



Board of Trustees

October 15, 2024

7:00PM

Agenda

1. Review of Agenda
2. Review of Minutes
 - 9/17/24 Minutes (motion)
3. Public Input
4. CEO Office
 - CEO Report
 - Title IX Grievance Procedures (motion)
 - ESL Program Policy (motion)
 - Graduation Requirements Policy (motion)
 - Nondiscrimination Policy (motion)
 - Nondiscrimination Grievance Procedures (motion)
 - Student Conduct and Discipline Policy (motion)
 - Student Promotion and Retention Policy (motion)
 - Unpaid Leave of Absence (motion)
 - Acting Services (motion)
5. Principal's Reports
 - Secondary School
 - Elementary School
6. Human Resources
 - HR Report
 - Hires/Appointments (motion)
 - Resignations/Terminations (motion)
 - Employee Agreement Addendum (motion)
7. Business Office
 - October Business Report
 - September Financial Report
 - September Payment List (motion)
 - 2024-25 Ready to Learn Grant (motion)
8. Public Input
9. New Business
10. Adjourn (motion)

**Roberto Clemente Charter School (RCCS)
Board of Trustees (BoT) Meeting Minutes
September 17, 2024**

BoT Attendees: Dr. Lynn Columba, John Bassler, Dr. Kathy Dolgos, Agustín García, Raymond Lahoud, Alex Rolón, Dr. Jill Sperandio, Ruth Vélez-Font

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

EXECUTIVE SESSIONS:

The Building Committee entered executive session at 4:00 PM on 9/13/2024 to discuss real estate matters. The committee left the executive session at 4:31 PM.

The Board entered executive session at 6:02 PM on September 17, 2024 to discuss personnel and legal issues. The Board left the executive session at 7:02 PM.

Dr. Columba called the meeting to order at 7:10 PM.

MINUTES:

The minutes of the August 2024 Board of Trustees meeting were reviewed. A motion to approve the August Mr. García and seconded by Dr. Sperandio. The motion carried unanimously.

PUBLIC COMMENT I:

No public input.

CEO's REPORT:

Mrs. Mace presented the CEO's Report.

A motion to approve the Title IX Policy was made by Mr. Bassler and seconded by Mrs. Vélez-Font. The motion carried unanimously.

A motion to approve the Title IX Grievance Procedures was made by Mr. Bassler and seconded by Dr. Dolgos. The motion carried unanimously.

A motion to approve the 2024-2030 New Educator Induction Plan was made by Mrs. Vélez-Font and seconded by Dr. Dolgos. The motion carried unanimously.

A motion to approve an unpaid leave of absence for Glenys Rodríguez (8/26/2024 – 10/8/2024) was made by Mr. Lahoud and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the Organizational Chart was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

The ARP ESSER Health & Safety Plan was presented for informational purpose only. There were no changes to the plan.

RCCS entered into the following two (2) agreements:

- Lehigh Carbon Community College for pre-service teacher observation and experience.
- The Center for Humanistic Change for Student Assistance Program Liaison Services.

The following Policies were presented to the Board for its first reading. Further actions will be taken at the October BoT meeting.

- ESL Program Policy
- Graduation Requirements Policy
- Nondiscrimination Policy & Grievance Procedures
- Student Conduct and Discipline Policy
- Student Promotion and Retention Policy

PRINCIPALS' REPORTS:

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

HUMAN RESOURCES REPORT:

Mr. Rodríguez submitted and presented the Human Resources Report.

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

A motion to approve the resignations as presented in the HR Report was made by Mr. Bassler and seconded by Mrs. Vélez-Font. The motion carried unanimously.

BUSINESS & FINANCIAL REPORTS:

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

A motion to approve the August 2024 Payment List was made by Mr. García and seconded by Mr. Bassler. The motion carried unanimously.

A motion to approve the application for the 2024-25 School Safety & Mental Health Grant was made Mr. Bassler and seconded by Mrs. Vélez-Font. The motion carried unanimously.

A motion to approve the purchase of a reach-in refrigerator at a cost not exceeding \$3,000 was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve the agreement with TSS Photography for school photography services was made by Mr. Bassler and seconded by Dr. Sperandio. The motion carried unanimously.

A motion to approve extending the lease for the Elementary School building until 6/30/2028 was made by Mr. García and seconded by Mrs. Vélez-Font. The motion carried unanimously.

PUBLIC COMMENT II:

No public input.

NEW BUSINESS:

No new business. There being no further business, Mr. Rolón moved to adjourn the meeting, and it was seconded by Dr. Dolgos. The motion carried unanimously. The RCCS Board meeting was adjourned at 7:49 PM.

The next BoT meeting is scheduled for October 15, 2024 7:00 PM, at the RCCS Administration Building.

Dr. Lynn Columba, President

Date

Mr. Alexander Rolón, Secretary

Date



CEO Report

Tuesday, October 15, 2024

Mrs. Alyssa Mace

1. Student Enrollment
 - As of October 11, 2024
 - 622 students
 - Below enrollment projections in kindergarten
2. Title IX Grievance Procedures (motion)
 - Updated language to provide procedural clarity
3. Policies (motion)
 - ESL Program
 - Graduation Requirements
 - Nondiscrimination
 - Nondiscrimination Grievance Procedures
 - Student Conduct and Discipline
 - Student Promotion and Retention
4. Unpaid Leave of Absence (motion)
 - Glenys Rodríguez, Cafeteria Aide
 - October 9, 2024, through June 11, 2025
5. Acting Services (motion)
 - Samantha Moore, Elementary Special Education Teacher
6. Charter Renewal
 - Due to Allentown School District by October 31, 2024.
7. 2023-2024 ESSA Monitoring
 - Corrective action submitted September 25, 2024.
8. Education Committee
 - Monday, October 7, 2024
 - Topics discussed:
 - Title IX Grievance Procedures
 - ESL Program
 - Graduation Requirements



- Nondiscrimination Policy & Grievance Procedures
- Student Conduct and Discipline
- Student Promotion and Retention

9. Professional Development

- Literacy Leadership Summit,
 - PaTTAN Harrisburg, Friday, October 4, 2024
 - CEO & Building Principals
- Pennsylvania Coalition of Public Charter Schools Annual Conference
 - Lancaster, PA, Tuesday, October 8 and Wednesday, October 9, 2024
 - CEO & Director of Business Administration

10. Health Services

- Mobile Dentist, October 9-11, 2024
 - Approximately 60 dental cleanings and exams for students in grades K-5



Board of Trustees Policy

TITLE IX GRIEVANCE PROCEDURES

Adoption:

The Roberto Clemente Charter School (“the Charter School”) hereby adopts these grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the Charter School’s education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

Sexual Harassment:

Title IX prohibits the following conduct on the basis of sex that satisfies one or more of the following:

- Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the Charter School’s education program or activity (i.e., creates a hostile environment).”
- A School employee conditioning educational benefits on participation in unwelcome sexual conduct, otherwise known as “Quid pro Quo” harassment.
- “Sexual assault,” as defined in 20 U.S.C. 1092(f)(6)(A)(v) “dating violence,” as defined in 34 U.S.C. 12291(a)(10) “domestic violence,” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Complaints:

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the Charter School investigate and make a determination about alleged discrimination under Title IX:

1. A “complainant,” which includes: a student or employee of the Charter School who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or a person other than a student or employee of the Charter School who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating in or attempting to participate in the Charter School’s education program or activity;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or



3. The Charter School's Title IX Coordinator.

Inquiries about Title IX may be referred to the Charter School's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The Charter School's Title IX Coordinator is Alyssa Mace, Chief Executive Officer, 131 W. Hamilton Street, Allentown, PA 18101, amace@myrccs.com, 610-439-5814.

Basic Parameters:

The Charter School will treat complainants and respondents equitably.

The Charter School shall ensure that the Title IX Coordinator, Investigator, and/or Decisionmaker does not have any conflict of interest or bias.

The Decisionmaker may be the same person as the Title IX Coordinator or Investigator.

The Charter School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of these grievance procedures.

The Charter School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

If the Charter School adopts grievance procedures that apply to the resolution of some, but not all complaints, it will articulate consistent principles for how it will determine which procedures apply.

Timeframes:

The Charter School has established the following timeframes for the major stages of the grievance procedures:

- Within fifteen (15) calendar days from the date of receipt of a complaint, the Title IX Coordinator shall evaluate the complaint and determine whether the complaint will be dismissed or investigated. The Title IX Coordinator shall provide the required written notice to the parties to the complaint and whether the complaint will be investigated or dismissed.



- If the complaint is dismissed, the complainant will have fifteen (15) calendar days to appeal the dismissal to the Charter School's Board of Trustees.
- No more than thirty (30) calendar days from the time the Title IX Coordinator determines whether to initiate the investigation, the Title IX Coordinator or assigned Investigator shall conclude the investigation.
- No more than fifteen (15) calendar days from the conclusion of the investigation, the Title IX Coordinator or assigned Investigator shall provide the parties with an investigatory report.
- The Title IX Coordinator or Investigator shall allow ten (10) calendar days for the parties to respond to the investigatory report.
- Within thirty (30) calendar days of the conclusion of the above ten (10) day response period, the Title IX Coordinator, Investigator or Decisionmaker shall issue a final determination.
- The parties shall have thirty (30) days to appeal the determination.
- The Board of Trustees shall issue a decision on the appeal within thirty (30) days of receipt of the appeal.

Supportive Measures:

Supportive measures are free, individualized services designed to restore, preserve and/or protect equal access to education, protect safety, or deter sexual harassment. A complainant does not need to file a formal complaint to receive supportive measures. Supportive measures are intended to support a student and are not punitive or disciplinary with respect to another student. These measures do not unreasonably burden any other person. Each student, the complainant and respondent, must have equal access to education prior to any determination of responsibility.

Examples of supportive measures include:

- Counseling
- Extension of deadlines
- Modification of work or class schedules
- Escort services
- Mutual restrictions on contact between individuals



The Title IX Coordinator is responsible for implementing these supportive measures and must consider the alleged victim's wishes when it comes to requests for supportive measures. Generally, these measures must remain confidential.

Disciplinary Sanctions and Remedies:

Informal Resolution:

In lieu of resolving a complaint through the Charter School's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process.

The Charter School does not offer informal resolution to resolve a complaint that includes allegations that an employee of the Charter School engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local law.

Notice:

Upon initiation of the Charter School's Title IX grievance procedures, and subject to the above detailed timeframes, the Title IX Coordinator will notify the parties of the following:

- The Charter School's Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence.

If, in the course of an investigation, the Title IX Coordinator decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.



Dismissal:

The Charter School may dismiss a complaint of sex discrimination if:

- The Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the Charter School's education program or activity and is not employed by the Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- The Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Charter School will make reasonable efforts to clarify the allegations with the complainant.

In the event that a complaint is dismissed, the Charter School will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The Charter School will notify the parties that the dismissal may be appealed on the following bases and in accordance with the above detailed timeframes:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, Investigator, or Decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

In the event that a complaint is dismissed, the Charter School will still offer supportive measures to the parties as appropriate and take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the Charter School's education program or activity.

Evidence:

The Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible – including both inculpatory and exculpatory evidence.



Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking evidence, are impermissible regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the Charter School obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Investigation:

The burden is on the Charter School to gather sufficient evidence.

The Charter School will provide for adequate, reliable, and impartial investigation of complaints.

The Charter School will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The Charter School will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:



- The Charter School will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence.
- The Charter School will provide an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.
- The Charter School will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
- The Charter School will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Credibility Determination:

The Charter School will provide the opportunity for the Decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. The Charter School shall arrange individual interviews with the parties and/or witnesses.

Final Determination:

The Charter School shall not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.

Disciplinary sanctions shall be in accordance with the Charter School's Code of Conduct and may include recommendation to the Board of Trustees for expulsion.

The Charter School shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Following an investigation, and subject to the above detailed timeframes, the Charter School will:

- Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred.
- Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;



If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:

- Coordinate the provision and implementation of remedies to a complainant and other people the Charter School identifies as having had equal access to the Charter School's education program or activity limited or denied by sex discrimination;
- Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
- Take other appropriate, prompt, and effective steps to ensure that sex discrimination does not continue or recur within the Charter School's education program or activity.

