physics students, under the instruction and advisement of Dr. Land, visited Bucky Boyle Park on Thursday, February 23 to deploy their class-made potato launcher.



# RCCS NEWS: MARCH 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
					End of pay period: Please ensure your timecard(s) are accurate.	
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
					School Closed: PD Pay day	
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
			MHS: 12PM Early Dismissal		End of pay period: Please ensure your timecard(s) are accurate.	
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
		Board of Trustees Meeting 7PM			Pay day	Saturday School: K-5
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	

# NOTICIAS RCCS: MARZO 2023



Cuando se compartió el Perfil de un alumno exitoso de RCCS con los padres y las familias, se les invitó a completar una breve encuesta. A continuación se presentan algunas de sus respuestas a la pregunta “¿Por qué es importante que su(s) hijo(s) asista(n) a la Escuela Autónoma Roberto Clemente?”

“La educación es la base para desarrollar habilidades que les permitan desempeñar en el futuro cualquier tipo de actividad u oficio. El Colegio Roberto Clemente encamina a los niños por el camino de la excelencia escolar.”

“Una escuela muy organizada, respetuosa, responsable, y me encanta cómo aprenden mis niñas con cada semestre que pasa.”

“Buena educación y aprender a comportarse correctamente”

“Es muy importante porque ayudan a mis niñas con su desarrollo mental y social y es una buena escuela”

“El personal y los maestros muestran preocupación por los problemas de los estudiantes y sus necesidades. La escuela es muy estricta y la seguridad es excelente. Me siento seguro como padre de que mi hijo asista a esta escuela.”

“RCCS apoya las diferentes capacidades de aprendizaje de mis hijos debido al pequeño entorno de aprendizaje, que es muy importante para nuestra familia”.

“Es importante porque cumple con los requisitos para nuestros niños, y los programas que tienen son completos, la asistencia, las alertas, las nuevas perspectivas y proyectos, excelente comunicación, es semi privado, siempre lo recomiendo, gracias a ustedes mi hijo está a punto de terminar la escuela secundaria”.

## NOTICIAS RCCS: MARZO 2023

*“Es una gran escuela y maestros increíbles. Mi hija ha aprendido MUCHO estando en RCCS.  
¡Es una gran escuela!”*

*“Por su civismo y valores académicos.”*

*“Porque es una escuela que cuenta con profesionales de la educación con altos niveles de conocimiento y formación que ayudan a facilitar su desarrollo y aprendizaje”.*

*“Quiero que mi hija tenga una buena educación guiada por buenos maestros que la ayuden y apoyen”*

**¡Este trabajo que elegimos hacer todos los días es difícil! Es estresante, frustrante y, a menudo, desagradado. Pero estos sentimientos de las familias de RCCS validan el valor de nuestro trabajo, de su trabajo. Puede que no lo veamos ni lo sintamos todos los días, pero el impacto y la necesidad de nuestra escuela chárter aún prevalecen en esta comunidad.**

*“Es importante que mis hijos asistan a la escuela autónoma Roberto Clemente porque siento que los ayuda a prepararse para el mundo después de la escuela secundaria. Desde que mis hijos han asistido a esta escuela han estado más motivados para ir a la escuela y aprender. También han mostrado curiosidad por las cosas que han estado aprendiendo en esta escuela. Esta escuela, que es bilingüe, también hace que a mi familia le guste aún más, ya que nuestro primer idioma es el español y que mis hijos están aprendiendo más sobre nuestra lengua materna. Por lo tanto, es por eso que es importante que mis hijos asistan a la escuela autónoma Roberto Clemente”.*

*“Por su disciplina, seguridad e integridad”*

## NOTICIAS RCCS: MARZO 2023

### DESARROLLO DE POLÍTICAS

Actualmente se están considerando las siguientes políticas. Los comentarios de los empleados pueden enviarse a [info@myrccs.com](mailto:info@myrccs.com).

[Communicable Disease Policy](#)

[Independent Educational Evaluations Policy](#)

[Infectious Disease Control Procedure](#)

[Non-Fraternization Policy](#)

[Transition from Preschool Early Intervention Programs to Charter School Kindergarten or First Grade Programs Policy](#)

---

En su reunión de febrero, la Junta aprobó la Política de Admisión de Estudiantes a través del Proceso de Lotería. La política ahora está publicada en el sitio [web](#) de RCCS.

### RECAUDACIÓN DE FONDOS DE LA FAMILIA FIGUEROA

Como comunidad escolar, RCCS recaudó \$2,103 para la Familia Figueroa. (\$1000 de KKids + \$1103 de Personal Dress Down)  
¡Bella está en casa y se está recuperando bien!

CPE TRACKER: [HTTPS://WWW.CPETRACKER.ORG/LOGIN.ASPX](https://www.cpetracker.org/login.aspx)

PERSONAL INSTRUCTIVO: Probaremos CPE Tracker el 10 de marzo, día de desarrollo profesional.  
Por favor, asegúrese de que puede iniciar sesión. CPE Tracker informará directamente ACT 48 horas a PDE.

### ADP

Asegúrese de verificar su tarjeta de tiempo en ADP a menudo, incluida la presentación oportuna de cualquier solicitud de PTO.

Si sus autorizaciones están a punto de caducar, asegúrese de actualizarlas lo antes posible (¡y antes de que caduquen!).

# NOTICIAS RCCS: MARZO 2023

## Estrategias para desactivar comportamientos desafiantes

El título anterior está vinculado a un Padlet que proporciona varios recursos destinados a prevenir, abordar y reflejar comportamientos difíciles experimentados en el entorno escolar.

A continuación se encuentran enlaces directos a plantillas valiosas que se pueden usar con los estudiantes y con nosotros mismos como personal escolar.

### Plan Individualizado de Apoyo a la Desescalada Sample & Template

**SAMPLE:**  
Individualized De-escalation Support Plan

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
Student: \_\_\_\_\_

Staff present: \_\_\_\_\_

	Assessment	Strategies
CALM	Student is calm and cooperative. No safety concerns.	Monitor student for successful work. Provide positive feedback. Use praise.
TRIGGERS	Student becomes agitated when asked to write. Student has a history of defiance.	Use visual supports. Provide choices. Use positive reinforcement. Use redirection.
AGITATION	Student is shouting and disruptive. Student is not listening to instructions.	Use visual supports. Provide choices. Use positive reinforcement. Use redirection.
ACCELERATION	Student is shouting and disruptive. Student is not listening to instructions. Student is using profanity.	Use visual supports. Provide choices. Use positive reinforcement. Use redirection.
PEAK	Student is shouting and disruptive. Student is not listening to instructions. Student is using profanity. Student is using profanity.	Use visual supports. Provide choices. Use positive reinforcement. Use redirection.
DE-ESCALATION	Student is shouting and disruptive. Student is not listening to instructions. Student is using profanity. Student is using profanity.	Use visual supports. Provide choices. Use positive reinforcement. Use redirection.
RECOVERY	Student is shouting and disruptive. Student is not listening to instructions. Student is using profanity. Student is using profanity.	Use visual supports. Provide choices. Use positive reinforcement. Use redirection.

**TEMPLATE:**  
Individualized De-escalation Support Plan

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Staff present: \_\_\_\_\_

	Assessment (student characteristics)	Strategies (specific adult responses)
CALM		
TRIGGERS		
AGITATION		
ACCELERATION		
PEAK		
DE-ESCALATION		
RECOVERY		

### Formularios de informes Student & Teacher

**Sample Debriefing Form—Student**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Describe what happened.
- Why do you think it happened? What did you need at that time?
- How did it work out? Did you get a good result?
- How do you feel about what happened and why?
- What can you try next time that might work better?

**Sample Debriefing Form—Teacher**

During debriefing, use this form to record your discussion with the student.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

- What happened? What did you try?
- Why do you think this happened?
- How did it work out? Did you get a good result?
- What could you try next time?
- Is there anything else you need from me, or need me to know?
- Do you have any questions about the consequences?

\*Sí, los formularios de informe no son revolucionarios. SIN EMBARGO, el formulario de informe del maestro (o miembro del personal) puede ofrecer una nueva vía para reflexionar sobre el comportamiento desafiante y planificar para instancias futuras (¡piense en 4a de la rúbrica de efectividad del educador!)

### Hot Button Activity

**Hot Button Activity**

On each circle, write a behavior that makes your buttons.	○	○	○	○
On each circle, write a strategy that helps when these behaviors.	○	○	○	○
On each circle, write a strategy that helps when these behaviors.	○	○	○	○

Conocer los comportamientos que presionan nuestros botones como personal y cómo esos comportamientos candentes pueden afectar nuestras relaciones con los estudiantes que exhiben estos comportamientos es importante para crear un ambiente de respeto y relación (¡piense en 2a de la rúbrica de efectividad del educador!)



