Roberto Clemente Charter School
Elementary School
Grades K-5

Bilingualism, Biliteracy, and Beyond!

2026-2027

Student/Parent Handbook

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Table of Contents

General Information 5
- Mission 5
- Community Spirit 5
- School of Choice 5
- Vision: Future State: What We Envision- An Early College Model Program 5
- Profile of a Successful RCCS Learner (see Appendix A) 5
- Objectives 5

Academics 6
- Student Report Cards 6
- Marking Period Dates 6
- Student Grading 6
- Authentic Work 6
- Class Attendance 7
- Homework Policy 7
- Multidisciplinary Project (MDP) 7
- English Language Development 7

Special Education 7
- Child Find Screening 7
- Multidisciplinary Team Evaluations 7
- Preschool Children with Special Needs 7
- Notice of Special Education Services 7

Summer School Policies 8
- Purpose 8
- Criteria for Participation 8

Student Services 8
- School Counselor 8
- Elementary Student Assistance Program (ESAP) 8
- Health Services 8
- Health Requirements 8
- Medication 9
- Physical Education Classes 9

School Procedures, Policies, and Regulations 9
- School Day Hours 9
- Attendance 9
- Attendance: Truancy 10
- Attendance: Habitual Truancy 10
- School Tardiness 10
- Leaving the Classroom 10
- Leaving School without Permission 10

Dismissal for Appointments 11
Family or Voluntary Trips 11
Arrival Procedures 11
Dismissal Procedures 12
After-School Activities Guidelines 12
Emergency Phone Numbers 12
Bus Transportation 12
Video/Audio Surveillance 12
Emergency School Closing 13
Transfer/Withdrawal from RCCS 13
Social Events and Field Trips 13
Visitor Policy 13
Volunteers in School 13
Home and School Association (HASA) 13
Fundraising 14
Public Input 14
Mandated Reporting 14
Homeless Act: McKinney Vento Act 14
About Homeless Act-McKinney Vento Act 14
McKinney-Vento Act Basics At-a-Glance 14
Where can I find more information for Pennsylvania? 14
Dress Code Rationale 15
Dress Code 15
Gym Uniform 15
Accessories 15
Personal Appearance 15
Dress-Down Days 15
Building Procedures 16
Appointments with School Personnel 16
Pledge of Allegiance 16
School Safety Drills 16
Safe2Say Something 16
Threat Assessment Team 16
Hall Conduct 16
Breakfast 16
Cafeteria Procedures 16
Birthday and Classroom Treats 16
Personal Electronic Devices 16
Personal Non-Instructional Items 17
Smoking/Vaping 17

Bicycles, Scooters, ETC. 17
Outstanding Debts 17
Technology Usage 17
Student Responsibilities 17
Notice Concerning Public Input 17
Parent Responsibilities 18
Title I School Parent Involvement Policy Checklist 18
Title I District Parent Involvement Policy Checklist 19
Disciplinary Actions 19
Denial of Student Privileges 19
After-School Detention 19
Suspension from School 19
Expulsion from School 19
Code of Conduct 19
Introduction: 19
Disciplinary Guidelines 22
Handbook Signature Instructions 35
Appendix A 36

RCCS
Roberto Clemente
CHARTER SCHOOL

General Information

Mission

The elementary campus of Roberto Clemente Charter School is a neighborhood school that was founded in 2013 by the members of the Roberto Clemente Charter School Board of Trustees. RCCS is a small learning community school that inspires and educates students to maximize their success. We provide students with a rigorous academic foundation in English and in Spanish in an environment that embraces diversity and strives for excellence using a holistic approach. We challenge students to excel and to acquire the knowledge and skills that they will need to be successful in college, secondary level of study, and as life-long learners.

Community Spirit

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

School of Choice

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

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

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

Profile of a Successful RCCS Learner (see Appendix A)

The Profile of a Successful RCCS learner defines the desired attributes of RCCS students. All RCCS students are expected to actively develop and display these attributes in their everyday lives. Families are expected to encourage and support the development of these attributes in their students.