Appeals:

Following the issuance of a Final Determination, the parties shall have equal right of appeal to the Charter School Board of Trustees, subject to the above detailed timeframes, **including, if any, proceedings relating to other discrimination complaints.**

The Determination may **ONLY** be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, Investigator, or Decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

CONCLUSION

If any section of this procedure is declared invalid, the remaining sections shall remain valid and unaffected.



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

Adopted on this 17th day of September 2024

__DR. LYNN COLUMBA____

President, Board of Trustees

__ALEX ROLÓN____

Secretary, Board of Trustees



Board of Trustees Policy

ENGLISH AS A SECOND LANGUAGE PROGRAM POLICY

Purpose:

In accordance with the Board of Trustees' ("Board") philosophy to provide a quality educational program to all students, the Roberto Clemente Charter School ("Charter School") shall provide an appropriately planned instructional program for identified students whose dominant language is not English. When the Every Student Succeeds Act (ESSA) was signed on December 10, 2015, reauthorizing the Elementary and Secondary Education Act of 1965 (which was amended by the No Child Left Behind Act of 2001), it changed the terminology to identify such students as English Learners (ELs). English Learners ("ELs") are the students who require English as a Second Language ("ESL") service by the Charter School.

The purpose of the program shall be to increase the English language proficiency of ELs so they can attain the state academic standards within the ESL program setting as well as within the regular classroom environment, to provide equal opportunities for ELs to participate in extra-curricular activities, and to provide the cultural, social and emotional supports for ELs to adapt to this new cultural setting.

Authority:

The Board declares its policy to provide an equal opportunity for all students, including ELs, to achieve their maximum potential through the curriculum, instruction, and programs offered in the Charter School. At no time shall the Charter School, including the Board, permit, condone, encourage or facilitate discrimination against students during the course of recruitment, admissions and enrollment, instruction, counseling and daily interactions with Charter School faculty and staff. Equal Education Opportunity Act, 20 U.S.C.A. § 1703; Title VI, Civil Rights Act of 1964, 42 U.S.C.A. § 2000d, et seq.

Definition:

ESSA defines an "English learner" as an individual who, among other things, has difficulties in speaking, reading, writing, or understanding the English language to the extent that it may be sufficient to deny the individual the ability to meet challenging state academic standards. The term "English learner," when used with respect to an individual, means an individual – (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying



areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. (ESEA Section 8101(20)).

ELs are from diverse linguistic and cultural backgrounds. The Charter School must equip them with the skills to function, compete, and prosper in American society. EL students must develop academic skills along with their general program peers while also learning English. As EL students are in transition from their native language to English, the emphasis must be on developing academic skills that comply with Pennsylvania State Standards.

Responsibility:

The Charter School shall adopt an instructional program for each EL student for the purpose of facilitating the student's achievement of English proficiency and academic standards ("ESL Program"). 22 Pa. Code. § 4.26. All students who may be ELs must be assessed within the first thirty (30) calendar days of enrollment at the Charter School, or within fourteen (14) calendar days of mid-year transfer. The CEO and building principals shall implement and supervise an ESL Program that meets the legal requirements for ESL Program compliance under federal and Pennsylvania law, especially:

1. Based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy;
2. Reasonably calculated, including provisions for resources and personnel, to implement the theory effectively; and
3. Evaluated and adjusted where needed to ensure language barriers are actually being overcome.

20 U.S.C.A. § 6812. The ESL program will come under the direction of the CEO. The CEO and building principals will be responsible for the assurance of the implementation of the program and that proper Charter School policies and procedures are being followed. The CEO and the building principals will be responsible for informing Charter School staff with instructional strategies and cultural needs of students who will receive ESL instruction. ESL teaching resource materials will be



obtained by the building principals and will be made available for reference for both program and non-program teachers.

All teachers instructing within the ESL Program shall hold the requisite certification and endorsements required by Pennsylvania law. Bilingual teachers must demonstrate academic language proficiency both in English and in the language of instruction. 22 Pa. Code §403; 20 U.S.C.A. §6826.

Language Instruction Educational Programs (“LIEPs”) The Charter school must:

- Use Title III funds for effective approaches and methodologies for teaching ELs (ESEA Section 3115(a));
- Increase the English proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency; and (B) student academic achievement (ESEA Section 3115(c)(1));
- Use Title III funds in ways that build its capacity to continue to offer effective language instruction educational programs that assist English learners in meeting challenging State academic standards (ESEA Section 3113(b)(3)(E)); and
- Include in its local plans for a Title III subgrant a description of the effective programs and activities that will be provided, including language instruction educational programs (ESEA Section 3116(b)(1)).

ESL Program:

The goals of the Charter School’s ESL Program are to assist the EL students in using English, per 20 U.S.C.A. §6812:

1. to communicate in social settings;
2. to achieve academically in all content areas; and
3. in socially and culturally appropriate ways.

The CEO and the building principals implement and supervise the ESL Program, and further ensure that the ESL Program meets the legal requirements for ESL program compliance. The CEO and the building principals, in conjunction with appropriate certified ESL teachers, shall develop and disseminate written procedures regarding the ESL Program. The procedures shall include, but will not be limited to, the following:

1. Detailed program goals;
2. Student enrollment/transfer procedures (i.e., Home Language Survey);



3. Assessment procedures within thirty (30) calendar days of enrollment or within fourteen (14) calendar days of mid-year transfer for program entrance, measuring progress in gaining English proficiency, and program exiting;
4. Accommodations for EL students in the general education classroom;
5. Grading policies; and
6. List of resources, including support agencies and interpreters.

20 U.S.C.A. § 6826. The ESL Program shall include daily instruction for EL students, supporting the ESL Program's goals, and will receive curriculum aligned with Pennsylvania standards. 22 Pa. Code. § 4.26. Language instruction shall correspond to each EL student's English proficiency level, which shall include both direct language instruction and adaptation of instruction in all content classes. The exact hours of direct language instruction will be determined based on each EL student's needs. All ESL instruction shall be part of each EL student's daily schedule, and will not interfere with or prohibit each EL student's instruction in all grade level content classes.

All EL students will be placed in appropriate grade level content classes. Each EL student will receive instruction in all content areas, as other students in the class. Each EL student will receive additional supplemental support and instruction from ESL teachers periodically for Language Arts class and for necessary content area classes. An ESL teacher will assist the classroom teacher in identifying and implementing teaching strategies that will help each EL student achieve academic success in the classroom comparable to their non-EL peers.

The Pennsylvania English Language Proficiency Standards shall be incorporated in both ESL instruction and grade level content classes.

The success of the ESL program will be measured by: EL students increasing scores within their level of the program; EL students testing to the next level of the program; and EL students testing out of the program as evidenced by yearly WIDA English Language Proficiency Standards testing. Success will also be measured by an increase in academic scores on a content area standardized test. 22 Pa. Code § 403; 20 U.S.C.A. § 6841.

Attendance policies will be the same for EL students as for English-speaking students.

The Student Handbook will clearly state the Charter School's policy and expectations regarding the ESL Program.



Enrollment of EL Students:

EL students and families shall be provided translation and interpretation services to the extent needed to assist with the enrollment process. All students seeking first time enrollment in the Charter School shall be given a Home Language Survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of a student may not be delayed in order to administer the Home Language Survey. The completed survey shall be filed in each student's permanent record folder through graduation. 22 Pa. Code § 11.11(e).

Based on the Home Language Survey responses, each student shall be assessed for potential placement in an ESL Program within thirty (30) calendar days of school or within fourteen (14) calendar days of enrollment if a student enrolls after the first day of school.

Identification & Placement of EL Students:

Entry Criteria

The Charter School will use the WIDA Screener to assess newly enrolled students for placement in the ESL program. The WIDA Screener results will be one indicator for placement in the ESL program. Additional criteria for placement in the ESL program include: educational and cultural backgrounds, interviews with families, and native language literacy. Other indicators shall include current or previous grades, performance on state assessments, and Charter School-based formative or summative assessments. This ESL-Program eligibility criterion is aligned with requirements established by the Pennsylvania Department of Education.

Student placement in the ESL Program and designated instruction time (WIDA levels of English language proficiency: 1. Entering, 2. Beginning, 3. Developing, 4. Expanding, 5. Bridging and 6. Reaching) will comply with program guidelines and will be based upon the instructional need of each EL student. Instructional placement will be age and grade appropriate.

Parents may request an EL student to be excused from the ESL Program if the instruction conflicts with the family's religious beliefs, or for any reason and must be made clear to the EL's Parents. 22 Pa. Code § 4.4(d)(3).

All EL students shall have access to and should be encouraged to participate in all Charter School educational programs, opportunities, and extracurricular activities available. Equal Education Opportunity Act, 20 U.S.C.A. § 1703; Title VI, Civil Rights Act of 1964, 42 U.S.C.A. § 2000d, et seq.



Notifications to Parent(s)/Guardian(s) of ELs:

Title I requires that every LEA that uses funds under either Title I or Title III for services to ELs must provide a parent with notification that outlines their child's identification as an EL and placement in an LIEP. (ESEA Section 1112(e)(3)).

Initial notification should include:

- 1) Detailed description of the LIEP as outlined in the BEC, including a description of its intended benefits for children and an explanation of its effectiveness (this description should include information on screening, identification, and placement of ELs)
- 2) Description of the EL identification process and the reason that their child was identified as an EL
- 3) Their child's current English proficiency level and a description of what that means
- 4) Information explaining their right to refuse enrollment of their child in the LIEP

Annual notification should include:

- 1) Notification of their child's continued participation in the LIEP
- 2) Description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
- 3) Notification of their right to refuse services as outlined in the BEC
- 4) Description of any Title III supplemental services being offered (if applicable)
- 5) Notification of their right to refuse Title III supplemental services (if applicable)

The initial notification must be provided no later than thirty (30) calendar days after the beginning of the school year or within the first fourteen (14) calendar days of placement in an LIEP for students who enroll after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)). The notice and information provided must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA Section 1112(e)(4)).

Communications with EL Parents/Guardians:

Communications with EL parents and/or guardians must be in the parents' /guardians' preferred language and mode of communication. The Charter School will provide interpretation services (written and/or oral, depending on the preferred mode of communication). 20 U.S.C.A. § 7012.



Assessment of EL Students:

In accordance with Pennsylvania academic standards and Charter School academic standards, the Charter School will monitor the progress of EL students and will provide appropriate accommodations within the content areas to ensure achievement of the academic standards and curricular goals. 22 Pa. Code § 403; 20 U.S.C.A. § 6842.

Pennsylvania's assessments shall be administered to all EL students annually to measure progress and determine each EL student's English language proficiency for each language domain (Reading, Writing, Speaking and Listening). Other considerations will include EL student portfolios and teacher narratives regarding observations of each EL student.

An EL student may not be retained in a grade level based solely on his/her lack of English language proficiency. Before an EL student is retained in a grade, the building principals must demonstrate that all appropriate modifications were made to instruction and assessment in order to allow the EL student's meaningful access to the grade level content curriculum as well as to promote ESL instruction.

Required Exit Criteria

- 1) 4.5 or higher on ACCESS for ELs Composite (overall) Score.
- 2) At least one (1) ESL teacher recommendation for reclassification (exit) and one (1) content teacher. In the absence of an ESL teacher, two (2) recommendations for reclassification (exit) from two (2) different content teachers will be accepted.

Once an EL student exits the ESL Program, he/she will be monitored for two years. The law requires the Charter School to maintain a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services. Such monitoring of students shall begin as soon as the student exits an ESL program. For students who exit a program at the end of the school year, monitoring will begin the following school year. The progress of the exited EL student will be monitored at quarterly intervals throughout the academic year, utilizing collaborative conversations regarding progress monitoring of the exited EL students between content and ESL teacher.

During the two -year monitoring period, any student encountering academic difficulty that is determined to be because of English language proficiency skills may be re-designated and returned to an ESL education program. However, such re-designation should only occur after collaboration between the ESL teacher and content teachers has



ensured that effective and appropriate core curriculum instruction, including differentiation and interventions has been implemented. Content and ESL teacher input is critical in determining whether re-designation is the appropriate support to enable the former EL to succeed.