## NOTICIAS RCCS: MARZO 2023

### CLASE DE FÍSICA DE LA ESCUELA SECUNDARIA: LANZADOR DE PATATAS (!)

Los estudiantes de física, bajo la instrucción y el asesoramiento del Dr. Land, visitaron Bucky Boyle Park el jueves 23 de febrero para desplegar su lanzador de papas hecho en clase.



# NOTICIAS RCCS: MARZO 2023

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			1	2	3	4
					Fin del período de pago: asegúrese de que su (s) tarjeta (s) de tiempo sean precisas.	
5	6	7	8	9	10	11
					Escuela Cerrada: PD día de pago	
12	13	14	15	16	17	18
			MHS: Salida temprano a las 12:00 p. m.		Fin del período de pago: asegúrese de que su (s) tarjeta (s) de tiempo sean precisas.	
19	20	21	22	23	24	25
		Reunión de la Junta de Síndicos 7PM			día de pago	Escuela de sábado: K-5
26	27	28	29	30	31	





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

**Elementary Principal's Report**  
**Tuesday, March 21, 2023**  
**Mr. Cory Snyder and Mr. Brendon Zapata**

➤ **Enrollment (As of 3.14.23)**

Grade	Enrollment
Kindergarten	49
Grade 1	49
Grade 2	50
Grade 3	50
Grade 4	50
Grade 5	50
Total	298

➤ **February Attendance (2.1.23-2.28.23)**

Grade	Attendance
Kindergarten	93.78%
Grade 1	90.76%
Grade 2	94.44%
Grade 3	93.78%
Grade 4	92.43%
Grade 5	95.89%
Total	93.51%

➤ **Discipline Referrals (2.1.23 to 2.28.23)**

☐ **February Discipline Breakdown**

Handbook Infraction Levels	Incident Total
1. Minor disruption of the classroom environment.	17
2. Frequent/repeated disruption of the classroom environment.	8
3. Incidents directed against persons or property.	4
4. Incidents that result in violence to another person or property.	3
<b>Total Number of Incidents</b>	<b>32</b>

Administrative Responses	Total
Revoking Privileges	10
Detention (Lunch/Recess)	15
ISS (In School Suspension)	1
OSS (Out of School Suspension)	1
Referral to Counselor	3

The Elementary School Handbook with Infraction Levels can be viewed/downloaded by using the link below:

<https://www.myrcs.com/elementary-school-home.html>



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

➤ **Discipline Analysis**

- Continued internal audit and analysis of discipline referrals from the beginning of the school year in 2021 and 2022 until the end of February in each of those school years.

Month	2021	2022
August	0 *	6
September	24	34
October	29	41
November	50	17
December	21	30
January	23	31
February	33	32
<b>Total</b>	<b>180</b>	<b>191</b>

\*School did not start in August '21

➤ **Parent Teacher Conferences**

- Parents had options for either in-person or virtual conferences.
- February 16, 2023

Grade	Scheduled	Attended	Percent
Kindergarten	45	39	86.6%
Grade 1	48	43	89.5%
Grade 2	43	39	90.6%
Grade 3	36	30	83.3%
Grade 4	33	29	87.8%
Grade 5	40	35	87.5%
<b>Total</b>	<b>245</b>	<b>215</b>	<b>87.7%</b>

- Parents had options for either in-person or virtual conferences.
- November 22, 2022, Conference Data

Grade	Scheduled	Attended	Percent
Kindergarten	39	30	77.0%
Grade 1	46	44	96.0%
Grade 2	37	33	89.0%
Grade 3	38	27	71.0%
Grade 4	30	25	83.0%
Grade 5	38	29	76.0%
<b>Total</b>	<b>228</b>	<b>188</b>	<b>82.0%</b>

- Parents only had the option of virtual conferences.
- February 17, 2022, Conference Data

Grade	Scheduled	Attended	Percent
Kindergarten	44	37	84.0%
Grade 1	48	41	85.4%
Grade 2	44	39	88.6%
Grade 3	40	32	80.0%
Grade 4	34	30	88.2%
Grade 5	41	32	78.0%
<b>Total</b>	<b>246</b>	<b>206</b>	<b>83.7%</b>

- Kindergarten Lottery
  - 11:00 am on April 6<sup>th</sup>, 2023 (Virtual)
- Mobile Dentist
  - Scheduled for March 21<sup>st</sup> through March 24<sup>th</sup>.
- Guidance Counseling
  - PSSA test-prep class lessons/groups (grades 3,4,5)
- Mystery Reader, Sherry Miltenberger, from Allentown Public Library



## Upcoming Calendar

- ❖ Spring Holiday: School Closed April 6<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup>
- ❖ Saturday School/PSSA Prep
  - Grades 3,4,5
  - In person at the Elementary School from 8:00 am to 12:00 pm
    - March 25<sup>th</sup>
    - April 1<sup>st</sup>
    - April 15<sup>th</sup>
    - April 22<sup>nd</sup>
  - ELA, Math, Science (grade 4 only)
    - Sessions will be 1.5 hours for grades 3 and 5 and 1.0 hours for grade 4.
- ❖ PSSA Testing Window 2022-2023
  - ELA—April 24-28, 2023
  - Math and Science—May 1-5, 2023
- ❖ Talent Show: May 26, 2023



**Middle High School Principal's Report  
 Tuesday, March 21, 2023  
 Mrs. Taren Kobyra & Ms. Krista Maugle**

**February 2023 Attendance**

6 <sup>th</sup>	92 %
7 <sup>th</sup>	94%
8 <sup>th</sup>	91%
9 <sup>th</sup>	90%
10 <sup>th</sup>	90%
11 <sup>th</sup>	91%
12 <sup>th</sup>	94%
<b>AVG</b>	<b>92%</b>

**Student Discipline**

*For the period February 16 – March 16*

<b>Detentions*</b>	<b>QUICK Room</b>		<b>OSS</b>	<b>Expulsions</b>
<b>43</b>	Code A	<b>2</b>	<b>19</b>	<b>0</b>
	Code B	<b>49</b>		
	Code M	<b>0</b>		
	Code O	<b>203</b>		

**QUICK Codes**

Code A	Continuous Aggression and/or Self-Injury and/or High Intensity Property Destruction
Code O	Out of Assigned Area
Code B	Continuous High Magnitude Disruption and/or Low Intensity Property Destruction
Code M	Medical



### School Counselor

- College visits from
  - Harrisburg University
  - LCCC
  - LCCC Dual Enrollment Program
  - Lincoln Technical Institute
- Upcoming College visits
  - Penn State University
  - Kutztown University Instant Decision Day
- Career Exploration visit to the Lehigh County Coroner’s Office
- HS Counselor attending Guiding Students Healthcare Career Pathway at LVHN on 3/29
- 18 students currently accepted to multiple colleges

### Winter Keystone Results

<b>Algebra</b>		<b>Biology</b>	
Advanced	0	Advanced	0
Proficient	3	Proficient	0
Basic	2	Basic	6
Below Basic	12	Below Basic	10

### Upcoming Events

- March 26-29: PDE Data Summit
- March 29: LVHN Healthcare Career Pathway Visit
- April 3: National Junior Honor Society Induction
- April 6 – 10: Spring Break
- April 19: PM Professional Learning
- April 24 – 26: ELA PSSA



**Cell Phone Locker Proposal  
Middle High School  
Tuesday, March 21, 2023  
Mrs. Taren Kobyra**

For the 2023-24 school year, I am proposing the utilization of cell phone lockers in every classroom at the Middle High School. This means that cell phones would be allowed in the building but would not be accessible to students throughout the day. It affects the school in the following ways:

- Addition of homeroom periods at the beginning and end of the day
  - In addition to collection and distribution of cell phones, homeroom will also be used for other non-instructional purposes such as morning announcements, distribution of school and community information, community building, etc.
- Cost: \$2300 (approximate)



### **Benefits**

- Greater academic engagement and performance
- Greater social interaction, feelings of belonging, and utilization of SEL skills
- Less risk of issues during emergency situations
- Less instances of bullying and behavioral disruptions related to social media, texts, etc. during school hours
- Protection for students and staff from unwanted photos or video recording

### **Potential Challenges**

- Pushback from students and families
- Initial implementation

Research about the effects of school day cell phone use/access on academic performance and examples of other schools that have enacted similar policies are attached.