Objectives

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

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

14. To energize school spirit by offering extracurricular activities.

Academics

Student Report Cards

Report cards are issued quarterly. A student who earns below a 3-Proficient in any core subject area may be required to attend the after-school tutoring program and/or the summer program. Each student will be evaluated on a case-by-case basis. Report cards are a record of student academic achievement. Teacher comments are included during each quarterly report card. It is important that RCCS families review and discuss their child's report card with their child, teachers, as well as with the principal, dean of students, and/or school counselor if necessary.

Marking Period Dates

First Marking Period……. August 24, 2026 - October 28, 2026
Second Marking Period……October 29, 2026 – January 21, 2027
Third Marking Period…….. January 22, 2027 – April 6, 2027
Fourth Marking Period……. April 7, 2027 – June 10, 2027

Student Grading

The elementary school utilizes a standards-based grading system following the PA Core Standards. How students are evaluated in each class depends upon several factors determined by the course, the curriculum, and teacher requirements. Students will be graded using several assessment tools as developed by each classroom teacher. Students can earn the following performance level distinctions in their academic content courses:

Performance Levels (Academic Content Courses)
4- Advanced: Excels beyond the standard
Student demonstrates an in-depth understanding of the standard
3- Proficient: Meets the standard
Student demonstrates a satisfactory understanding of the standard
2-Basic: Approaching the standard
Student demonstrates a partial understanding of the standard
1- Below Basic: Struggling to meet the standard
Student struggles to demonstrate an adequate understanding of the standard

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

Qualities of a Successful Learner (Learning Behaviors)
E: Exceeds Expectations
The student independently and consistently performs above grade level expectations for learning behaviors
M: Meets Expectations
The student currently performs at or near grade level expectations for learning behaviors
B: Below Expectations
The student is not yet performing at grade level expectations for learning behaviors

Students will be assessed on the "qualities of a successful learner" using a variety of assessment tools. A student's attendance rate may also impact student scores. Qualities of a successful learner include the following:

Responsible Learner	Respectful Learner	Active Learner
● Organizes time, tasks, and materials ● Listens attentively ● Follows directions ● Completes classwork ● Completes and returns homework ● Seeks help when appropriate	● Follows RCCS Code of Conduct and school rules ● Exercises self-control ● Shows consideration for others	● Displays a positive attitude ● Works well in various settings ● Works well collaboratively

Students who are not progressing at grade level standards in two or more core academic subjects may be considered for retention for the upcoming academic year.

Authentic Work

Students are expected to produce authentic academic work that is unique to their skills and abilities. Students found to be copying or plagiarizing the work of others or utilizing artificial intelligence to replace or supplant their authentic work will be disciplined according to the Code of Conduct.

Class Attendance
Attendance in each class and to school, separately, is necessary for any student to pass his/her classes in each marking period. Students are required to have at least 90% attendance in every class to pass each marking period. In addition, students are required to maintain at least 90% attendance of their enrollment for the given school year to be promoted to the next grade level. Only students with exceptional circumstances may be granted an exemption by the building principal. (See School Procedures, Policies & Regulations: Attendance for more information)

Homework Policy
All elementary students are required to read 20 minutes every night and have a parent or adult sign their "Read & Respond" form. Students are also required to complete daily assigned math homework. This is a daily expectation. If a student does not complete his or her Reading homework, the student may be provided with time during the school day to complete it. Teachers may assign homework in other subject areas as needed. Students are required to complete all assigned homework including that which is assigned when they are absent from school. If a student fails to make up any assigned work, it will be recorded as a zero.

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

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

Special Education

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

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

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

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

Summer School Policies

Purpose
Summer school is provided to students in need of remediation to demonstrate improvement towards academic expectations. Elementary students will be provided with the opportunity to remediate their performance in reading and/or math. Additionally, students failing to meet defined attendance expectations may be required to attend the summer program to make up for lost instructional time.

Criteria for Participation
Students who earn a "2" or an "1" in a core subject area may be required to attend the summer school program. Official notification regarding participation in the summer program will be made upon final grade verification at the conclusion of the 4th marking period. Any student who is not progressing at grade level standards during the summer program may be required to participate in the after-school tutoring program during the following academic year.