Former ELs must be reported to the state as such for a period of four years after reclassification.

EL Students with Disabilities

All EL students shall be eligible for special education services. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction for EL students must be in compliance with governing state and federal laws and regulations. However, the Charter School, as LEA, must ensure that their program is effective before referring the child for evaluation.

The IEP team for an EL student shall consider the need for ESL instruction as it addresses the EL student's needs related to the provision of a Free and Appropriate Public Education. In determining an EL student's needs, the IEP team shall consider both special education services and ESL instruction simultaneously. Special education services do not replace ESL instruction. LEAs must not identify or determine that ELs are students with disabilities because of their limited English language proficiency.

ELs with IEPs may receive both ESL instruction and special education services simultaneously. The IEP must be developed by the IEP Team, which should include the ESL teacher as a member, or at a minimum, information provided by the ESL teacher to the IEP team.

Professional development for teachers:

The professional development provided by the Charter School need not be limited to teachers who teach exclusively ELs, but may be provided to all teachers who have ELs in their classrooms, to enable them to teach those ELs more effectively.



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 _____, 2024

President

Secretary



Board of Trustees Policy

Graduation Requirements Policy

Purpose

The Board of Trustees ("Board") of Roberto Clemente Charter School ("Charter School") wishes to acknowledge each student's successful completion of Charter School-approved instructional program by an award of a diploma or certificate at graduation ceremonies.

Delegation of Responsibility

The Chief Executive Officer ("CEO") shall develop procedures for implementing this policy which includes the careful recording of each student's progress and accumulation of graduation requirements; counseling of students to know what is expected of them for completion of their schooling; issuance of periodic warnings to students in danger of not fulfilling graduation requirements; preparation and submission to the Board for its approval of a list of all candidates for the award of a diploma or certificate; preparation of suitable diplomas and certificates; and the planning and execution of graduation ceremonies which fittingly mark this important achievement.

High school graduation requirements and revisions to them shall be approved by the Charter School's Board. The CEO shall develop procedures for publishing and distributing a copy of the requirements to students, parents, and guardians and made available on the Charter School's publicly accessible website immediately following approval by the Board.

Guidelines

The Board shall award a high school diploma to every student who meets the requirements for graduation. Such requirements shall include the successful completion of courses of study for a four (4) year high school approved by the Board and which meet the standards set by Commonwealth laws and regulations.

A student who has completed the requirements for graduation may not be denied a diploma for disciplinary purposes but may be denied participation in graduation ceremonies upon the decision of the CEO.



High School Graduation Requirements (The Board and CEO reserve the right to update requirements as required by new legislation).

Pursuant to 22 Pa. Code §4.24, the Charter School shall adopt and implement requirements for high school graduation that, at minimum, include:

(i) Course completion and grades including the attainment of 24 academic credits per the Charter School graduation requirements (see course catalog).

(ii) Demonstration of proficiency as determined by the Charter, in each of the state academic standards not assessed by a state assessment under § 4.51, §4.51a or §4.51b (relating to state assessment system; Pennsylvania System of School Assessment; and Keystone Exams).

(iii) Demonstration of proficiency or above in each of the following state academic standards: English Language Arts and Mathematics; through June 30, 2025, Science and Technology and Environment and Ecology, and, beginning July 1, 2025, Science, Environment and Ecology, as determined through any one or a combination of the following:

(A) Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or through a pathway established in section 121(c) or (c.1) of the School Code (24 P.S. §§ 1-121(c) or (c.1)).

(I) A student shall be allowed to take a Keystone Exam prior to taking the course associated with the exam's content provided that the student achieved a score of advanced on the most recent associated PSSA assessment administered to the student.

(II) A student who transfers from another state shall be allowed to take a Keystone Exam prior to taking the course associated with the exam's content, provided that the student achieved a score comparable to the PSSA's advanced performance level on a comparable assessment administered by another state.

(III) A student who scores at the advanced level on a particular Keystone Exam prior to taking the course shall be granted course credit for the course without having to complete the course.



- (B) Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in
- (C) § 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet standards set forth in 22 Pa Code §4.24.

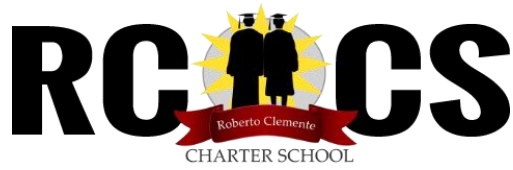
The Charter School shall require the following local requirements that include:

- (i) Completion of a culminating project in one or more areas of concentrated study under the guidance and direction of the high school faculty. The purpose of the project, which may include research, writing, completion of a college application or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Projects must be completed by individual students.
- (ii) 90% attendance rate for the full senior year
- (iii) Completion of 25 hours of community service
- (iv) Payment of all outstanding debts.

Demonstration of academic proficiency

Students can meet the statewide graduation requirement set by the Pennsylvania Department of Education and Act 158 by any of the following options:

- (A) Keystone Proficiency Pathway** - Scoring proficient or advanced on each Keystone Exam – Algebra I, Literature, and Biology.
- (B) Keystone Composite Pathway** - Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams. The sum of Algebra 1, Literature, and Biology Keystone Exam Scores must equal 4452 or greater. (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).
- (C) Alternate Assessment Pathway** - Earning a passing grade on the courses associated with each Keystone Exam, **and** satisfactorily complete one of the following:



- a) Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
- b) Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the learner did not achieve at least a proficient score;
- c) Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

(D) Evidence Based Pathway - Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the learner did not achieve proficiency and demonstration of three pieces of evidence consistent with the learner's goals and career plans, including:

- a) One of the following:
 - 1. Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
 - 2. Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - 3. Attainment of an industry-recognized credential; or
 - 4. Successful completion of a concurrent enrollment or postsecondary course; and.
- b) Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound learner athletes with a minimum grade point average (GPA) of 2.0.



Special Education Students

Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the Charter School.

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 _____, 2024

President

Secretary



Board of Trustees Policy

NONDISCRIMINATION POLICY

Roberto Clemente Charter School (the "Charter School") is committed to creating and maintaining an environment that respects the dignity and worth of every individual. The Charter School recognizes the importance of providing an inclusive and equitable environment where all individuals are treated with respect, fairness, and professionalism. Discrimination, harassment, or retaliation against any member of the school community based on legally protected characteristics is strictly prohibited. These characteristics include, but are not limited to, race, color, national origin, ethnicity, sex, gender identity, gender expression, sexual orientation, disability, religion, age, ancestry, marital status, pregnancy or related conditions, genetic information, veteran status, citizenship status, immigration status, socioeconomic status, political affiliation, or any other characteristic protected under federal, state, or local laws.

This policy applies to all educational programs, employment practices, and school-related activities, including admission, hiring, promotion, discipline, termination, graduation, participation in extracurricular activities, and access to school facilities. The Charter School is committed to ensuring that all individuals have equal access to the educational and employment opportunities provided by the school without fear of exclusion or harassment.

Purpose and Scope:

The purpose of this policy is to provide an educational and work environment free from discrimination, harassment, and retaliation. It reflects the school's commitment to fostering a culture of inclusion and respect where all individuals can achieve their potential without fear of unfair treatment or bias. This policy applies to all students, employees (faculty, staff, and administrators), parents and guardians, contractors and vendors, volunteers, visitors, and other members of the school community. The policy extends to off-campus events and activities that are school-related, including field trips, sports events, and school-sponsored programs.

Prohibited Conduct:

Discrimination in any form is strictly prohibited at the Charter School. Discrimination refers to any unfair or unequal treatment of an individual or group based on a legally protected characteristic. Examples include, but are not limited to, exclusion from participation in educational programs or extracurricular activities, unequal access to



resources or academic opportunities, or employment decisions based on protected characteristics.

Harassment is also prohibited and includes any unwelcome conduct based on a protected characteristic that creates a hostile, intimidating, or abusive environment. Harassment may be verbal, physical, or visual and can occur in person or through electronic communication. Verbal harassment includes derogatory comments, slurs, or jokes. Physical harassment includes unwanted touching or obstructing someone's movement. Visual harassment may involve the display of offensive images or written materials.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature that affects an individual's education or employment. Sexual harassment under Title IX includes quid pro quo harassment, hostile environment harassment, and sexual violence.

Bullying, including cyberbullying, is also prohibited. Bullying refers to intentional, repeated aggressive behavior that causes harm or distress to another individual. This can include verbal, physical, and psychological abuse, as well as cyberbullying, which occurs through electronic communication such as social media or text messages.

Retaliation against any individual who reports discrimination or harassment, participates in an investigation, or otherwise engages in protected activity under this policy is strictly prohibited. Retaliation may result in disciplinary action, separate from any findings of the original complaint.

Reporting Procedures:

The Charter School encourages all members of the school community to promptly report any incidents of discrimination, harassment, or retaliation. Reports may be made in person, in writing, or anonymously. Complaints related to sex-based discrimination or harassment, including sexual harassment under Title IX, should be directed to the Title IX Coordinator. Complaints concerning other forms of discrimination should be submitted to the Civil Rights Coordinator. In some cases, reports may be made to the CEO, principal, human resources administrator (for employee-related matters) or school counselor (for student-related matters).

Anonymous reports will be reviewed, but the school's ability to investigate may be limited if the report lacks sufficient information. All reports will be taken seriously and investigated promptly.



Investigation Process:

Upon receiving a complaint, the Charter School will provide written notice to both the complainant and respondent outlining the allegations and rights of both parties. A prompt, thorough, and impartial investigation will be conducted by trained school officials or external investigators if necessary. Both the complainant and respondent will have the opportunity to provide evidence and witness statements. The investigation will be conducted in a fair manner, with respect to the privacy of all parties involved.

During the investigation, the school may take interim measures to protect the complainant and the broader school community. These measures could include schedule changes, no-contact orders, or counseling services, depending on the nature of the allegations. The investigation will be completed within a reasonable timeframe, typically within thirty (30) calendar days of receiving the complaint, unless there are extenuating circumstances that require an extension.

Resolution and Remedies:

At the conclusion of the investigation, a written report will be prepared summarizing the findings and the basis for any conclusions reached. A neutral decision-maker will evaluate the evidence and determine whether discrimination, harassment, or retaliation occurred. If a violation of this policy is found, corrective actions will be implemented. These may include disciplinary measures against the respondent, such as suspension, expulsion, or termination, depending on the severity of the violation. Remedies may also include academic accommodations, counseling, or policy revisions to prevent future incidents.

Both the complainant and respondent will be notified of the outcome in writing, consistent with applicable laws. The school will take prompt and effective steps to stop any discriminatory behavior, prevent its recurrence, and remedy the effects on the complainant and the school community.

Appeals:

Both the complainant and respondent have the right to appeal the outcome of the investigation. Appeals may be filed if there are procedural irregularities that affected the outcome, if new evidence has become available, or if there is evidence of bias or conflict of interest on the part of the investigator or decision-maker. Appeals must be submitted in writing within thirty (30) days of receiving the determination and will be reviewed by an impartial panel.



Confidentiality:

The Charter School will maintain confidentiality throughout the grievance process to the greatest extent possible, consistent with the need to conduct a thorough and fair investigation. Information will only be shared with individuals who need to know in order to resolve the complaint. The privacy of the complainant, respondent, and witnesses will be respected, and the investigation will be conducted discreetly.

Prevention and Training:

To prevent discrimination and harassment, the Charter School is committed to providing regular training to all faculty, staff, and students on topics such as diversity, equity, inclusion, and preventing discrimination. These training sessions will educate the school community about their rights and responsibilities under this policy. The school will also develop ongoing programs to promote a culture of respect, cultural competence, and inclusive practices within the school environment.

Employees and students will be trained to identify discrimination and harassment, and to understand the process for reporting such incidents. This training will include information on how to prevent retaliation and how to foster an environment that values diversity and inclusion.

Retaliation Prohibited:

Retaliation against any individual who reports discrimination, harassment, or participates in an investigation is strictly prohibited. Retaliatory actions can take many forms, including intimidation, exclusion, or adverse treatment in the school or workplace. Any act of retaliation will be subject to disciplinary action, up to and including termination or expulsion, and will be handled separately from any findings related to the original complaint.