# Roberto Clemente Charter School

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

## Human Resources Report

March 21, 2023

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

#### a. Personnel Appointments and New Hires

Name	Job Title	Date	Status
Isabela Martinez	Long-term Substitute – Elementary School	3/14/2023	New Employee Agreement (Current Teacher Aide, Full-time)
Marlon Goode	Custodian – Full-time, 2 <sup>nd</sup> Shift	3/22/2023	New Employee Agreement (Former Custodian, Part-time)
Alyssa Liciaga	Purchasing & Financial Assistant	4/12/2023	New Hire – Full-time

#### b. Personnel Resignations and Dismissals

Name	Job Title	Date	Status
Patricia Atkins	Teacher Aide – Elementary School	3/10/2023	Resignation
Dierdre Erbe	Special Education Coordinator	3/17/2023	Resignation

### II. Current and Future Job Postings:

Title	Department
Teacher Aide – Full-time (2)	Elementary School
Teacher Aide – Part-time	Elementary School
Long Term Substitute – 1 <sup>st</sup> Grade, Full-time	Elementary School
Custodian – Part-time, 1 <sup>st</sup> Shift	Facilities
Biology/General Science Teacher	Middle/High School
Chemistry Teacher	Middle/High School
Teacher Aide – Part-time	Middle/High School
Special Education Teacher (3)	Middle/High School
Long Term Substitute – (2) Business/Computer & ESL, Full-time	Middle/High School
Building Substitute Teacher – Full-time	Middle/High School
Special Education Coordinator	Special Education

### III. Policies and Procedures

- a. Communicable Disease Policy – (motion)
  - i. Infectious Disease Control Procedure (motion)
- b. Non-Fraternization Policy – (motion)

### IV. Employment Agreements (for approval)

**Roberto Clemente Charter School**  
**Board of Trustees Policy**  
**COMMUNICABLE DISEASE POLICY**

The Board of Trustees (the “Board”) of the Roberto Clement Charter School (the “School”) recognizes that the health and safety of the School community must be prioritized and that protecting the School community from the spread of communicable disease is therefore, of concern to the Board.

The School will follow applicable local, state, and/or federal law pertaining to communicable diseases and shall report the presence of reportable diseases to the appropriate local health authorities.

The Chief Executive Officer (CEO) or designee shall direct that health guidelines, health and safety plans, and/or other necessary precautions intended to minimize the potential transmission of communicable disease be implemented within the school.

Any employee who is diagnosed with an infectious disease is encouraged to notify the CEO or designee of the condition as soon as possible. The School will attempt to maintain the confidentiality of the diagnosis and medical records of employees with serious diseases and illnesses, unless otherwise required by law. Employees with infectious illnesses may continue to work as long as they are able to perform their job duties without presenting an undue risk to the health of themselves, students, other employees or members of the public.

The School has discretion to subject an employee to an examination by a treating physician or other health provider as determined by the School in order to safeguard the health and safety of the School community and the public. The School may place an employee on an involuntary leave of absence when the employee has contracted a communicable disease that puts others in imminent danger of death or serious illness or injury.

This policy shall not limit an eligible employee’s ability to utilize accrued paid time off (if any) or unpaid leave available under any applicable local, state, and/or federal law during a leave of absence resulting from a communicable disease.

The School will comply with all applicable occupational safety regulations concerning any exposure incident, including eye, mouth, other mucus membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material. Universal precautions, work practice controls, and personal protective equipment will be used where appropriate to limit the spread of disease in the workplace.

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

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2022.



---

President

---

Secretary



# Roberto Clemente Charter School

## Infectious Disease Control Procedure

<b>Procedure under</b>	Communicable Disease Policy
<b>Procedure Effective Date</b>	
<b>Purpose:</b> Roberto Clemente Charter School "RCCS" will take proactive steps to protect the workplace in the event of an infectious disease outbreak. It is the goal of RCCS during any such time period to strive to operate effectively and ensure that all essential services are continuously provided and that employees are safe within the workplace.  RCCS is committed to providing authoritative information about the nature and spread of infectious diseases, including symptoms and signs to watch for, as well as required steps to be taken in the event of an illness or outbreak.	
<b>Applicable to</b>	ALL Employees
<b>Procedures:</b>  <i>Preventing the Spread of Infection in the Workplace</i>  RCCS will ensure a clean workplace, including the regular cleaning of objects and areas that are frequently used, such as bathrooms, break rooms, conference rooms, door handles and railings, among others. When needed, a committee will be designated to monitor and coordinate events around an infectious disease outbreak, as well as to create work rules that could be implemented to promote safety through infection control.  RCCS asks all employees to cooperate in taking steps to reduce the transmission of infectious disease in the workplace. The best strategy remains frequent hand washing with warm, soapy water; covering your mouth whenever you sneeze or cough; and discarding used tissues in wastebaskets. RCCS will install alcohol-based hand sanitizers throughout the workplace and in common areas.  Unless otherwise notified, the normal attendance and leave policies will remain in place. Individuals who believe they may face particular challenges reporting to work during an infectious disease outbreak should take steps to develop any necessary contingency plans. For example, employees might want to arrange for alternative sources of childcare should schools close and/or speak with supervisors AND human resources about the potential to work from home temporarily or on an alternative work schedule.  <i>Health Assessment</i>  Employees with visible signs of symptoms or who start experiencing symptoms, should report to our health department, and solely at the employee's discretion may volunteer for additional diagnostic health screening.	



# Roberto Clemente Charter School

Employee will be screened privately, and the results will be documented, and the record will be maintained as a private medical record in Human Resources. An employee who has a fever at or above 100.4 degrees Fahrenheit or 38 degrees Celsius will be sent home.

Time spent waiting for the health screenings should be recorded as time worked for nonexempt (hourly) employees.

An employee may be subject to an isolation requirement if infected with one of the diseases or conditions specified as a Reportable Disease by the Commonwealth of Pennsylvania Department of Health.

RCCS may require any employee on leave of absence to provide certification from a treating physician or other health provider as determined by the school attesting to the employee's ability to return to work without risking the health and safety of the school community.

## *Requests for Medical Information and/or Documentation*

If an employee is out sick or shows symptoms of being ill, it may become necessary to request information from the employee and/or their health care provider. In general, only human resources would request medical information in order to confirm the need to be absent and to know that it is appropriate for the employee to return to work. RCCS expects and appreciates employee cooperation if and when medical information is sought.

## *Staying Home When Sick*

RCCS provides paid sick time and other benefits to compensate employees who are unable to work due to illness. All employees who will not be reporting to work must call/text their supervisor as soon as they are aware that they will be unable to work, but no later than two (2) hours before the start of their scheduled shift.

## *Telecommuting*

Telework requests will be handled on a case-by-case basis. While not all positions will be eligible, all requests for temporary telecommuting should be submitted to your supervisor AND human resources for consideration. Refer to the Telecommuting procedure for further guidance.

## *Confidentiality of Medical Information*

RCCS's policy is to treat any medical information as a confidential medical record. In furtherance of this procedure, any disclosure of medical information is in limited circumstances with supervisors, school health personnel, and government officials as



# Roberto Clemente Charter School

required by law.	
<b>Board Approval Date</b>	
<b>Approval Signatures</b>	

**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 Charter School**

### **Board of Trustees Policy**

#### **NON-FRATERNIZATION POLICY**

The Board of Trustees (“Board”) of the Roberto Clemente Charter School (“Charter School”) recognizes the importance of student safety and expects all staff members, including teachers, coaches, counselors, administrators, board members, support staff and other, to maintain the highest professional, moral and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

All Charter School staff are expected to accept responsibility for their conduct, and to understand that their conduct may be regarded as representative of the Charter School, and even off-duty conduct may adversely affect the abilities of staff members to effectively perform job duties. Staff is expected to abide by a professional standard of conduct and model good citizenship for students, parents, and the community.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in an educational setting; and be consistent with the educational mission of the school. Even if a student participates willingly in an activity, prohibited interactions between staff and students (regardless of the student’s age) are a violation of this policy.

Specifically, the Charter School expects that its staff maintain appropriate professional relationships, with students in particular, and any youth in general, and be sensitive to the appearance of impropriety in their conduct which may constitute a violation of this policy.

Employees must understand that even an appearance of an inappropriate relationships will adversely impact their effectiveness in the school environment. Therefore, employees must be diligent in maintaining the highest ethical standards when interacting with youth both inside and outside the school environment and are strictly prohibited from forming such personal relationships with students outside the classroom.