Student Services

School Counselor
Students work with a school counselor who will assist them with academic, social, and/or emotional concerns. The counselor will be available by appointment during school hours. Please contact the school counselor to make an appointment.

Elementary Student Assistance Program (ESAP)
The ESAP team at RCCS aids students who exhibit barriers preventing academic success. The ESAP team is a confidential team composed of specially trained teachers, school counselors, school administrators, and other school employees, who work to provide services to help students overcome barriers to learning.

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

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

If your child is feeling ill in the morning, please keep them home if their temperature is greater than 100 degrees Fahrenheit, or if they had a fever the previous night, if they have vomited, or if they are experiencing diarrhea. **Please keep your child home until they are fever free or symptom free for 24 hours without the use of medication.**

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

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

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

Health Requirements
Upon original entrance to RCCS, students are required to provide current immunization records as well as both a physical and dental examination completed within the past year. These records are kept on file at the school. Failure to provide proof of current required immunizations may lead to denial of attendance at RCCS until the proper documentation is received by the school. Additional physical examinations are also required in Grade 6 and Grade 11. Dental examinations are also required again in Grade 3 and Grade 7. **Current and required health forms must be filed with the school nurse for students to participate in extracurricular activities and/or field trips**.

Medication
Please contact the school nurse if your student requires either physician-prescribed medication or an over-the-counter medication which must be given at school. RCCS must receive signed, written permission from the parent and the prescribing doctor for the school to administer any medications to students. The medication permission form must include the name of the medication and instructions for its administration (time and dosage). A parent or an adult must deliver the medication to the school. If students are found in possession of either a physician-prescribed medication or an over-the-counter medication, the parent will be required to come to the school to meet with school staff. In such an instance, disciplinary consequences may apply. Medication permission forms are available from the RCCS school nurse.

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

cough drops	wound wash	Vaseline
saline eye wash	Visine allergy eye drops	triple antibiotic ointment
Caladryl anti-itch lotion	sting kill for insect stings	Benadryl (for use in an allergic emergency, not for daily allergies)

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

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

School Procedures, Policies, and Regulations

School Day Hours
The school day hours for the 2024-2025 school year are **8:30 a.m. – 3:10 p.m.** Please see the detailed scheduled below:

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

Attendance
Regular school attendance is vital to academic success. A student who is absent frequently will not be able to achieve their potential ability because of missed work. Therefore, all elementary students are expected to report to school daily by 8:30 a.m., unless they have a legal excuse.

RCCS adheres to provisions for attendance and truancy as required under Pennsylvania Compulsory Attendance Law (Pennsylvania Public School Code 24 P.S. 13-1327). The RCCS Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences policy provides additional guidance for families. This policy is issued upon enrollment and annually during re-enrollment.

Students must attend school from 8:30 a.m. to 3:10 p.m. in its entirety to be considered present for the school day. Students must be present at least four hours in a school day to have the day count as a full day of school.

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

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

If a student must be absent for any reason, the parent/guardian must:

- For any absence between one and three days, provide a written note or send an email to attendanceES@myrccs.com detailing the reason for your child's absence. The note **must include**:
  - the child's name
  - the date(s) of the absence and the reason for the absence.
  - the parent/guardian signature or be sent from the parent/guardian's email address on file.
- If the illness continues for more than 3 days, it is required to have a doctor's note detailing the reason for the absence. Certain circumstances may warrant a doctor's note before a student will be allowed to return to school.

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

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

Students who are absent with a legal excuse will be permitted to make up any work that was missed. It is the student's responsibility to make up any assignments within a reasonable amount of time.

A **written request** for absences due to the following reasons must be submitted and approved by the principal **<u>before</u>** the expected absent day(s) in order for the absence to be excused:

- Religious holiday
- Educational trip

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

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

Attendance: Truancy
Truancy refers to when a student has ***<u>3 or more unexcused absences</u>*** in the current school year. These absences do not need to be consecutive. Upon the 3rd unexcused absence, a student is considered truant. RCCS will issue notices to parents/guardians after the 1st and 2nd unexcused absences. A truancy notice will be issued to the student's parent/guardian within 10 days of the student's 3rd unexcused absence.