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 _____, 2024

President

Secretary



NONDISCRIMINATION GRIEVANCE PROCEDURES

Roberto Clement Charter School (the “Charter School”) encourages all members of the school community to report any incidents of discrimination, harassment, or retaliation as soon as possible. Reports can be made in person, in writing, or anonymously, and will be taken seriously and addressed promptly. Any member of the school community who believes they have been subjected to or witnessed discrimination or harassment may file a complaint. Complaints may be related to discrimination based on race, color, national origin, sex, gender identity, sexual orientation, disability, religion, age, or any other legally protected characteristic.

Reports of discrimination or harassment should be directed to the appropriate school official, depending on the nature of the complaint. Complaints related to sex-based discrimination or harassment, including sexual harassment under Title IX, should be directed to the Title IX Coordinator. Complaints concerning other forms of discrimination should be submitted to the Civil Rights Coordinator. In some cases, reports may be made to the CEO, principal, human resources administrator (for employee-related matters) or school counselor (for student-related matters).

Anonymous reports are accepted, but it is important to note that the school’s ability to investigate and respond may be limited if insufficient information is provided.

Once a complaint is received, the Charter School will take immediate steps to initiate an investigation. The complainant and the respondent will both receive written notice detailing the allegations, the scope of the investigation, and their rights throughout the process. The investigation will be conducted by a trained school official or an external investigator, and every effort will be made to complete the investigation promptly, within thirty (30) calendar days. The investigation will include interviews with the complainant, respondent, and any witnesses, as well as a review of relevant documents or evidence. Both the complainant and respondent will have the opportunity to present evidence and witnesses to support their respective cases.

During the investigation, the Charter School may implement interim measures to protect the safety and well-being of the complainant and the school community. These measures may include changes to class schedules, no-contact orders, counseling, or temporary adjustments in the respondent’s duties or privileges. These interim measures are designed to prevent further harm while the investigation is ongoing and do not indicate any findings of responsibility.



At the conclusion of the investigation, the investigator will prepare a written report summarizing the findings and the evidence. A neutral decision-maker, who was not involved in the investigation, will review the report and issue a determination regarding whether a violation of school policy occurred. The decision-maker will use a preponderance of the evidence standard, meaning that they will determine whether it is more likely than not that the alleged discrimination or harassment took place.

Once a determination has been made, both the complainant and the respondent will receive a written notification of the outcome. The notification will include the findings, any sanctions or corrective actions that will be taken if a violation is found, and information about the right to appeal the decision. Sanctions for violations may include disciplinary measures such as suspension, expulsion, or termination of employment, depending on the severity of the misconduct. In addition, remedial actions may be implemented to support the complainant, such as counseling, academic accommodations, or changes to school policies to prevent future incidents.

Both the complainant and the respondent have the right to appeal the outcome of the investigation. Appeals may be filed on specific grounds, including procedural errors that affected the outcome, the discovery of new evidence that was not reasonably available during the investigation, or evidence of bias or conflict of interest on the part of the investigator or decision-maker. Appeals must be submitted in writing within thirty (30) calendar days of receiving the determination. The appeal will be reviewed by an impartial panel, and the final decision will be communicated to both parties.

Throughout the grievance process, the Charter School will maintain the confidentiality of all parties to the greatest extent possible. Information will only be shared with those who need to know in order to conduct a fair and thorough investigation. The school is committed to protecting the privacy of all individuals involved while complying with its legal obligations under laws such as the Family Educational Rights and Privacy Act (FERPA).

Retaliation against any individual who files a complaint, participates in an investigation, or opposes discriminatory practices is strictly prohibited. The Charter School will take prompt action to address any acts of retaliation, which may include further disciplinary action, independent of the findings of the original complaint.

These grievance procedures are designed to provide a fair, impartial, and transparent process for addressing complaints of discrimination, harassment, or retaliation. By



following these procedures, the Charter School aims to ensure that all members of the school community are treated with dignity and respect and that any incidents of discrimination are resolved promptly and effectively.

TO THE EXTENT THAT ANYTHING IN THESE PROCEDURES 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 _____, 2024

President

Secretary



Board of Trustees Policy

STUDENT CONDUCT AND DISCIPLINE POLICY

The Board of Trustees (“Board”) of the Roberto Clemente Charter School (“Charter School”) has the authority to make reasonable and necessary rules governing the conduct of students in the Charter School. The rulemaking power, however, is not unlimited; it must operate within statutory and constitutional restraints. The Board acts within those powers that are enumerated in the statutes of the Commonwealth, or that may reasonably be implied or necessary for the orderly operation of the Charter School. Authorized discipline of Charter School students shall not include corporal punishment.

Accordingly, the Board’s adoption of a Student Code of Conduct, which contains student rights and responsibilities as well as levels of misconduct and resulting discipline, is within its grant of authority from the General Assembly. The rules contained within this policy are to be implemented in a consistent and non-discriminatory manner and are a rational means of accomplishing the legitimate school purpose of a safe and orderly environment in which students may be instructed. All students enrolled in the Charter School are entitled to share in its educational and related programs to the extent of their abilities without regard to race, color, sex, sexual orientation, national origin, religion or handicap. All students are expected to conduct themselves at school and in school-related activities and on school-issued technology in accordance with public laws, school rules and lawful directions of assigned staff, and to deal fairly and courteously with fellow students, staff and the public.

The Board directs the Charter School administration to ensure that all Charter School students are protected from any unlawful and excessive force used by teachers and school authorities for discipline purposes. The Charter School and its teachers and employees will be subject to civil action and/or criminal punishment for engaging in corporal punishment of students. For the above reasons, the Charter School strictly prohibits any corporal punishment on any student, including for disciplinary infractions. Teachers and employees may only use reasonable force under the following circumstances: to quell a disturbance, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense, for the protection of persons or property. 22 Pa. Code § 12.5.

The Charter School CEO and/or his or her designee shall develop and disseminate reasonable rules to carry out the purpose of this policy. The CEO and/or his or her designee is responsible for publishing and distributing to all staff, students and



parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct and the sanctions that may be imposed for violations of those rules. These rules shall comply with applicable public law and shall include the following elements:

- (a) Standards of student conduct shall inform students and staff what conduct is acceptable and what is prohibited. These standards shall apply to students while traveling to and from school, at school, while using school issued technology, and in all school-related activities and shall be appropriate to students' ages.
- (b) Disciplinary sanctions shall state which staff may employ what sanctions to penalize and correct students who violate reasonable standards of conduct. Discipline must be rationally related to the offense, designed to teach responsibility for one's actions and applied without discrimination on account of race, color, sex, sexual orientation, national origin or religion.

Penalties

If a teacher or an employee of the Charter School engages in corporal punishment or techniques, he or she is subject to discipline as outlined in the employee handbook, which may result in include termination of employment at the Charter School.

Due Process

Procedures to enforce standards of conduct and apply disciplinary sanctions shall provide for due process by giving students notice of the offense charged and an opportunity to respond. The extent of appeal to review the application of any discipline shall be reasonably related to the weight of the sanction.

Discipline Records

Student records shall reflect disciplinary action to the extent necessary to support educational and counseling objectives with appropriate safeguards for proper use and limited dissemination, pursuant to the Family Educational Rights and Privacy Act (FERPA) and other federal and state regulations regarding student discipline records.



Reporting

The CEO, or his/her designee, shall annually, or such other time frame as required, per the Pennsylvania Department of Education (PDE) Office for Safe Schools, at 24 P.S. §13-1303-A, report on the required form, all new incidents that occurred on school property and involved conduct including, but not limited to, acts of violence, weapons, terroristic threats, controlled substances, alcohol or tobacco. The CEO, or his/her designee, shall annually, or such other time frame as required per PDE, submit the prepared Office of Safe Schools report to the police department with jurisdiction over the school building for review and comparison with police incident data. Discrepancies shall be resolved in accordance with the procedures outlined in the memorandum of understanding pursuant to 24 P.S. §13-1302.1-A regarding procedures between the Charter School and law enforcement.

The Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq., and its implementing regulations (“IDEA”); does not prohibit a LEA from reporting a crime committed by a student eligible for special education to appropriate authorities, or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by an eligible student. A LEA reporting a crime committed by a student eligible for special education must ensure that copies of the special education and disciplinary records of the student are transmitted, in compliance with the provisions of the Family Education Rights and Privacy Act, for consideration by the appropriate authorities to whom it reports the crime.

Special Education Students

Special education students are afforded appropriate protection of their due process rights through both IDEA and state regulations at 22 Pa Code §711.46 (Positive Behavior Support); 22 Pa Code §711.61 (Suspension and Expulsion); and 22 Pa Code §711.62 (Procedural Safeguards).



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 _____, 2024

President

Secretary



Board of Trustees Policy

STUDENT PROMOTION AND RETENTION POLICY

The Roberto Clemente Charter School (“Charter School”) Board of Trustees (“Board”) recognizes that the educational growth of students will vary and that students should be placed in the educational setting appropriate to their needs at the various stages of their development.

It is the policy of the Board that each student shall be moved forward in a continuous pattern of educational growth that corresponds with his/her own development and the system of grade levels and academic standards established for each grade and in accordance with the goals and objectives of a student’s Individual Education Program or Section 504 Plan, if applicable. A student shall be promoted when s/he has successfully:

- Completed the course requirements at the presently assigned grade/level.
- Achieved the academic standards established for the present grade/level, based on the professional judgment of his/her teachers and the results of assessments.
- Demonstrated proficiency to move ahead to the educational program of the next level/grade.
- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next learning level/grade.

The Chief Executive Officer (“CEO”) in coordination with the building principals shall develop procedures for promotion and retention of students which assure that every effort will be made to remediate the student’s difficulties before s/he is retained. The procedures shall be published at the school and made known to students and parents.

The recommendation of the classroom teacher/teachers, building principal/s, and CEO or his/her designee shall be considered for promotion or retention of a student.

Parents shall be informed reasonably in advance of the possibility of retention of a student within a grade.

The CEO or his/her designee shall be assigned the final responsibility for determining the promotion or retention of each student and will make that determination after



consultation with the student's teacher(s) and relevant members of any IEP and/or multidisciplinary team, where applicable.

Criteria for Promotion and Retention:

"Retention in grade level" and "failure" causing retention in grade level are not synonymous in concept. Retention in grade level implies that a pupil is receiving instruction appropriate to his "ability" to learn and "perform", although the instructional level may be significantly below the expected "average" norm. For example, a fifth grader at the end of the school year may be receiving instruction in reading at a pre-primer level, and performing satisfactorily. However, that pupil may be a candidate for retention in grade level because he or she has not completed enough of the fifth grade program to conjecture success in sixth grade. The pupil's second year in the same grade would continue at the point in which instruction terminated in the first year.

"Failure" connotes completing a program unsatisfactorily. Charter School employees shall exercise all available options not to place a student in a setting where failure is predictable. As a student matures and likewise demands more independence, he/she may choose not to comply with minimal standards of mandated program, although he/she has evidenced that his/her performance could be satisfactory. All effort shall be directed toward changing the "attitudes" that have led to failure.

Standard policy of Charter School shall be to promote a student to the next grade level if, in the judgment of the teacher(s) and CEO or his/her designee, the student's achievement and performance have been satisfactory at the expected level of learning and if the higher grade level is more easily able to accommodate the student at the appropriate level of instruction.

A student is retained in the present grade level, if in the judgment of the student's teacher(s), CEO or his/her designee and in consultation with the appropriate members of the professional staff, it is believed that the student can benefit by the retention, and if that present grade level can appropriately accommodate the student at the appropriate level of instruction.



Factors that may be considered in retention/failure of students include at the discretion of the CEO or his/her designee the following:

- a. Academic potential
- b. Achievement/performance on school-based, state and/or local assessments
- c. Attitude/interest
- d. Chronological age
- e. Development - physical, emotional, social
- f. Previous retention
- g. Excessive unexcused absenteeism
- h. Completion of curriculum/content
- i. Completion of alternative methods of instruction (tutoring, summer school, etc.)