#### **DEFINITIONS**

a) **Staff:**

- a. Any individual employed by the Charter School, including any student teachers, practicum students, fieldwork students, and Charter Schools volunteers;
- b. Employees of contractors or agencies and independent contractors; and/or
- c. Volunteers of non-Charter School organizations.

b) **Student:** any individual enrolled in the Charter School.

## PROHIBITED CONDUCT

Staff is prohibited from engaging in any of the following types of prohibited conduct, regardless of whether the conduct occurs on or off school property or whether the conduct occurs during or outside of school hours. The following list of prohibited conduct does not, and is not intended to, constitute the entire list of conduct for which discipline may be imposed:

- a) Engaging in any romantic or sexual relationships with, including dating, flirting, sexual contact, inappropriate physical displays of affection, or sexually suggestive comments between staff and students, regardless of whether staff or student initiates the behavior, whether the relationship is consensual, or whether the student has parental permission.
- b) Fostering, encouraging, or participating in inappropriate emotionally or socially intimate relationships with students in which the relationship is outside the bounds of the reasonable, professional staff-student relationship and in which the relationship could reasonably cause a student to view the staff person as more than a teacher, administrator, or advisor.
- c) Initiating or continuing communications with students for reasons unrelated to any appropriate purpose, including oral or written communication; telephone calls; electronic communication including, but not limited to, texting, instant messaging, chat, social media, webcams, or photographs; electronic and online communication with students, including those through personal accounts, should be accessible to supervisors and professional in content and tone.
- d) Socializing with students outside of class time for any reason unrelated to any appropriate purpose.
- e) Providing alcohol (regardless of age) or drugs, either prescription or illegal to students, except for those provided in accordance with the Charter School's policy on medication administration.
- f) Transporting students in an employee's personal vehicle without authorization of the supervisor AND the knowledge of the CEO.

## REPORTING PROCEDURES

- a) **Duty to Report.** Any person with knowledge or suspicion of an improper relationship between staff and student must immediately report the conduct to school administration. Nothing in this paragraph is intended to relieve mandated reporters of their obligations under local and state statutes.

- b) **Protection from Retaliation.** Staff who makes a good-faith report of a suspected fraternization violation, or who cooperates in inquiries or investigations related to the investigation of such report, shall be protected from retaliation in accordance with Charter School Policy.

**SANCTIONS**

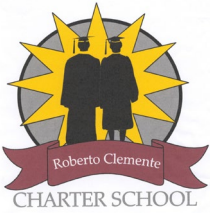
- a) **Discipline.** The Charter School will take appropriate disciplinary action, up to and including dismissal, against any staff found to have violated this Policy.
- b) **Report Procedures.** Reports of suspected fraternization violations by staff shall follow the appropriate administrative policy.

**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 \_\_\_\_\_, 2022.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary



# Roberto Clemente Charter School

## Business Report: March 21, 2023

Page 1 of 2

### Financial Activity (2/1-2/28/23)

- Finance Committee meeting (Mar-17).
- 614 Students: Non-Special Ed (557), Special Ed (57)  
Allentown SD (585), Bethlehem Area SD (6), Catasauqua Area SD (3), East Penn SD (4), Northampton Area SD (1), Parkland SD (1), Southern Lehigh SD (3), Salisbury Township SD (3), Saucon Valley SD (2), Whitehall/Coplay SD (6)
- Whitehall/Coplay SD Form 363 (revised)
  - NonSpecial Ed- \$11,667/pupil/year (+)\$580
  - Special Ed- \$29,020/pupil/year (+)\$2,392
- Isabella Figueroa fundraiser (\$2,100).
- Total grant funds spent: ESSER II (\$846,466 of \$1,557,241); ESSER III (\$1,278,210 of \$3,403,099).
- \$187,609 Accrued ESSER funding received.
- Un-Assigned General Fund balance \$1,310,763 / 11.8% of the operating budget.
- \$696,077 Total monthly disbursements.
- February installment payment made toward snow removal contract. (*Royal Landscaping LLC*)

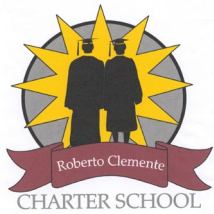
### Grants, Donations, & Reports

- Approved (Feb-22) 2022/23 School Mental Health and Safety & Security grant application.
- Submitted (Mar-3) 2021/22 ESSER Status Report.
- Received (Mar-10) 2022/23 title funding adjustments.
  - Title I- (+)\$6,287
  - Title II- (-)\$47
  - Title III- (+)\$1,590
  - Title IV- (+)\$1,575

### Contracts & Agreements

- Inter Entity Agreement for Special Education Services. -*Carbon Lehigh IU#21*
  - 7/1/23-6/30/24
  - Shared cost
- Dual enrollment services. -*The Pennsylvania State University*
  - 3/22/23-6/30/28 (5-Year)
  - 60-Day termination notice
  - Tuition rates applicable





# Roberto Clemente Charter School

## Business Report: March 21, 2023

Page 2 of 2

### Technology Update

- 133 Service tickets received between 2/10-3/10.
- Preparing for Spring student testing.
- IoT Sensor Grid- kitchen refrigeration sensors under development.
- Collaborating with the Facilities Dept on security DVR upgrades.
- Blue Iris server software still undergoing configuration.
- 50 Chromebook order placed for cycle replacement.

### Facilities Update

- Safety shades installed in the Elementary School.
- Increased vandalism in the boys' bathrooms at the Secondary School. Additional security checks implemented throughout the day.

### General Updates

- Food service site evaluations conducted (Feb-3).
- Budget Meetings- 2/27, 2/28, 3/1, 3/6, 3/14, 3/16, 3/17, 3/23, 3,24, 4/14, 4/27
- Statement of Financial Interest Forms-**DUE 5/1/23**

**ROBERTO CLEMENTE CHARTER SCHOOL**

**Financial Report for the Month Ending**

**February 28, 2023**

	<b>Current Month</b>	<b>2022-2023 Y-T-D</b>	<b>Budget Y-T-D</b>	<b>Variance</b>	<b>2022-2023 Budget</b>
<b>Revenue-General Fund</b>					
<b>6000/9000 Local Sources &amp; Other Sources</b>					
6500 Interest	\$ 1,365.13	\$ 9,432.95	\$ 0.00	\$ 9,432.95	\$ 0.00
6700 Student Activities	2,739.00	5,122.46	6,060.00	(937.54)	10,100.00
6832 PassThru Federal Funds (IU)	4,286.88	57,672.15	47,553.60	10,118.55	79,256.00
6920 Other Local Grants & Contributions	0.00	650.00	0.00	650.00	0.00
6944 Regular Education Subsidies	503,767.67	4,103,780.36	4,260,480.00	(156,699.64)	6,390,720.00
6944 Special Education Subsidies	138,352.02	996,643.63	1,077,485.28	(80,841.65)	1,616,228.00
6990 Miscellaneous	19.74	5,883.84	1,133.20	4,750.64	1,700.00
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<i>Total Local Sources</i>	<i>650,530.44</i>	<i>5,179,185.39</i>	<i>5,392,712.08</i>	<i>(213,526.69)</i>	<i>8,098,004.00</i>
<b>7000 State Sources</b>					
7200 Specific Educational Programs	0.00	0.00	0.00	0.00	0.00
7320 Lease Reimbursement	0.00	0.00	0.00	0.00	104,556.00
7330 Health Services Reimbursement	0.00	0.00	0.00	0.00	11,000.00
7505 Ready To Learn Grant	385.29	17,032.89	17,127.60	(94.71)	28,546.00
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<i>Total State Sources</i>	<i>385.29</i>	<i>17,032.89</i>	<i>17,127.60</i>	<i>(94.71)</i>	<i>144,102.00</i>
<b>8000 Federal Sources</b>					
8514 Title I	44,024.97	265,067.68	283,261.60	(18,193.92)	459,961.00
8515 Title II	1,276.55	18,619.66	33,631.20	(15,011.54)	50,024.00
8516 Title III	5,377.62	19,152.66	13,512.00	5,640.66	22,520.00
8517 Title IV	0.00	20,197.09	25,483.20	(5,286.11)	39,782.00
8700 ESSER	99,780.14	1,032,224.79	1,180,686.64	(148,461.85)	1,776,854.00
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<i>Total Federal Sources</i>	<i>150,459.28</i>	<i>1,355,261.88</i>	<i>1,536,574.64</i>	<i>(181,312.76)</i>	<i>2,349,141.00</i>
<b>Food Service</b>					
6620 Sales	0.00	0.00	480.00	(480.00)	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	1,799.68	11,478.02	13,000.00	(1,521.98)	21,000.00
8531 Federal Sources	58,420.47	393,085.67	309,835.00	83,250.67	513,725.00
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<i>Total Food Service</i>	<i>60,220.15</i>	<i>404,563.69</i>	<i>323,315.00</i>	<i>81,248.69</i>	<i>535,525.00</i>
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Total Revenue</b>	<b>861,595.16</b>	<b>6,956,043.85</b>	<b>7,269,729.32</b>	<b>(313,685.47)</b>	<b>11,126,772.00</b>