Attendance: Habitual Truancy
Habitual truancy refers to when a student has ***<u>6 or more unexcused absences</u>*** in the current school year. These absences do not need to be consecutive. Upon the 6th unexcused absence, a student is considered habitually truant.

When a student is deemed habitually truant, RCCS will hold a school-based attendance improvement conference. A written notification will be sent to a student's parent/guardian prior to the conference requesting their attendance at the conference. RCCS will still hold a school attendance improvement conference for a student if a parent does not attend the conference. At the attendance improvement conference, RCCS will create a plan to help a student attend school.

After an attendance improvement conference is held and a plan is put in place, if a student has more one additional unexcused absence, RCCS will refer the student to either a community-based attendance improvement program or Children and Youth Services. In addition, RCCS may file a citation against a student's parent/guardian in district court.

<u>Any student who is absent illegally or unexcused for ten (10) consecutive days will be immediately dropped from the school's rolls.</u>

School Tardiness
All elementary students are expected to report to their homerooms no later than 8:30 a.m. Any student who is not present in the school building by 8:30 a.m. is considered late/tardy**.** Any student who arrives after 8:30 a.m. must use the Main Office Entrance on Cedar Street and be signed in by a parent/guardian. If a student is late for school, a written note is required specifying the reason for the tardiness.

Minutes late to school are attributed to a student's attendance record and may be addressed through truancy procedures.

After an elementary student accumulates three unexcused tardies, the parent/guardian will have a conference with the attendance officer. After the student accumulates six unexcused tardies, a conference with the principal will be required.

Leaving the Classroom
Students must ask permission before leaving their classroom for any reason, including but not limited to using the bathroom or seeing the school nurse. There will be no exceptions to this rule. Students may also use the bathroom during lunch.

Leaving School without Permission
Students are not permitted to leave the school building under any circumstances without permission. Students who leave the school without permission and wish to come back on the same day will not be permitted to re-enter the school. Every attempt will be made to contact the parent or guardian of

record to notify them that the student has left school. Students who leave school without permission will be subject to immediate suspension and law enforcement will be notified.

Dismissal for Appointments
Should a student be scheduled for a medical appointment during school hours, a doctor's or parent's note will be required to count the absence as legal/excused. Please send a note or email to the school **in advance** specifying the date of the appointment and the time that your child will be picked up by a parent/guardian or emergency contact.

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

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

Trips requiring fewer than 3 school days of absence:	Trips requiring 3 or more school days of absence:
● The parent/guardian must send a note to the main office or an email to attendanceES@myrccs.com in advance of the trip specifying the nature of the trip and the dates on which the student will be absent.	● A Leave of Absence Request Form must be submitted to the building principal at **least two weeks** in advance of the trip.

Trips occurring during PSSA testing windows will not be approved.

Prior to the student leaving on the trip, the principal must approve the student's absence. Please note that the parent/guardian assumes all responsibility for the student to make-up all missed work due to an extended absence. It is the student's responsibility to obtain a list of assignments from his/her teachers prior to the extended trip.

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

1. This Leave of Absence Request must be submitted to the principal **a minimum of two weeks** prior to the trip except in an emergency. Parents/guardians will be notified if the request is approved or not.
2. Request will be approved only if it is determined that the trip/tour is of educational value to the students or if there is a documented family emergency.
3. Unless there are unusual or emergency circumstances, requests will not be approved for the first ten (10) days of school or during the state's testing periods.
4. If more than one child is making the trip, a separate request must be submitted to the principal for each child.
5. No more than ten (10) school days will be approved for an educational trip/tour or family emergency in any school year. Special requests involving extraordinary circumstances or exceptional opportunities for learning should be discussed in person with the principal well in advance of the requested days of absence.
6. Satisfactory academic achievement and the student's attendance record will be considered in the approval of such a request.
7. Please note that the parent/guardian assumes all responsibility for make-up work or failure due to an extended absence. It is the student's responsibility to obtain a list of assignments from his/her teachers.