No student will be allowed to take the next sequential course without successfully completing the prerequisite unless specifically allowed by the CEO or his/her designee. Students failing a required course must repeat the course in the regular school program or through the CEO or his/her designee approved make-up alternative as determined appropriate by the CEO or his/her designee (such as summer school program). Exceptions will be granted by the CEO or his/her designee when it is determined to be in the best interest of the student or school.

Special Education student promotion and retention will be guided by the Student’s IEP or Section 504 Plan and in accordance with Chapter 711 of Title 22 of the Pennsylvania Code as well as in accordance with the principles set forth above to the extent consistent with applicable state and federal regulations.

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 _____, 2024.

President

Secretary



**Principal's Report
Middle High School
October 15, 2024**

Attendance

August 2024	
Grade	Daily Attendance %
6	99
7	97
8	94
9	94
10	95
11	91
12	98
AVG	95

September 2024	
Grade	Daily Attendance %
6	97
7	96
8	95
9	94
10	93
11	95
12	94
AVG	95

Academic Achievement

Quarter 1 Benchmark Assessments

ELA	
Grade	Proficient/Advanced %
6	20
7	36
8	34
9	17
10	44
11	16
12	30

Math	
Grade	Proficient/Advanced %
6	4
7	14
8	10
9	11
10	23
11	3
12	10

- Science CDT Benchmark administered 10/7/24 – 10/18/24.

Peer Tutoring

- Launched week of September 30
- Targeted tutoring for students closest to reaching proficiency based on skill deficits on Q1 Star360 benchmark

Baum School of Art Scholarships

Four 8th grade students selected for evening art class scholarships:

- Evelyn Tice
- Mariangel Polanco
- Yascelie Tavarez Hernandez
- Genesis Rojas

Discipline

Infraction Report: September 2024

Level 2	37
Level 3	15
Level 4	5

- Quarter 1 PBIS reward is a bonus field day at Bucky Boyle Park on 10/28 for students who purchased raffle tickets, have 0 write-ups, and win the raffle drawing.

College & Career Update

Scheduled College Visits

- Tuesday, October 8, 2024 – Kutztown University
- Friday, November 15, 2024 – Moravian University
- Tuesday, November 19, 2024 – Automotive Training Center
- 7 on-campus college presentations have occurred

High School Career Fair

- Friday, October 25, 2024, from 8 – 11:30 am

Middle School Counseling

- Bi-weekly lessons on behavior expectations and kindness/respect
- Social skills small group sessions starting w/o October 14

Other Information/Activities/Events/Updates

Professional Development Day – Monday, October 14, 2024

Third Annual Day of Service – Wednesday, October 16, 2024

Early Dismissal Professional Development- Wednesday, October 16, 2024

STEAM + Games Family Night – Monday, November 4, 6 – 8 pm



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

**Elementary Principal's Report
Tuesday, October 15, 2024
Mr. Cory Snyder and Mr. Brendon Zapata**

➤ **Attendance (9.1.24 to 9.30.24)**

Grade	Attendance
Kindergarten	94.46%
Grade 1	95.40%
Grade 2	95.40%
Grade 3	98.10%
Grade 4	95.74%
Grade 5	96.51%
Total	95.95%

➤ **Academic Achievement**

- Baseline Testing 8.28.24 to 9.6.24.

August/September 2024 (Reading)		August/September 2024 (Math)	
[Baseline Assessment]		[Baseline Assessment]	
Grade	Students At/Above Benchmark	Grade	Students At/Above Benchmark
1 st	*	1 st	*
2 nd	39.0%	2 nd	28.0%
3 rd	45.0%	3 rd	24.0%
4 th	*	4 th	*
5 th	25.0%	5 th	12.0%

*Did not test during the Baseline Assessment Period.

➤ **Discipline (9.1.24 to 9.30.24)**

Infraction Levels	Total
Level 2	4
Level 3	6
Level 4	0
Total Number of Infractions (Levels 2,3,4)	10

- Positive Office Referrals
 - September: 41

➤ **College & Career Activities/Events/Information**

- Safer Smarter Lessons
 - Started at the end of September for Grade 5
- College and Career Lessons
 - Started at the end of September for Grade 5
- College and Career Presentation
 - LCCC (Genesis Reyes)
 - Grades 4 and 5 on 10.10.24



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

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

- 10.4.24: Fiesta Latina
 - 148 Families
 - 457 People
- 10.16.24: 1:00 p.m. Dismissal
- 11.5.24: School Closed: Professional Development



Roberto Clemente Charter School

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

Human Resources Report

October 15, 2024

I. Personnel Updates:

a. Personnel Appointments and New Hires (motion)

Name	Location	Job Title	Date	Status
Kelly Nyemscek	ELEM	2 ND Grade Teacher	9/30/2024	Full-time
Zahra Sabounji*	ELEM	Instructional Assistant	9/30/2024	Full-time (previously part-time)

*Current employee

b. Personnel Resignations and Dismissals (motion)

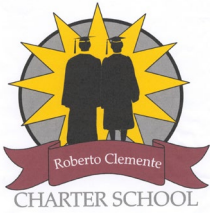
Name	Location	Job Title	Date	Status
Jacqueline Corton	ELEM	Instructional Assistant	9/27/2024	Resignation
Matthew Seeds	MHS	6 th Grade Teacher	10/01/2024	Resignation
Nakeshia Downer	ADM	Food Service Manager	10/11/2024	Resignation
Amanda Romano	ELEM	1 ST Grade Teacher	10/11/2024	Resignation

II. Current and Future Job Postings:

Title	Location	Status
ESL Teacher	ELEM	Recruiting, currently filled through staffing agency
1 st Grade Teacher	ELEM	Recruiting, staffing agency assignment beginning 10/16/24
Instructional Assistant, PT	ELEM	Offer accepted, pending documentation
Special Education Teacher	ELEM	Recruiting, offer extended
6 th Grade Teacher	MHS	Recruiting, offer extended
ESL Teacher	MHS	Recruiting, currently filled through staffing agency
Cafeteria Aide – PT, temporary	Food Service	Recruiting
Food Service Manager	Food Service	Offer accepted, pending documentation

III. Employment Agreement Addendum (motion)

a. Yolande Thomas-Reid



Roberto Clemente Charter School

Business Report: October 15, 2024

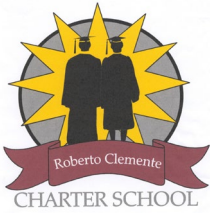
Page 1 of 3

Financial Activity (9/1-9/30/24)

- Finance Committee meeting (Oct-11).
- 620 Students: Non-Special Ed (556), Special Ed (64)
Allentown SD (587), Bethlehem Area SD (6), Catasauqua Area SD (4), East Penn SD (4), Northampton Area SD (1), Northern Lehigh SD (2), Panther Valley SD (1), Parkland SD (1), Southern Lehigh SD (3), Salisbury Township SD (1), Saucon Valley SD (6), Whitehall/Coplay SD (4)
- 2024/25 Form 363 (annual student subsidy) Received/Posted:
 - Catasauqua Area SD (*Revised*)- NonSpecial Ed (\$13,738); Special Ed (\$36,548)
 - Panther Valley SD- NonSpecial Ed (\$11,896); Special Ed (\$37,130)
 - Southern Lehigh SD- NonSpecial Ed (\$16,560); Special Ed (\$32,924)
- 2024/25 Form 363 not received/posted: Allentown SD, East Penn SD, Salisbury Township SD, Whitehall/Coplay SD
- Total ESSER ARP (III) Grant: \$3,186,303 of \$3,403,099
 - Base ARP (90%): \$2,936,655 of \$3,149,847
 - Set Aside ARP (7%):
 - Learning Loss- \$174,867 fully spent
 - Summer School- \$34,973 fully spent
 - After School- \$34,973 fully spent
 - Set Aside (Homeless Children & Youth): \$4,835 of \$8,439
- \$245,016 Paid out annual staff incentives.
- \$2,295 Poster printer. (*IT Dept*)
- \$2,021 AED equipment. (*Health Services Dept*)
- \$1,874 Pallet rack. (*Facilities Dept*)
- Accrued 23/24 lease reimbursements received (\$91,684).
- Accrued 22/23 School Mental Health and Safety & Security Grant funds received (\$32,005).
- Un-Assigned General Fund balance \$1,801,833 / 16.4% of the operating budget.
- 23/24 Depreciation and amortization not posted yet; GASB 68/75/87/96 entries not posted yet.
- \$1,014,378 Total monthly disbursements.
- Annual staff incentives paid out. (*Through Payroll*)
- Janitorial supplies order paid. -*Venus Supplies & Services*

Business Office

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



Roberto Clemente Charter School

Business Report: October 15, 2024

Page 2 of 3

Grants, Donations, & Reports

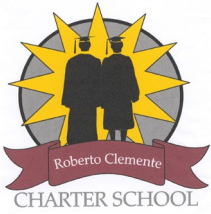
- Completed (Sep-17) 24/25 IDEA Sub-Recipient Risk Assessment Survey.
- Submitted (Sep-20) 2024/25 School Safety & Mental Health Grant application.
- Submitted (Sep-26) 2023/24 School Health Annual Reimbursement Request System Report.
- Filed (Sep-28) 2023/24 Title III EL & IM Final Expenditure Reports.
- Filed (Sep-30) 2023/24 Title IV Final Expenditure Report.
- Completed (Oct-1) ARP-HCY Federal Subgrantee Information Form.
- 2024/25 Ready To Learn Grant (\$28,546); 7/1/24-6/30/25.
 - After School Program- \$6,273
 - Math & STEM Supplies- \$13,887
 - Reading & Literacy Supplies- \$5,386
 - Spanish Instructional Supplies- \$500
 - College & Career Program- \$2,500

Technology Update

- Department management meeting (9/17)
- 239 Service tickets received between 9/10-10/10.
- Access point replacement in the Elementary School.
- Troubleshooting the ongoing interaction issues with Google drive and school copiers.
- Deployed new poster printer.
- Secondary School gymnasium alert bell system installation ongoing.
- Preparing new digital signage and dynamic menu signage for the Food Service Dept.
- Prepared Chromebooks, CDT servers, and datafile generation for Secondary School testing.
- Provided school picture taking services for the Elementary School.
- Ongoing development for in-house, organization-wide tech inventory and equipment lifecycle tracking system.

Facilities Update

- Department management meeting (9/17)
- 68 Service tickets received between 9/10-10/10.
- Plumbing repairs in the Secondary School kitchen.
- Fire alarms tested at the Elementary School (9/12) and Secondary School (9/24).



Roberto Clemente Charter School

Business Report: October 15, 2024

Page 3 of 3

Facilities Update (continued)

- Elementary School boiler tested (9/20).
- Provided facilities support for the Fiesta Latina at the Elementary School (10/4).
- Building landlord provided landscaping services at the Secondary School (10/9).

General Updates

- 23/24 LEA audit ongoing.
- 2025-2030 Charter renewal process underway.

Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024

	Current	2024-2025	Budget	Variance	2024-2025
	Month	Y-T-D	Y-T-D		Budget
Revenue-General Fund					
6000/9000 Local Sources & Other Sources					
6500 Interest	\$ 3,282.44	\$ 9,937.93	\$ 3,750.00	\$ 6,187.93	15,000.00
6700 Student Activities	0.00	0.00	600.00	(600.00)	6,000.00
6832 PassThru Federal Funds (IU)	0.00	0.00	5,394.80	(5,394.80)	53,948.00
6920 Other Local Grants & Contributions	250.00	250.00	0.00	250.00	1,505.00
6944 Regular Education Subsidies	522,103.84	1,595,686.67	1,693,500.00	(97,813.33)	6,714,460.00
6944 Special Education Subsidies	156,513.87	456,908.29	490,500.00	(33,591.71)	1,977,118.00
6990 Miscellaneous	20.53	632.65	500.06	132.59	2,000.00
9000 Other Sources	0.00	0.00	0.00	0.00	0.00
<i>Total Local Sources</i>	<i>682,170.68</i>	<i>2,063,415.54</i>	<i>2,194,244.86</i>	<i>(130,829.32)</i>	<i>8,770,031.00</i>
7000 State Sources					
7200 Specific Educational Programs	0.00	200.00	0.00	200.00	0.00
7320 Lease Reimbursement	0.00	0.00	0.00	0.00	96,000.00
7330 Health Services Reimbursement	0.00	0.00	0.00	0.00	11,000.00
7360 Safe Schools	6,325.28	12,187.69	10,377.30	1,810.39	69,182.00
7505 Ready To Learn Grant	0.00	1,186.02	2,854.60	(1,668.58)	28,546.00
<i>Total State Sources</i>	<i>6,325.28</i>	<i>13,573.71</i>	<i>13,231.90</i>	<i>341.81</i>	<i>204,728.00</i>
8000 Federal Sources					
8514 Title I	35,279.93	52,759.17	101,256.24	(48,497.07)	523,914.00
8515 Title II	0.00	10,815.64	6,000.00	4,815.64	37,088.00
8516 Title III	0.00	0.00	7,416.40	(7,416.40)	32,870.00
8517 Title IV	3,656.08	4,838.34	4,587.00	251.34	38,560.00
8700 ESSER	302,558.42	424,332.65	447,068.00	(22,735.35)	447,068.00
<i>Total Federal Sources</i>	<i>341,494.43</i>	<i>492,745.80</i>	<i>566,327.64</i>	<i>(73,581.84)</i>	<i>1,079,500.00</i>
Food Service					
6620 Sales	2,141.35	2,991.35	1,755.00	1,236.35	11,700.00
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	2,000.00	2,344.82	3,400.00	(1,055.18)	21,000.00
8531 Federal Sources	64,345.84	76,256.78	90,275.00	(14,018.22)	601,000.00
<i>Total Food Service</i>	<i>68,487.19</i>	<i>81,592.95</i>	<i>95,430.00</i>	<i>(13,837.05)</i>	<i>633,700.00</i>
Total Revenue	1,098,477.58	2,651,328.00	2,869,234.40	(217,906.40)	10,687,959.00

Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024

	Current	2024-2025	Budget	Variance	2024-2025
	Month	Y-T-D	Y-T-D		Budget
Expenses-General Fund					
Instructional Services					
1100-Regular Programs					
100 Salaries/Wages	\$ 285,868.08	\$ 410,728.30	\$ 418,190.55	(\$ 7,462.25)	\$ 2,787,937.00
200 Benefits	109,737.66	171,873.61	195,192.15	(23,318.54)	1,301,281.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
400 Property Services-Maintenance/Repairs/Rentals	0.00	0.00	2,000.06	(2,000.06)	8,000.00
500 Other Services	0.00	1,495.00	1,899.00	(404.00)	9,495.00
600 Supplies/Books/Subscriptions	4,639.97	56,054.93	66,533.55	(10,478.62)	167,791.00
730 Capitalized Right To Use	1,925.06	5,775.18	5,838.00	(62.82)	23,352.00
800 Fees/Miscellaneous	0.00	0.00	1,150.00	(1,150.00)	6,500.00
<i>Total Regular Programs</i>	<i>402,170.77</i>	<i>645,927.02</i>	<i>690,803.31</i>	<i>(44,876.29)</i>	<i>4,304,356.00</i>
1200-Special Programs					
100 Salaries/Wages	17,987.00	30,957.00	59,048.75	(28,091.75)	348,325.00
200 Benefits	5,222.46	8,280.36	22,977.10	(14,696.74)	139,252.00
300 Contracted Professional & Technical Services	0.00	0.00	10,000.00	(10,000.00)	10,000.00
500 Other Services	0.00	0.00	75.00	(75.00)	500.00
600 Supplies/Books/Subscriptions	187.55	2,103.38	2,725.42	(622.04)	7,600.00
<i>Total Special Programs</i>	<i>23,397.01</i>	<i>41,340.74</i>	<i>94,826.27</i>	<i>(53,485.53)</i>	<i>505,677.00</i>
1400/1691/1700-Other Programs & Adult Education					
100 Salaries/Wages	0.00	41,121.25	71,190.00	(30,068.75)	81,900.00
200 Benefits	0.00	7,897.98	20,011.30	(12,113.32)	23,083.00
300 Contracted Professional & Technical Services	1,780.00	2,530.00	1,500.00	1,030.00	1,500.00
500 Other Services	0.00	0.00	0.00	0.00	0.00
566 Tuition/Higher Education	0.00	0.00	1,400.00	(1,400.00)	14,000.00
600 Supplies/Books/Subscriptions	334.76	334.76	600.00	(265.24)	6,000.00
<i>Total Other Programs & Adult Education</i>	<i>2,114.76</i>	<i>51,883.99</i>	<i>94,701.30</i>	<i>(42,817.31)</i>	<i>126,483.00</i>

Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024

	Current	2024-2025	Budget	Variance	2024-2025
	Month	Y-T-D	Y-T-D		Budget
Support Services					
2100-Student Support (Guidance/Social Svc/Child Accounting/Special Ed Support)					
100 Salaries/Wages	\$ 23,128.52	\$ 47,386.43	\$ 47,377.42	9.01	\$ 253,178.00
200 Benefits	17,979.16	27,608.56	20,460.26	7,148.30	94,676.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
336 Contracted Evaluations & Special Ed Services	0.00	0.00	3,775.00	(3,775.00)	250,000.00
500 Other Services	0.00	0.00	805.06	(805.06)	3,400.00
600 Supplies & Subscriptions	2,075.70	3,051.60	5,275.60	(2,224.00)	17,350.00
<i>Total Student Support</i>	<i>43,183.38</i>	<i>78,046.59</i>	<i>77,693.34</i>	<i>353.25</i>	<i>618,604.00</i>
2200-Instructional Support (Technology)					
100 Salaries/Wages	22,783.08	67,851.16	67,220.25	630.91	268,881.00
200 Benefits	9,840.09	33,632.47	38,704.31	(5,071.84)	154,817.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
400 Equipment-Maintenance/Repairs/Rentals	0.00	0.00	1,000.00	(1,000.00)	2,000.00
500 Other Services	0.00	0.00	250.03	(250.03)	1,000.00
600 Supplies & Subscriptions	890.12	1,441.72	3,700.21	(2,258.49)	14,800.00
730 Capitalized Right To Use	0.00	0.00	0.00	0.00	0.00
800 Miscellaneous	0.00	0.00	125.06	(125.06)	500.00
<i>Total Instructional Support (Technology)</i>	<i>33,513.29</i>	<i>102,925.35</i>	<i>110,999.86</i>	<i>(8,074.51)</i>	<i>441,998.00</i>
2200-Instructional Support (Library/Curriculum Development/Staff Development)					
100 Salaries/Wages	1,000.00	3,410.00	11,520.00	(8,110.00)	16,520.00
200 Benefits	420.14	1,442.93	2,904.00	(1,461.07)	4,309.00
240 Tuition Reimbursement	0.00	8,100.00	6,000.00	2,100.00	24,000.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
360 Contracted Staff Development	129.00	129.00	6,064.53	(5,935.53)	35,250.00
400 Equipment-Maintenance/Repairs/Rentals	0.00	0.00	0.00	0.00	0.00
500 Other Services	0.00	0.00	250.12	(250.12)	2,900.00
600 Library Supplies & Subscriptions	0.00	0.00	1,367.65	(1,367.65)	7,350.00
600 Curriculum Development Supplies & Subscriptions	0.00	0.00	0.00	0.00	0.00
600 Staff Development Supplies & Subscriptions	434.63	3,353.16	7,250.12	(3,896.96)	13,300.00
800 Miscellaneous	0.00	0.00	0.00	0.00	0.00
<i>Total Instructional Support (Library/Curriculum & Staff Dvlp)</i>	<i>1,983.77</i>	<i>16,435.09</i>	<i>35,356.42</i>	<i>(18,921.33)</i>	<i>103,629.00</i>

Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024

	Current	2024-2025	Budget	Variance	2024-2025
	Month	Y-T-D	Y-T-D		Budget
2310/2360-Administration (Board/CEO's Office/Legal & Accounting)					
100 Salaries/Wages	\$ 9,817.32	\$ 31,906.29	\$ 32,029.03	(\$ 122.74)	\$ 128,116.00
200 Benefits	5,698.81	19,517.43	20,814.56	(1,297.13)	83,258.00
300 School Board Professional Development Services	0.00	0.00	2,000.00	(2,000.00)	2,000.00
330 Legal & Accounting Services	4,989.50	5,497.00	21,500.03	(16,003.03)	67,000.00
400 Property Services-Maintenance/Repairs/Rentals	0.00	0.00	0.00	0.00	0.00
500 Other Services	0.00	0.00	825.12	(825.12)	1,800.00
600 Supplies & Subscriptions	115.30	389.92	1,245.27	(855.35)	4,980.00
800 Dues/Miscellaneous	0.00	3,140.00	4,125.06	(985.06)	4,500.00
<i>Total Board/CEO's Office/Legal & Accounting</i>	<i>20,620.93</i>	<i>60,450.64</i>	<i>82,539.07</i>	<i>(22,088.43)</i>	<i>291,654.00</i>
2380-Administration (Principal's Office)					
100 Salaries/Wages	37,911.84	121,373.89	123,880.31	(2,506.42)	495,521.00
200 Benefits	13,547.56	42,100.62	50,113.12	(8,012.50)	200,452.00
400 Property Services-Maintenance/Repairs/Rentals	269.19	536.63	1,712.56	(1,175.93)	6,850.00
500 Other Services	0.00	268.50	1,125.18	(856.68)	4,500.00
600 Supplies & Subscriptions	12.26	1,253.65	3,518.90	(2,265.25)	14,075.00
730 Capitalized Right To Use	1,140.00	3,420.00	3,423.00	(3.00)	13,692.00
800 Miscellaneous	0.00	51.22	600.00	(548.78)	3,000.00
<i>Total Principal's Office</i>	<i>52,880.85</i>	<i>169,004.51</i>	<i>184,373.07</i>	<i>(15,368.56)</i>	<i>738,090.00</i>
2400-Pupil Health					
100 Salaries/Wages	14,281.25	23,431.25	26,396.80	(2,965.55)	153,312.00
200 Benefits	6,829.73	11,474.82	16,322.95	(4,848.13)	99,175.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	1,500.00
500 Other Services	0.00	0.00	100.00	(100.00)	500.00
600 Supplies & Subscriptions	789.63	1,823.62	1,150.30	673.32	4,600.00
<i>Total Pupil Health</i>	<i>21,900.61</i>	<i>36,729.69</i>	<i>43,970.05</i>	<i>(7,240.36)</i>	<i>259,087.00</i>
2500-Business					
100 Salaries/Wages	17,894.29	58,197.38	58,382.06	(184.68)	233,528.00
200 Benefits	9,906.79	21,446.57	31,204.50	(9,757.93)	124,818.00
300 Contracted Professional & Technical Services	1,404.53	4,499.42	9,600.00	(5,100.58)	23,500.00
400 Property Services-Maintenance/Repairs/Rentals	993.39	2,373.39	2,220.09	153.30	8,880.00
500 Other Services	125.00	375.00	550.03	(175.03)	2,200.00
600 Supplies & Subscriptions	362.84	1,245.45	2,125.03	(879.58)	8,500.00
730 Capitalized Right To Use	319.47	958.41	975.00	(16.59)	3,900.00
800 Taxes/Fees/Miscellaneous	0.00	513.24	625.03	(111.79)	1,700.00
<i>Total Business</i>	<i>31,006.31</i>	<i>89,608.86</i>	<i>105,681.74</i>	<i>(16,072.88)</i>	<i>407,026.00</i>

Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024

	Current	2024-2025	Budget	Variance	2024-2025
	Month	Y-T-D	Y-T-D		Budget
2600/2900-Plant Operations & Maintenance					
100 Salaries/Wages	\$ 24,757.41	\$ 82,938.99	\$ 81,208.59	\$ 1,730.40	\$ 324,834.00
200 Benefits	(66,953.18)	46,620.89	35,005.50	11,615.39	140,022.00
300 Contracted Professional & Technical Services	12,472.87	19,721.45	30,056.56	(10,335.11)	191,815.00
400 Property Services-Maintenance/Repairs/Rentals	7,479.01	16,114.47	22,675.57	(6,561.10)	174,700.00
500 Other Services	127.73	302.63	400.03	(97.40)	1,600.00
520 Property Insurance	4,749.81	14,249.35	13,400.06	849.29	53,600.00
538 Telecommunications	1,327.52	3,984.78	4,250.06	(265.28)	17,000.00
600 Supplies & Subscriptions	17,866.41	33,287.27	20,450.51	12,836.76	81,800.00
620 Utilities & Fuel	5,687.28	15,956.17	22,950.03	(6,993.86)	97,500.00
730 Capitalized Right To Use	60,630.56	181,891.68	181,891.87	(0.19)	727,567.00
800 Miscellaneous	0.00	0.00	125.06	(125.06)	500.00
810 Property Taxes	0.00	0.00	0.00	0.00	0.00
<i>Total Plant Operations & Maintenance</i>	<i>68,145.42</i>	<i>415,067.68</i>	<i>412,413.84</i>	<i>2,653.84</i>	<i>1,810,938.00</i>
2800-Central (Human Resources/Information & Data/Grant Administration)					
100 Salaries/Wages	250,841.98	263,950.43	281,146.25	(17,195.82)	338,168.00
200 Benefits	31,884.68	41,838.16	31,880.78	9,957.38	59,498.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
360 Contracted Staff Development Services	255.00	955.00	5,780.51	(4,825.51)	22,900.00
500 Other Services	2,281.35	3,339.48	4,665.66	(1,326.18)	29,950.00
600 Supplies & Subscriptions	1,628.17	4,357.15	6,300.42	(1,943.27)	29,950.00
730 Capitalized Right To Use Payments	1,992.41	5,977.31	6,078.84	(101.53)	24,315.00
800 Miscellaneous	0.00	830.00	500.06	329.94	2,000.00
<i>Total Central (HR/Information & Data/Grants)</i>	<i>288,883.59</i>	<i>321,247.53</i>	<i>336,352.52</i>	<i>(15,104.99)</i>	<i>506,781.00</i>
Non-Instructional Services					
3200/3300/3400-Student Activities & Community Services					
100 Salaries/Wages	0.00	0.00	2,142.00	(2,142.00)	23,920.00
200 Benefits	0.00	0.00	636.30	(636.30)	7,138.00
300 Contracted Professional & Technical Services	0.00	0.00	0.00	0.00	0.00
500 Other Services	0.00	0.00	1,050.00	(1,050.00)	4,000.00
600 Supplies/Books/Subscriptions	2,271.21	4,351.13	6,750.00	(2,398.87)	19,500.00
800 Fundraisers/Fees/Miscellaneous	0.00	0.00	2,600.00	(2,600.00)	10,505.00
<i>Total Student Activities & Community Services</i>	<i>2,271.21</i>	<i>4,351.13</i>	<i>13,178.30</i>	<i>(8,827.17)</i>	<i>65,063.00</i>

Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024

	Current	2024-2025	Budget	Variance	2024-2025
	Month	Y-T-D	Y-T-D		Budget
3100-Food Services					
100 Salaries/Wages	\$ 15,174.89	\$ 42,478.47	\$ 36,312.60	\$ 6,165.87	201,126.00
200 Benefits	5,013.73	15,060.89	23,467.60	(8,406.71)	72,676.00
300 Contracted Professional & Technical Services	0.00	1,119.00	1,600.00	(481.00)	6,000.00
400 Property Services-Maintenance/Repairs/Rentals	0.00	556.00	1,300.03	(744.03)	5,200.00
500 Other Services	0.00	703.57	1,000.00	(296.43)	1,000.00
600 Supplies & Subscriptions	3,914.85	17,422.71	14,834.36	2,588.35	50,700.00
630 Food & Dairy	34,484.39	59,018.41	81,430.06	(22,411.65)	396,000.00
800 Miscellaneous	0.00	0.00	100.00	(100.00)	100.00
	<hr/>				
<i>Total Food Services</i>	<i>58,587.86</i>	<i>136,359.05</i>	<i>160,044.65</i>	<i>(23,685.60)</i>	<i>732,802.00</i>
Other Expenditures & Financing Uses					
5110/5140/9200-Debt Service & Financing Uses					
700 Leases/Right To Use	0.00	0.00	0.00	0.00	0.00
770 Amortization	0.00	0.00	0.00	0.00	0.00
810 Fees	0.00	0.00	0.00	0.00	0.00
830 Interest	0.00	0.00	0.00	0.00	0.00
910 Principal	0.00	0.00	0.00	0.00	0.00
913 Lease Payments	0.00	0.00	0.00	0.00	0.00
914 Other Right To Use Payments	0.00	0.00	0.00	0.00	0.00
000 Proceeds	0.00	0.00	0.00	0.00	0.00
	<hr/>				
<i>Total Debt Service & Financing Uses</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
	<hr/>				
Total Expenses	1,050,659.76	2,169,377.87	2,442,933.74	(273,555.87)	10,912,188.00
	<hr/>				
Net Operating Income (Loss)	\$ 47,817.82	\$ 481,950.13	\$ 426,300.66	\$ 55,649.47	(\$ 224,229.00)

Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024

	Current	2024-2025	Budget	Variance	2024-2025
	Month	Y-T-D	Y-T-D		Budget
Capital Outlay (450/700)					
1000 Instructional-Equipment & Furniture	\$ 0.00	\$ 0.00	\$ 18,100.00	(\$ 18,100.00)	\$ 35,600.00
2100 Student Support-Equipment & Furniture	0.00	0.00	1,800.00	(1,800.00)	1,800.00
2200 Instructional Staff Support-Equipment & Furniture	2,295.00	2,295.00	0.00	2,295.00	0.00
2300 Administrative-Equipment & Furniture	0.00	0.00	2,400.00	(2,400.00)	2,400.00
2400 Health-Equipment & Furniture	2,021.00	2,021.00	0.00	2,021.00	0.00
2500 Business-Equipment & Furniture	0.00	0.00	1,800.00	(1,800.00)	1,800.00
2600 Plant Operations-Equipment & Furniture	1,874.48	1,874.48	0.00	1,874.48	0.00
2800 Central Services-Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
3100 Food Service- Equipment & Furniture	0.00	2,478.99	3,000.00	(521.01)	3,000.00
3200 NonInstructional Equipment & Furniture	0.00	0.00	0.00	0.00	0.00
4000 Facilities Acquisition/Construction/Improvements	0.00	0.00	0.00	0.00	0.00
<i>Total Capital Outlay</i>	<i>6,190.48</i>	<i>8,669.47</i>	<i>27,100.00</i>	<i>(18,430.53)</i>	<i>44,600.00</i>
Total Net Income (Loss)	\$ 41,627.34	\$ 473,280.66	\$ 399,200.66	\$ 74,080.00	(\$ 268,829.00)

Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024

ASSETS

Current Assets

Cash

Main Operating Account	\$	951,981.53	
Auxiliary Account		6,664.17	
Payroll Account		389,087.85	
HIC Account		35,796.55	
Executive Account		1,257.63	
Principals' Accounts		1,818.95	
Money Market Accounts		2,173,950.68	
Petty Cash		<u>1,200.00</u>	
<i>Total Cash</i>			<i>3,561,757.36</i>

Accounts Receivable

School Districts		1,339,193.32	
State Government		0.00	
Federal Government		0.00	
Other		<u>0.00</u>	
<i>Total Accounts Receivable</i>			<i>1,339,193.32</i>

Other Current Assets

Deposits		0.00	
Capital Contribution- Pareto		65,419.41	
Accrued Revenue		376,872.86	
PrePaid Expenses		30,147.64	
Food Service PrePaid Expenses & Accrued Revenue		0.00	
Agency Fund-Cash Accounts (Students)		<u>502.34</u>	
<i>Total Other Current Assets</i>			<i>472,942.25</i>

Fixed Assets

Buildings & Equipment

131 Hamilton Street Building (Administration)		1,148,775.87	
850 N 5th Street Building (Elementary School)		566,149.67	
136 S 4th Street Building (Secondary School)		864,312.28	
Construction In Progress		0.00	
Computer Equipment		1,056,531.76	
Furniture & Equipment		1,051,625.07	
Accumulated Depreciation		(2,677,592.74)	
Food Service Equipment & Furniture		62,275.70	
Food Service Accumulated Depreciation		(46,126.94)	
Building Leases		4,923,720.78	
Equipment Leases		130,144.29	
Other Right-To-Use Assets		129,764.36	
Accumulated Amortization		<u>(1,332,736.33)</u>	
<i>Total Buildings & Equipment</i>			<i>5,876,843.77</i>

		<u><u>\$ 11,250,736.70</u></u>	
--	--	--------------------------------	--

**Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024**

LIABILITIES AND CAPITAL

Liabilities

Current Liabilities

Short-Term Payables

Accounts Payable	\$	85,987.74	
PSERS-Employer Contributions		156,015.21	
403 B-Employer Contributions		0.00	
Payroll Taxes & Deductions		(43.62)	
Retirement-Employee Contributions		(2.64)	
		241,956.69	
<i>Total Short-Term Payables</i>			<i>241,956.69</i>

Accrued Expenses & Other Current Liabilities

Accrued Salaries & Benefits		227,179.34	
Other Accrued Expenses		5,111.00	
Interfund Payable		0.00	
UnEarned Revenue		55,012.44	
Deposits		0.00	
Scholarship Funds		2,010.00	
		289,312.78	
<i>Total Accrued Expenses & Other Current Liabilities</i>			<i>289,312.78</i>

NonCurrent Liabilities

Lease Obligations-Buildings		3,045,377.01	
Lease Obligations-Equipment		28,125.59	
Other Right To Use Obligations		19,543.70	
		3,093,046.30	
<i>Total NonCurrent Liabilities</i>			<i>3,093,046.30</i>

		3,624,315.77	
--	--	---------------------	--

Capital

Assigned General Funds

Assigned Funds-Operating (Budget Impasse)		1,440,000.00	
Assigned Funds-Capital Expenses & Projects		1,226,179.38	
Assigned Funds-Technology Replacement		38,647.80	
Assigned Funds-Scholarships & Awards		2,750.00	
Assigned Funds-Budget Shortfall		252,563.00	
Assigned Funds-Board Designated Emergency		50,000.00	
		3,010,140.18	
<i>Total Assigned Funds</i>			<i>3,010,140.18</i>

Other Fund Balances & Net Positions

Non-Spendable		30,147.64	
Net Investment In Capital Assets & Right To Use		2,783,797.47	
Agency Funds (Students)		502.34	
UnAssigned General Funds		1,328,552.64	
Net Income (Loss)		473,280.66	
		4,616,280.75	
<i>Total Other Fund Balances & Net Position</i>			<i>4,616,280.75</i>

		7,626,420.93	
--	--	---------------------	--

		\$ 11,250,736.70	
--	--	-------------------------	--

**Roberto Clemente Charter School
Financial Report for the Month Ending
September 30, 2024**

PA PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM:

DEFERRED OUTFLOW OF RESOURCES

Deferred Outflow of Resources-PSERS	\$ 921,013.15
Deferred Outflow of Resources-OPEB	<u>107,608.00</u>
Total Deferred Outflow of Resources	<u>\$ 1,028,621.15</u>

DEFERRED INFLOW OF RESOURCES/LIABILITIES & NET POSITION

Deferred Inflow of Resources-PSERS	983,777.00
Deferred Inflow of Resources-OPEB	125,112.00
Long-Term Pension Liability	6,847,000.00
Long-Term OPEB Liability	<u>283,000.00</u>
Total Deferred Inflow of Resources/Liabilities	8,238,889.00
Pension Fund Net Position	(6,909,763.85)
OPEB Fund Net Position	<u>(300,504.00)</u>
Total Deferred Inflow of Resources/Liabilities & Net Position	<u>\$ 1,028,621.15</u>

Roberto Clemente Charter School
Payment List
For the Period 9/1/24 through 9/30/24