**ROBERTO CLEMENTE CHARTER SCHOOL**

**Financial Report for the Month Ending**

**February 28, 2023**

	<b>Current</b>		<b>2022-2023</b>		<b>Budget</b>		<b>2022-2023</b>
	<b>Month</b>		<b>Y-T-D</b>		<b>Y-T-D</b>	<b>Variance</b>	<b>Budget</b>
<b>Expenses-General Fund</b>							
<b>Instructional Services</b>							
<b>1100-Regular Programs</b>							
100 Salaries/Wages	\$ 248,801.84	\$	1,602,215.93	\$	1,822,245.10	(220,029.17)	\$ 2,803,454.00
200 Benefits	88,046.12		650,824.71		830,168.05	(179,343.34)	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	1,869.46		18,980.12		17,626.72	1,353.40	26,440.00
500 Other Services	0.00		1,530.00		3,600.00	(2,070.00)	6,000.00
600 Supplies/Books/Subscriptions	5,498.02		132,635.22		125,226.04	7,409.18	175,987.00
800 Miscellaneous	0.00		2,984.50		1,800.00	1,184.50	3,000.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Regular Programs</i>	<i>344,215.44</i>		<i>2,409,170.48</i>		<i>2,800,665.91</i>	<i>(391,495.43)</i>	<i>4,330,133.00</i>
<b>1200-Special Programs</b>							
100 Salaries/Wages	23,811.94		188,541.48		280,125.30	(91,583.82)	429,026.00
200 Benefits	8,359.57		77,044.65		132,988.36	(55,943.71)	206,429.00
300 Contracted Professional & Technical Services	20,226.00		104,469.00		15,200.00	89,269.00	22,000.00
500 Other Services	0.00		0.00		333.36	(333.36)	500.00
600 Supplies/Books/Subscriptions	0.00		3,913.10		9,386.76	(5,473.66)	14,480.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Special Programs</i>	<i>52,397.51</i>		<i>373,968.23</i>		<i>438,033.78</i>	<i>(64,065.55)</i>	<i>672,435.00</i>
<b>1400/1691/1700-Other Programs &amp; Adult Education</b>							
100 Salaries/Wages	7,145.00		108,413.75		144,288.00	(35,874.25)	200,480.00
200 Benefits	1,869.97		28,873.04		39,464.20	(10,591.16)	54,745.00
300 Contracted Professional & Technical Services	612.98		24,162.98		28,400.00	(4,237.02)	33,000.00
500 Other Services	0.00		0.00		0.00	0.00	0.00
566 Tuition/Higher Education	1,470.00		3,780.00		3,000.00	780.00	5,000.00
600 Supplies/Books/Subscriptions	1,239.49		8,245.51		13,600.00	(5,354.49)	20,000.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Other Programs &amp; Adult Education</i>	<i>12,337.44</i>		<i>173,475.28</i>		<i>228,752.20</i>	<i>(55,276.92)</i>	<i>313,225.00</i>
<b>Support Services</b>							
<b>2100-Student Support (Guidance/Social Svc/Child Accounting/Special Ed)</b>							
100 Salaries/Wages	15,902.00		104,108.85		127,562.04	(23,453.19)	192,343.00
200 Benefits	5,975.20		40,920.52		56,477.72	(15,557.20)	84,716.00
300 Contracted Professional & Technical Services	4,492.36		55,697.99		56,666.72	(968.73)	86,000.00
336 Contracted Evaluations & Special Ed Services	0.00		21,450.00		60,000.00	(38,550.00)	100,000.00
500 Other Services	0.00		0.00		2,700.00	(2,700.00)	4,400.00
600 Supplies & Subscriptions	265.59		9,122.94		12,300.08	(3,177.14)	15,100.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Student Support</i>	<i>26,635.15</i>		<i>231,300.30</i>		<i>315,706.56</i>	<i>(84,406.26)</i>	<i>482,559.00</i>

**ROBERTO CLEMENTE CHARTER SCHOOL**

**Financial Report for the Month Ending**

**February 28, 2023**

	<b>Current</b>		<b>2022-2023</b>		<b>Budget</b>		<b>2022-2023</b>
	<b>Month</b>		<b>Y-T-D</b>		<b>Y-T-D</b>	<b>Variance</b>	<b>Budget</b>
<b>2200-Instructional Support (Technology/Library/Curriculum/Staff Development)</b>							
100 Salaries/Wages	\$ 22,253.50	\$	\$ 186,815.26	\$	\$ 190,754.80	(\$ 3,939.54)	\$ 296,659.00
200 Benefits	11,253.65		88,407.12		110,899.60	(22,492.48)	169,798.00
240 Tuition Reimbursement	0.00		9,900.00		16,000.00	(6,100.00)	24,000.00
300 Contracted Professional & Technical Services	0.00		0.00		12,000.00	(12,000.00)	20,000.00
360 Contracted Staff Development Services	1,399.00		15,001.94		26,287.60	(11,285.66)	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		2,122.97		12,866.68	(10,743.71)	14,000.00
600 IT Supplies & Subscriptions	833.03		9,196.90		14,666.68	(5,469.78)	20,000.00
600 Library Supplies & Subscriptions	1,240.85		9,845.01		13,939.72	(4,094.71)	20,623.00
600 Curriculum Supplies & Subscriptions	5,799.00		5,906.89		20,666.68	(14,759.79)	31,000.00
600 Staff Development Supplies & Subscriptions	0.00		7,019.54		4,500.04	2,519.50	5,600.00
800 Miscellaneous	0.00		0.00		0.00	0.00	0.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Instructional Support</i>	42,779.03		334,215.63		424,581.80	(90,366.17)	643,030.00
<b>2310/2360-Administration (Board/CEO's Office/Legal &amp; Accounting)</b>							
100 Salaries/Wages	9,252.88		73,097.75		80,500.00	(7,402.25)	120,750.00
200 Benefits	8,670.47		47,518.96		53,719.36	(6,200.40)	80,579.00
300 School Board Professional Development Services	0.00		0.00		1,333.32	(1,333.32)	2,000.00
330 Legal & Accounting Services	8,238.73		43,582.35		36,666.68	6,915.67	45,000.00
400 Property Services-Maintenance/Repairs/Rentals	0.00		0.00		0.00	0.00	0.00
500 Other Services	0.00		336.28		1,199.96	(863.68)	1,800.00
600 Supplies & Subscriptions	221.93		3,421.11		1,650.00	1,771.11	2,475.00
800 Dues/Miscellaneous	30.10		3,354.15		4,333.32	(979.17)	4,500.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Board/CEO's Office/Legal &amp; Accounting</i>	26,414.11		171,310.60		179,402.64	(8,092.04)	257,104.00
<b>2380-Administration (Principal's Office)</b>							
100 Salaries/Wages	37,678.06		320,072.90		327,548.64	(7,475.74)	488,331.00
200 Benefits	14,918.52		111,508.86		197,159.64	(85,650.78)	295,331.00
400 Property Services-Maintenance/Repairs/Rentals	1,112.21		8,976.86		10,637.64	(1,660.78)	15,844.00
500 Other Services	0.00		946.48		3,333.36	(2,386.88)	5,000.00
600 Supplies & Subscriptions	622.35		9,275.09		8,200.08	1,075.01	12,300.00
800 Miscellaneous	222.73		710.17		2,000.00	(1,289.83)	3,000.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Principal's Office</i>	54,553.87		451,490.36		548,879.36	(97,389.00)	819,806.00

**ROBERTO CLEMENTE CHARTER SCHOOL**

**Financial Report for the Month Ending**

**February 28, 2023**

	<b>Current</b>		<b>2022-2023</b>		<b>Budget</b>		<b>2022-2023</b>
	<b>Month</b>		<b>Y-T-D</b>		<b>Y-T-D</b>	<b>Variance</b>	<b>Budget</b>
<b>2400-Pupil Health</b>							
100 Salaries/Wages	\$ 15,020.00	\$	\$ 102,165.00	\$	\$ 106,449.80	(4,284.80)	\$ 162,132.00
200 Benefits	8,843.56		72,865.43		71,037.10	1,828.33	108,569.00
300 Contracted Professional & Technical Services	0.00		19,720.25		1,800.00	17,920.25	3,000.00
500 Other Services	0.00		0.00		333.36	(333.36)	500.00
600 Supplies & Subscriptions	124.91		1,436.98		7,200.00	(5,763.02)	10,800.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Pupil Health</i>	<i>23,988.47</i>		<i>196,187.66</i>		<i>186,820.26</i>	<i>9,367.40</i>	<i>285,001.00</i>
<b>2500-Business</b>							
100 Salaries/Wages	14,396.74		141,918.57		148,091.36	(6,172.79)	222,137.00
200 Benefits	8,826.58		69,518.02		84,528.68	(15,010.66)	126,793.00
300 Contracted Professional & Technical Services	472.61		15,674.52		20,666.68	(4,992.16)	27,500.00
400 Property Services-Maintenance/Repairs/Rentals	319.47		7,691.70		4,586.64	3,105.06	6,880.00
500 Other Services	158.16		755.67		1,466.68	(711.01)	2,200.00
600 Supplies & Subscriptions	260.86		2,930.45		4,133.36	(1,202.91)	6,200.00
800 Taxes/Fees/Miscellaneous	25.85		632.17		1,266.68	(634.51)	1,700.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Business</i>	<i>24,460.27</i>		<i>239,121.10</i>		<i>264,740.08</i>	<i>(25,618.98)</i>	<i>393,410.00</i>
<b>2600/2900-Plant Operations &amp; Maintenance</b>							
100 Salaries/Wages	25,081.01		192,518.02		219,604.68	(27,086.66)	329,407.00
200 Benefits	7,524.27		52,414.66		97,548.00	(45,133.34)	146,322.00
300 Contracted Professional & Technical Services	9,496.96		85,727.41		63,952.68	21,774.73	81,993.00
400 Property Services-Maintenance/Repairs/Rentals	20,659.51		137,427.05		95,725.40	41,701.65	141,700.00
441 Building Leases	58,276.19		466,209.52		466,210.72	(1.20)	699,316.00
500 Other Services	0.00		482.83		1,066.68	(583.85)	1,600.00
520 Property Insurance	3,590.23		28,732.23		28,933.36	(201.13)	43,400.00
538 Telecommunications	1,320.20		10,552.16		10,333.36	218.80	15,500.00
600 Supplies & Subscriptions	7,840.40		70,862.81		64,867.00	5,995.81	95,300.00
620 Utilities & Fuel	10,726.45		62,690.56		60,893.36	1,797.20	90,400.00
800 Miscellaneous	0.00		81.00		666.68	(585.68)	1,000.00
810 Property Taxes	0.00		0.00		0.00	0.00	0.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Plant Operations &amp; Maintenance</i>	<i>144,515.22</i>		<i>1,107,698.25</i>		<i>1,109,801.92</i>	<i>(2,103.67)</i>	<i>1,645,938.00</i>

**ROBERTO CLEMENTE CHARTER SCHOOL**

**Financial Report for the Month Ending**

**February 28, 2023**

	<b>Current</b>		<b>2022-2023</b>		<b>Budget</b>		<b>2022-2023</b>
	<b>Month</b>		<b>Y-T-D</b>		<b>Y-T-D</b>	<b>Variance</b>	<b>Budget</b>
<b>2800-Central (Human Resources/Information &amp; Data/Grant Administration)</b>							
100 Salaries/Wages	\$ 10,491.42	\$	237,450.76	\$	241,475.36	(4,024.60)	\$ 267,363.00
200 Benefits	5,706.11		58,776.07		32,439.36	26,336.71	40,945.00
300 Contracted Professional & Technical Services	0.00		0.00		0.00	0.00	0.00
360 Contracted Staff Development Services	450.00		2,926.98		15,900.20	(12,973.22)	19,600.00
500 Other Services	233.44		3,465.87		19,837.28	(16,371.41)	24,837.00
600 Supplies & Subscriptions	4,293.51		37,957.41		42,556.20	(4,598.79)	54,500.00
800 Miscellaneous	0.00		1,000.00		666.68	333.32	1,000.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Central (HR/Information &amp; Data/Grants)</i>	<i>21,174.48</i>		<i>341,577.09</i>		<i>352,875.08</i>	<i>(11,297.99)</i>	<i>408,245.00</i>
<b>Non-Instructional Services</b>							
<b>3200/3300/3400-Student Activities &amp; Community Services</b>							
100 Salaries/Wages	892.38		7,819.58		22,922.68	(15,103.10)	38,454.00
200 Benefits	379.56		3,286.45		7,916.28	(4,629.83)	13,121.00
300 Contracted Professional & Technical Services	0.00		0.00		0.00	0.00	0.00
500 Other Services	2,068.00		8,945.60		19,765.00	(10,819.40)	29,600.00
600 Supplies/Books/Subscriptions	615.06		9,239.65		10,600.04	(1,360.39)	19,500.00
800 Fundraisers/Fees/Miscellaneous	2,213.00		3,148.99		6,600.00	(3,451.01)	11,000.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Student Activities &amp; Community Services</i>	<i>6,168.00</i>		<i>32,440.27</i>		<i>67,804.00</i>	<i>(35,363.73)</i>	<i>111,675.00</i>
<b>3100-Food Services</b>							
100 Salaries/Wages	13,619.82		113,435.11		124,592.10	(11,156.99)	189,045.00
200 Benefits	26,322.88		70,382.79		32,799.36	37,583.43	49,519.00
300 Contracted Professional & Technical Services	490.00		3,290.00		4,954.56	(1,664.56)	7,500.00
400 Property Services-Maintenance/Repairs/Rentals	0.00		2,585.86		3,333.32	(747.46)	5,000.00
500 Other Services	0.00		0.00		666.68	(666.68)	1,000.00
600 Supplies & Subscriptions	3,578.25		24,837.72		35,573.32	(10,735.60)	53,000.00
630 Food & Dairy	25,972.49		168,551.23		215,775.00	(47,223.77)	347,625.00
800 Miscellaneous	0.00		0.00		175.00	(175.00)	175.00
	<hr/>		<hr/>		<hr/>		<hr/>
<i>Total Food Services</i>	<i>69,983.44</i>		<i>383,082.71</i>		<i>417,869.34</i>	<i>(34,786.63)</i>	<i>652,864.00</i>

**ROBERTO CLEMENTE CHARTER SCHOOL**

**Financial Report for the Month Ending**

**February 28, 2023**

	<b>Current</b>	<b>2022-2023</b>	<b>Budget</b>	<b>Variance</b>	<b>2022-2023</b>
	<b>Month</b>	<b>Y-T-D</b>	<b>Y-T-D</b>		<b>Budget</b>
<b>Other Expenditures &amp; Financing Uses</b>					
<b>5110/5140/9200-Debt Service &amp; Financing Uses</b>					
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 &amp; Financing Uses</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<b>Total Expenses</b>	<b>849,622.43</b>	<b>6,445,037.96</b>	<b>7,335,932.93</b>	<b>(890,894.97)</b>	<b>11,015,425.00</b>
<b>Net Operating Income (Loss)</b>	<b>\$ 11,972.73</b>	<b>\$ 511,005.89</b>	<b>(\$ 66,203.61)</b>	<b>\$ 577,209.50</b>	<b>\$ 111,347.00</b>
<b>Capital Outlay (450/700)</b>					
1000 Instructional-Equipment & Furniture	0.00	31,412.30	76,000.00	(44,587.70)	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	0.00	0.00	0.00	0.00
2300 Administrative-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2400 Health-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2500 Business-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
2600 Plant Operations-Equipment & Furniture	0.00	46,222.23	43,400.00	2,822.23	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>162,677.95</i>	<i>127,400.00</i>	<i>35,277.95</i>	<i>127,400.00</i>
<b>Total Income (Loss)</b>	<b>\$ 11,972.73</b>	<b>\$ 348,327.94</b>	<b>(\$ 193,603.61)</b>	<b>\$ 541,931.55</b>	<b>(\$ 16,053.00)</b>

**ROBERTO CLEMENTE CHARTER SCHOOL****Financial Report for the Month Ending****February 28, 2023****ASSETS****Current Assets***Cash*