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
003237	9/1/24	HISPANIC AMERICAN ORG	136 S 4th Street lease	\$ 37,560.40	9/1/24	X
003238	9/1/24	HISPANIC AMERICAN ORG	850 N 5th Street lease	\$ 23,070.16	9/1/24	X
003239	9/5/24	Bimbo Bakeries USA		\$ 359.44	9/6/24	X
003240	9/5/24	WILLIAM BREINER	Travel reimbursement	\$ 108.65	9/6/24	X
003241	9/5/24	Cyntox, LLC		\$ 106.40	9/6/24	X
003242	9/5/24	Elinis Davila Jafar	Tuition reimbursement	\$ 4,632.00	9/6/24	X
003243	9/5/24	DERSTINE'S	Dairy/food supplies	\$ 7,297.97	9/6/24	X
003244	9/5/24	Flinn Scientific Inc		\$ 127.76	9/6/24	X
003245	9/5/24	GOLD STAR FOODS		\$ 84.50	9/6/24	X
003246	9/5/24	GOPHER	Physical ed supplies	\$ 2,419.32	9/6/24	X
003247	9/5/24	HOWARD REFRIGERATION & A/C CO.		\$ 556.00	9/6/24	X
003248	9/5/24	ALYSSA MACE	Tuition reimbursement	\$ 1,200.00	9/6/24	X
003249	9/5/24	MBI HEATING & AIR CONDITIONING		\$ 613.75	9/6/24	X
003250	9/5/24	THE PERK UP TRUCK		\$ 324.96	9/6/24	X
003251	9/5/24	PROJECT LEAD THE WAY	Classroom materials	\$ 4,119.00	9/6/24	X
003252	9/5/24	ProShred Security		\$ 234.00	9/6/24	X
003253	9/5/24	Rittenhouse & Sons, Inc		\$ 475.00	9/6/24	X
003254	9/5/24	K12 SYSTEMS, INC		\$ 500.00	9/6/24	X
003255	9/5/24	SCHOLASTIC INC	Classroom subscription	\$ 1,186.02	9/6/24	X
003256	9/5/24	School Nurse Supply, Inc.		\$ 335.64	9/6/24	X
003257	9/5/24	STANDING STONE CONSULTING INC		\$ 296.80	9/6/24	X
003258	9/5/24	SUCCESS FOR ALL FOUNDATION, INC	Classroom materials	\$ 6,365.00	9/6/24	X
003259	9/5/24	Teacher Synergy, LLC		\$ 22.50	9/6/24	X
003260	9/5/24	Lynette Tulier Rodriguez	Tuition reimbursement	\$ 4,632.00	9/6/24	X
003261	9/5/24	Venus Supplies and Services	Janitorial supplies	\$ 19,081.39	9/6/24	X
003262	9/5/24	VIPER PEST SERVICES		\$ 200.00	9/6/24	X
003263	9/5/24	WEVIDEO INC.		\$ 314.00	9/6/24	
003264	9/17/24	GOVCONNECTION, INC		\$ 444.26	9/20/24	X
003265	9/17/24	Decker Equipment	Classroom furniture	\$ 1,066.44	9/20/24	X
003266	9/17/24	DERSTINE'S		\$ 690.81	9/20/24	X
003267	9/17/24	Flinn Scientific Inc		\$ 20.58	9/20/24	X
003268	9/17/24	JP MASCARO & SONS	Refuse/recycling	\$ 1,896.06	9/20/24	X
003269	9/17/24	MBI HEATING & AIR CONDITIONING	HVAC contracted preventative maintenance	\$ 4,051.25	9/20/24	X
003270	9/17/24	Remind101, Inc.	Subscription renewal	\$ 1,936.00	9/20/24	
003271	9/17/24	SCHOLASTIC INC		\$ 389.68	9/20/24	X
003272	9/17/24	STANDING STONE CONSULTING INC	Contracted security services	\$ 3,618.36	9/20/24	X
003273	9/17/24	VERIZON CONNECT NWF, INC		\$ 37.90	9/20/24	X
003274	9/17/24	WISCONSIN CENTER FOR EDUCATION		\$ 24.00	9/20/24	X
003275V	9/17/24	HISPANIC AMERICAN ORG	Misprint	\$ (37,560.40)	9/17/24	*Void Date
003276V	9/17/24	HISPANIC AMERICAN ORG	Misprint	\$ (23,070.16)	9/17/24	*Void Date
003277	9/17/24	Marketing Innovators		\$ 495.99	9/20/24	X
003278	9/17/24	Redner's Market Inc.		\$ 500.00	9/20/24	X

Roberto Clemente Charter School
 Payment List
 For the Period 9/1/24 through 9/30/24

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
003279	9/17/24	Ross Stores, Inc.		\$ 500.00	9/20/24	
003280	9/17/24	WAWA, INC		\$ 407.99	9/20/24	
EFT						
100007892746	9/6/24	UGI UTILITIES, INC.		\$ 154.40	9/6/24	X
100007892748	9/6/24	UGI UTILITIES, INC.		\$ 28.72	9/6/24	X
100007892846	9/6/24	UGI UTILITIES, INC.		\$ 34.79	9/6/24	X
5771272733	9/6/24	T- MOBILE		\$ 475.02	9/6/24	X
3845646	9/6/24	US FOODS	<i>Food supplies</i>	\$ 5,755.17	9/6/24	X
70662330	9/6/24	PURCHASE POWER		\$ 18.50	9/6/24	X
70662371	9/6/24	PITNEY BOWES GLOBAL FINANCIAL SERVICES		\$ 113.22	9/6/24	X
70662380	9/6/24	PITNEY BOWES GLOBAL FINANCIAL SERVICES		\$ 269.19	9/6/24	X
3846002	9/6/24	US FOODS	<i>Food supplies</i>	\$ 10,817.13	9/6/24	X
100007893113	9/6/24	UGI UTILITIES, INC.		\$ 28.72	9/6/24	X
165648-260613	9/6/24	AMAZON CREDIT PLAN	<i>IT/Food services equipment and supplies</i>	\$ 6,166.32	9/6/24	X
24090621	9/6/24	PPL ELECTRIC UTILITIES	<i>Electric utility</i>	\$ 1,351.38	9/6/24	X
24090649	9/6/24	PPL ELECTRIC UTILITIES		\$ 30.14	9/6/24	X
24090689	9/6/24	PPL ELECTRIC UTILITIES		\$ 718.52	9/6/24	X
2504270-2563	9/6/24	TOSHIBA AMERICA BUSINESS SOLUTIONS		\$ 154.22	9/6/24	X
3141495825	9/6/24	TOSHIBA FINANCIAL SERVICES		\$ 319.47	9/6/24	X
45339	9/6/24	MICROSOFT		\$ 449.75	9/6/24	X
1000011259693	9/9/24	LINCOLN FINANCIAL SERVICE	<i>Dental/STD/LTD/LI insurance</i>	\$ 6,475.68	9/9/24	X
091724	9/17/24	HEALTHNOW ADMINISTRATIVE SERVICES	<i>Health insurance</i>	\$ 39,599.97	9/17/24	X
4061106_	9/18/24	US FOODS	<i>Food supplies</i>	\$ 10,937.79	9/18/24	X
4061197	9/18/24	US FOODS		\$ 72.68	9/18/24	X
55077-091824	9/18/24	READY REFRESH BY NESTLE		\$ 100.00	9/18/24	X
1490766148267	9/18/24	HOME DEPOT CREDIT SERVICES	<i>Maintenance supplies</i>	\$ 1,256.47	9/18/24	X
6206-091824	9/18/24	READY REFRESH BY NESTLE		\$ 60.00	9/18/24	X
100007924007	9/18/24	UGI UTILITIES, INC.		\$ 38.25	9/18/24	X
1560076463	9/18/24	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 187.05	9/18/24	X
1560077559	9/18/24	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 80.12	9/18/24	X
1560079583	9/18/24	LEHIGH COUNTY AUTHORITY ALLENTOWN		\$ 225.13	9/18/24	X
16425552	9/18/24	TOSHIBA FINANCIAL SERVICES	<i>Copier leases</i>	\$ 1,259.80	9/18/24	X
3141722798	9/18/24	TOSHIBA FINANCIAL SERVICES		\$ 581.77	9/18/24	X
16425553	9/18/24	TOSHIBA FINANCIAL SERVICES	<i>Copier leases</i>	\$ 1,223.49	9/18/24	X
70801918	9/18/24	PURCHASE POWER		\$ 125.00	9/18/24	X
87919300039	9/18/24	RCN		\$ 423.50	9/18/24	X
90271-091824	9/18/24	READY REFRESH BY NESTLE		\$ 100.00	9/18/24	X
140704-3d0349	9/18/24	AMAZON CREDIT PLAN	<i>Instructional/IT/Food service supplies</i>	\$ 5,538.87	9/18/24	X
24091821	9/18/24	PPL ELECTRIC UTILITIES		\$ 2,811.39	9/18/24	X
9899-091824	9/18/24	STAPLES ADVANTAGE		\$ 109.84	9/18/24	X
136251	9/18/24	PENTELEDATA		\$ 429.00	9/18/24	X
p-321990666	9/30/24	ZOOM		\$ 12.79	9/30/24	X

Roberto Clemente Charter School
 Payment List
 For the Period 9/1/24 through 9/30/24

Ref No.	Ref Date	Vendor	Description	Amount	Issue Date	Cleared
Health Insurance Claims (HIC)						
09192024 EW	9/19/24	HealthNow	Health Claims: 8/14-9/10/24	\$ 48,276.83	9/19/24	X
4M 9/11-9/1724	9/23/24	HealthNow	Health Claims- PE 9/17/24	\$ 18,747.64	9/23/24	X
24 9/18-9/24/24	9/30/24	HealthNow	Health Claims- PE 9/24/24	\$ 2,742.13	9/30/24	X
Payroll						
249000124 8/24	9/5/24	P.S.E.R.S.EMPLOYEE # 9254	EE State pension contributions	\$ 10,839.12	9/5/24	X
82 PPE 8/31/24	9/6/24	PA SCDU		\$ 293.54	9/6/24	X
19 PPE 8/31/24	9/6/24	BERKHEIMER		\$ 20.00	9/6/24	X
W PPE 8/31/24	9/6/24	PAYROLL/TAXES	ACH payroll & taxes	\$ 445,895.27	9/6/24	X
51713543	9/9/24	Roba Bozakis	Contracted nutritionist	\$ 770.00	9/9/24	X
22 PPE 8/31/24	9/10/24	PENSERV PLAN SERVICES INC	EE/ER 403b contributions	\$ 29,174.98	9/10/24	X
21 PPE 8/31/24	9/10/24	VOYA FINANCIAL		\$ 640.84	9/10/24	X
669911038	9/11/24	ADP		\$ 628.43	9/11/24	X
W PPE 9/14/24	9/19/24	BERKHEIMER		\$ 418.93	9/19/24	X
W PPE 9/14/24	9/20/24	PAYROLL/TAXES	ACH payroll & taxes	\$ 195,131.63	9/20/24	X
671054824	9/20/24	ADP		\$ 776.10	9/20/24	X
51719599	9/20/24	MCKENNA SNYDER LLC		\$ 278.50	9/20/24	X
51719600	9/20/24	Barbacane Thornton and company	Contracted auditors	\$ 2,600.00	9/20/24	X
82 PPE 9/14/24	9/20/24	PA SCDU		\$ 293.54	9/20/24	X
87 PPE 9/14/24	9/23/24	VOYA FINANCIAL		\$ 644.78	9/23/24	X
52 PPE 9/14/24	9/23/24	PENSERV PLAN SERVICES INC	EE/ER 403b contributions	\$ 13,732.42	9/23/24	X
268000146 9/24	9/24/24	P.S.E.R.S.EMPLOYEE # 9254	EE State pension contributions	\$ 11,196.00	9/24/24	X
CEO's Account (Central Administration)						
PCPCS2024	9/5/24	PA COALITION OF PUBLIC CHARTER SCHOOLS	Conference registration	\$ 350.00	9/5/24	X
8075836	9/9/24	PA International Dylexia Association	Conference registration	\$ 75.00	9/9/24	X
Principal's Account (Elementary School)						
No Activity				\$ -		
Principal's Account (Secondary School)						
091724TKOB-1	9/26/24	Weis	Staff development	\$ 17.97	9/26/24	X
				\$ 1,014,378.88		