Main Operating Account	\$	1,379,913.02	
Auxiliary Account		8,867.87	
Payroll Account		267,526.87	
HIC Account		19,317.46	
Executive Account		596.40	
Principals' Accounts		892.18	
Money Market Accounts		1,627,331.45	
Petty Cash		900.00	
		<hr/>	
<i>Total Cash</i>			3,305,345.25

*Accounts Receivable*

School Districts		1,255,911.00	
State Government		1,799.68	
Federal Government		58,420.47	
Other		0.00	
Food Service		0.00	
		<hr/>	
<i>Total Accounts Receivable</i>			1,316,131.15

*Other Current Assets*

Deposits		0.00	
Capital Contribution- Pareto		25,814.00	
Accrued Revenue		135,938.00	
PrePaid Expenses		48,496.23	
Food Service PrePaid Expenses & Accrued Revenue		0.00	
Agency Fund-Cash Accounts (Students)		6,481.61	
		<hr/>	
<i>Total Other Current Assets</i>			216,729.84

**Fixed Assets***Buildings & Equipment*

131 Hamilton Street Building (Administration)		1,110,501.64	
850 N 5th Street Building (Elementary School)		566,149.67	
136 S 4th Street Building (Secondary School)		860,712.28	
Construction In Progress		0.00	
Computer Equipment		1,017,582.81	
Furniture & Equipment		978,558.81	
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 &amp; Equipment</i>			6,488,243.42

**Total Assets****\$ 11,326,449.66**



**ROBERTO CLEMENTE CHARTER SCHOOL****Financial Report for the Month Ending****February 28, 2023****LIABILITIES AND CAPITAL****Liabilities****Current Liabilities***Short-Term Payables*

Accounts Payable	\$	82,240.98
PSERS-Employer Contributions		110,205.07
403 B-Employer Contributions		5,595.54
Payroll Taxes & Deductions		(202.75)
Retirement-Employee Contributions		19,578.27

*Total Short-Term Payables* 217,417.11

*Accrued Expenses & Other Current Liabilities*

Accrued Salaries & Benefits		449,905.30
Other Accrued Expenses		850.00
Interfund Payable		0.00
UnEarned Revenue		57,229.27
Scholarship Funds		4,020.00

*Total Accrued Expenses & Other Current Liabilities* 512,004.57

**NonCurrent Liabilities**

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

*Total NonCurrent Liabilities* 4,525,985.88

**Total Liabilities** **5,255,407.56**

**Capital****Assigned General Funds**

Assigned Funds-Operating (Budget Impasse)		1,440,000.00
Assigned Funds-Capital Expenses & Projects		1,002,528.45
Assigned Funds-Technology Replacement		28,514.02
Assigned Funds-Budget Shortfall		222,000.00
Assigned Funds-Board Designated Emergency		50,000.00

*Total Assigned Funds* 2,743,042.47

**Other Fund Balances & Net Positions**

Non-Spendable		48,496.23
Net Investment In Capital Assets		2,103,651.83
Net Investment In Capital Leases		(141,394.29)
Agency Funds (Students)		6,481.61
UnAssigned General Funds		962,436.31
Net Income (Loss)		348,327.94

*Total Other Fund Balances & Net Position* 3,327,999.63

**Total Capital** **6,071,042.10**

**Total Liabilities & Capital** **\$ 11,326,449.66**

**ROBERTO CLEMENTE CHARTER SCHOOL**  
**Financial Report for the Month Ending**  
**February 28, 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>	
<b>Total Deferred Outflow of Resources</b>		<b><u>\$ 1,579,859.15</u></b>

**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>	
<b>Total Deferred Inflow of Resources/Liabilities</b>		<b>9,207,129.00</b>
<b>Pension Fund Net Position</b>		<b>(7,276,734.85)</b>
<b>OPEB Fund Net Position</b>		<b><u>(350,535.00)</u></b>
<b>Total Deferred Inflow of Resources/Liabilities &amp; Net Position</b>		<b><u>\$ 1,579,859.15</u></b>

Roberto Clemente Charter School  
 Payment List  
 For the Period 2/1/23 through 2/28/23

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
002245	2/1/23	HISPANIC AMERICAN ORG	136 S 4th Street lease	\$ 36,101.88	2/1/23	X
002246	2/1/23	HISPANIC AMERICAN ORG	850 N 5th Street lease	\$ 22,174.31	2/1/23	X
002247	2/8/23	All City Management Services, Inc	Crossing guards	\$ 1,315.65	2/10/23	X
002248	2/8/23	Arnold's Market		\$ 650.00	2/10/23	
002249	2/8/23	Bimbo Bakeries USA		\$ 524.60	2/10/23	X
002250	2/8/23	William Breiner	Travel reimbursement	\$ 63.07	2/10/23	
002251	2/8/23	Derstine's	Dairy/food	\$ 2,845.93	2/10/23	X
002252	2/8/23	ELECTRONIC SECURITY SOLUTIONS		\$ 435.00	2/10/23	X
002253	2/8/23	The Franklin Institute	Field trip	\$ 1,215.00	2/10/23	X
002254	2/8/23	Gold Star Foods		\$ 38.50	2/10/23	X
002255	2/8/23	Kegel's Produce	Fresh produce	\$ 2,387.05	2/10/23	X
002256	2/8/23	Key Club International		\$ 121.50	2/10/23	X
002257	2/8/23	MBI Heating & Air Conditioning	HVAC maintenance	\$ 1,325.50	2/10/23	X
002258	2/8/23	NASSP	National Junior Honors Society	\$ 1,164.00	2/10/23	X
002259	2/8/23	Norman's Bus Services Inc	Athletic team travel	\$ 2,750.00	2/10/23	X
002260	2/8/23	Precision Human Resource Solutions	Staff agency-janitorial	\$ 1,762.50	2/10/23	X
002261	2/8/23	RCN		\$ 421.58	2/10/23	X
002262	2/8/23	Royal Landscaping LLC	Contracted winter weather maintenance	\$ 16,287.50	2/10/23	X
002263	2/8/23	SCHOOL NURSE SUPPLY		\$ 196.14	2/10/23	X
002264	2/8/23	THE SHERWIN-WILLIAMS CO		\$ 31.32	2/10/23	X
002265	2/8/23	Soliant Health, LLC	Staff agency-special education	\$ 10,072.50	2/10/23	X
002266	2/8/23	Super Teacher Worksheets		\$ 350.00	2/10/23	X
002267	2/21/23	Allegheny Intermediate Unit		\$ 750.00	2/24/23	X
002268	2/21/23	All City Management Services, Inc	Crossing guards	\$ 1,052.52	2/24/23	X
002269	2/21/23	ATLAS BUILDING MAINTENANCE, INC.		\$ 376.77	2/24/23	
002270	2/21/23	RUBICON WEST LLC	Curriculum	\$ 5,799.00	2/24/23	
002271	2/21/23	Bimbo Bakeries USA		\$ 118.80	2/24/23	X
002272	2/21/23	CENTER FOR SCHOOLS & COMMUNITIES		\$ 649.00	2/24/23	
002273	2/21/23	Continental Press Inc		\$ 270.09	2/24/23	
002274	2/21/23	CROWN AWARDS		\$ 30.10	2/24/23	
002275	2/21/23	Derstine's	Dairy/food	\$ 2,555.47	2/24/23	X
002276	2/21/23	FOLLETT SCHOOL SOLUTIONS INC.	Library subscription	\$ 1,240.85	2/24/23	X
002277	2/21/23	Gold Star Foods		\$ 220.08	2/24/23	X
002278	2/21/23	JP Mascaro & Sons	Refuse/recycling	\$ 1,823.12	2/24/23	X
002279	2/21/23	Kegel's Produce		\$ 893.85	2/24/23	X
002280	2/21/23	LAFAYETTE COLLEGE		\$ 75.00	2/24/23	
002281	2/21/23	Alyssa Mace	Travel reimbursement	\$ 82.68	2/24/23	X
002282	2/21/23	Norman's Bus Services Inc	Athletic team travel	\$ 2,068.00	2/24/23	X
002283	2/21/23	Soliant Health, LLC	Staff agency-special education	\$ 5,340.00	2/24/23	X
002284	2/21/23	STANDING STONE CONSULTING INC	Contracted security	\$ 6,010.69	2/24/23	X
002285	2/21/23	United Electric Supply		\$ 221.55	2/24/23	X

Roberto Clemente Charter School  
Payment List  
For the Period 2/1/23 through 2/28/23

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
002286	2/21/23	Valley Youth House	<i>Counseling</i>	\$ 9,210.20	2/24/23	X
002287	2/21/23	Venus Supplies and Services	<i>Food service supplies</i>	\$ 2,556.72	2/24/23	X
002288	2/21/23	VERIZON CONNECT NWF, INC		\$ 38.00	2/24/23	X
002289	2/21/23	Corin Watt	<i>Travel reimbursement</i>	\$ 38.16	2/24/23	
<b>EFT</b>						
98dca042c23c	2/10/23	ASCD		\$ 59.00	2/10/23	X
02102023AMAM	2/10/23	AMAZON CREDIT PLAN	<i>Classroom/office/IT supplies</i>	\$ 1,937.43	2/10/23	X
100005951084	2/10/23	UGI UTILITIES, INC.		\$ 548.49	2/10/23	X
1275431726	2/10/23	T-Mobile		\$ 469.62	2/10/23	X
210039039	2/10/23	UNIVERSAL PREMIUM FLEETCARD		\$ 103.72	2/10/23	X
210042945	2/10/23	STAPLES ADVANTAGE		\$ 806.05	2/10/23	X
23021022	2/10/23	PPL ELECTRIC UTILITIES	<i>Electric</i>	\$ 1,812.28	2/10/23	X
23021059	2/10/23	PPL ELECTRIC UTILITIES	<i>Electric</i>	\$ 6,257.42	2/10/23	X
23021092	2/10/23	PPL ELECTRIC UTILITIES		\$ 889.62	2/10/23	X
23021095	2/10/23	PPL ELECTRIC UTILITIES		\$ 36.75	2/10/23	X
3129942547	2/10/23	TFS Leasing A Program of De Lage		\$ 319.47	2/10/23	X
600983723670C	2/10/23	HOME DEPOT CREDIT SERVICES		\$ 952.41	2/10/23	X
643476489	2/10/23	US FOODS	<i>Food</i>	\$ 8,479.43	2/10/23	X
FNND55ZQDW	2/14/23	IIRP		\$ 450.00	2/14/23	X
3085702168	2/14/23	Unum Life Insurance Company of America	<i>STD/LTD/LI insurance</i>	\$ 3,132.06	2/14/23	X
HN 0223	2/17/23	HealthNow Administrative Services	<i>Health insurance</i>	\$ 29,556.24	2/17/23	X
xw2q6zfy5c6rxu	2/22/23	Highmark Blue Shield		\$ 677.82	2/22/23	X
3086088208	2/22/23	Unum Life Insurance Company of America		\$ 146.08	2/22/23	X
12711905	2/22/23	TOSHIBA FINANCIAL SERVICES	<i>Copier leases</i>	\$ 2,399.90	2/22/23	X
3130149131	2/22/23	TFS Leasing A Program of De Lage		\$ 581.77	2/22/23	X
52139028	2/22/23	PURCHASE POWER		\$ 120.00	2/22/23	X
5507702232023	2/22/23	ReadyRefresh by Nestle		\$ 214.93	2/22/23	X
211201959	2/22/23	STAPLES ADVANTAGE		\$ 107.84	2/22/23	X
290271202322	2/22/23	ReadyRefresh by Nestle		\$ 100.96	2/22/23	X
926368705	2/22/23	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 81.78	2/22/23	X
926370255	2/22/23	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 275.62	2/22/23	X
926372847	2/22/23	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 274.10	2/22/23	X
100005994569	2/22/23	UGI UTILITIES, INC.	<i>Natural gas</i>	\$ 1,920.06	2/22/23	X
100005994858	2/22/23	UGI UTILITIES, INC.	<i>Natural gas</i>	\$ 1,512.82	2/22/23	X
100005994929	2/22/23	UGI UTILITIES, INC.		\$ 439.06	2/22/23	X
<b>Health Insurance Claims (HIC)</b>						
212023M-1/25-	2/6/23	HealthNow	<i>Health Claims-PE 2/1/23</i>	\$ 3,182.58	2/6/23	X
218023M-2/1-7/	2/6/23	HealthNow	<i>Health Claims-PE 2/8/23</i>	\$ 11,031.13	2/6/23	X
2222023M -2/8-	2/27/23	HealthNow	<i>Health Claims-PE 2/22/23</i>	\$ 35,504.46	2/27/23	X

Roberto Clemente Charter School  
 Payment List  
 For the Period 2/1/23 through 2/28/23

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
<b>Payroll</b>						
18046679 1/202	2/1/23	P.S.E.R.S.EMPLOYEE # 9254	EE PSERS contributions	\$ 11,867.46	2/1/23	X
18046679 PPE	2/1/23	PENSERV PLAN SERVICES INC	EE/ER 403b contributions	\$ 12,850.58	2/1/23	X
00009	2/1/23	Megan Sabo	Reissued paycheck	\$ 1,740.45	2/1/23	X
WO 133523 PP	2/10/23	VOYA Financial		\$ 323.21	2/10/23	X
51460028	2/10/23	Susan Kamber	Art program-independent contractor	\$ 700.00	2/10/23	X
51460029	2/10/23	Alison Saeger	Professional development-independent contractor	\$ 500.00	2/10/23	X
51460030	2/10/23	McKenna Snyder LLC	Legal services	\$ 2,332.00	2/10/23	X
000220 PPE 2/4	2/13/23	NYS Child Support Processing Center		\$ 200.00	2/13/23	X
000220 PPE 2/4	2/13/23	PA SCDU		\$ 293.54	2/13/23	X
AW PPE 2/4/23	2/13/23	Payroll/Taxes	ACH payroll & taxes	\$ 190,599.94	2/13/23	X
18064968 PPE	2/15/23	PENSERV PLAN SERVICES INC	EE/ER 403b contributions	\$ 12,850.47	2/15/23	X
626335555	2/23/23	ADP		\$ 463.66	2/23/23	X
51465805	2/24/23	McKenna Snyder LLC	Legal services	\$ 8,238.73	2/24/23	X
WO PPE 2/18/2	2/24/23	VOYA Financial		\$ 322.21	2/24/23	X
626335928	2/24/23	ADP		\$ 8.95	2/24/23	X
000220 PPE 2/1	2/24/23	NYS Child Support Processing Center		\$ 200.00	2/24/23	X
AW PPE 2/18/2	2/27/23	Payroll/Taxes	ACH payroll & taxes	\$ 193,769.01	2/27/23	X
000282 PPE 2/1	2/27/23	PA SCDU		\$ 293.54	2/27/23	X
<b>CEO's Account (Central Administration)</b>						
254758	2/16/23	KUTZTOWN UNIVERSITY	Job fair	\$ 51.38	2/16/23	X
<b>Principal's Account (Elementary School)</b>						
021423Pho	2/14/23	PHOEBE FLORAL	Employee condolences	\$ 87.88	2/14/23	X
494	2/16/23	BJs	Staff lunch	\$ 147.29	2/16/23	X
9091	2/16/23	SAM'S CLUB MC/SYNCB	Staff lunch	\$ 122.52	2/16/23	X
308	2/21/23	Mary Ann Donut Kitchen	Staff donuts	\$ 80.00	2/21/23	X
<b>Principal's Account (Secondary School)</b>						
No Activity						
				<b>\$ 696,077.90</b>		

**Elementary & Secondary Schools Emergency Relief Grant  
American Rescue Plan**

Covered Period: 7/1/22-6/30/23\*\*

Pay Date: 9/8/23

If you are employed with RCCS on 9/1/23 and expect to continue employment for the school year,

**AND**

your hire date was prior to 7/1/22,

**AND**

you were employed with RCCS through 6/30/23 without a break in service\*,

**THEN**

your retention stipend is \$ 2,200.

---

If you are employed with RCCS on 9/1/23,

**AND**

you were employed with RCCS from your hire date through 6/30/23 without a break in service\*,

**AND**

your hire date was between:

7/1/22 and 8/31/22 **THEN** your retention stipend is \$ 2,000.

9/1/22 and 10/31/22 **THEN** your retention stipend is \$ 1,900.

11/1/22 and 12/31/22 **THEN** your retention stipend is \$ 1,700.

1/1/23 and 2/28/23 **THEN** your retention stipend is \$ 1,600.

3/1/23 and 4/30/23 **THEN** your retention stipend is \$ 1,400.

5/1/23 and 6/30/23 **THEN** your retention stipend is \$ 1,200.

*\*Furloughs, short-term disability, and summer layoffs are not considered breaks in service.*

*\*\*Employees who enter into a Sign-On Bonus agreement during the Covered Period, will be awarded the difference of the Retention Stipend and the Sign-On Bonus. If the Sign-On Bonus is equal to or more than the Retention Stipend, no stipend will be awarded. All Sign-On Bonus agreement terms apply.*