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

On arrival at school, all students are to enter through the designated entrances. Once a student arrives, he/she must go to his or her homeroom class. No loitering in the halls is permitted. ***Any student who arrives after 8:30 a.m. must use the Main Office Entrance on Cedar Street and be signed in by a parent/guardian***.

Dismissal Procedures

***It is the responsibility of the parent/guardian to contact the school by 2:00 p.m. if there is a change to their child's transportation for that day*.**
If a person other than a parent/guardian or emergency contact will be picking up their child that day, the parent must notify the main office no later than 2:00 p.m. This person must show I.D. to the releasing staff member.

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

The school will not assume responsibility for your child after the school closes. Any student not picked up by 3:15 p.m. will be brought to the main office and must be signed out. If a student is picked up after 3:20 p.m. three or more times, the parent/guardian will be required to meet with school administration. Parents/guardians will be notified of after school and extracurricular activities and must plan to pick up their child promptly at the end of the activity. Parents must provide transportation within 15 minutes of the end of any activity ending after school hours. Students will not be allowed to walk home after dark. Parents who fail to respond to requests to pick up their child may be referred to county children and youth service and/or law enforcement.

After-School Activities Guidelines

1. All school rules are in effect during any after-school program. To attend an after-school activity including athletics, the student must be present during the school day.
2. There is to be no loitering outside the building after the after-school activity and students are not permitted to leave the activity and come back later**.**

Emergency Phone Numbers

It is extremely important that the RCCS have a record of telephone numbers to reach parents/guardians in the event of an illness or injury to your child during the school day. **All families must provide at least 2 emergency contacts in addition to, and different from, the parents/guardians.**

Bus Transportation

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

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

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

Video/Audio Surveillance

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

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

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

Transfer/Withdrawal from RCCS
If your child will be transferring from RCCS to another school, a parent/guardian must notify the school with a minimum of two-day notice. The parent/guardian must come to the office and sign a withdrawal form. The student must return any school-owned materials and pay any outstanding debts. School officials from the new local educational agency will then request records from RCCS.

Social Events and Field Trips
The Board recognizes the value of social events and field trips in the enrichment of the total school experience. Social events and field trips require the approval of the principal. For all trips outside the school facility, signed parental/guardian's permission shall be required. Social events and trips are a privilege. A student's privilege to participate in a social event and/or field trip may be revoked at administration's discretion.

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

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

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

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

1. All visitors/volunteers must check in with the receptionist upon arrival.
2. All visitors must present a government-issued form of identification to proceed to any area in the school.
3. A copy of this identification will scanned into the Visitor Management System.
4. The visitor will be provided with a visitor label that must be worn during the entirety of the visit.
5. Security personnel or a staff member will escort the visitor to the destination area.
6. Upon the conclusion of the visit, the visitor will be signed out by the receptionist and the visitor will return the label.

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

Volunteers in School
Parents/guardians and anyone interested in volunteering at our school, should visit the volunteer section on the school's website at: myrccs.com/how_to_volunteer.html for more information about the necessary requirements.

Home and School Association (HASA)
HASA is an active and ongoing organization at RCCS whose primary objectives include:

- Promoting a closer relationship between the home and the school in order for parents and teachers to cooperate effectively in the training of the child.
- Uniting efforts that will secure for every child the highest advantages in physical, mental, and social education.
- Assist in fundraising activities and special events.

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

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

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

Homeless Act: McKinney Vento Act

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

McKinney-Vento Act Basics At-a-Glance

What is the definition of a "homeless youth" under McKinney-Vento?	● "Homeless" is defined as "anyone lacking a fixed, adequate, regular nighttime residence."
What situations fits this description?	● Staying in the home of other people due to unavailable housing, financial hardship, or similar circumstances ● Living in motels, hotels, trailer parks (in some instances-examples: leaking roof, no heat, etc.), public places, or campgrounds due to unavailable suitable housing options ● Living in an emergency shelter or transitional housing ● Unaccompanied (not living in direct care of legal parent or guardian) or runaway youth ● Refugee and migrant youth
How does McKinney-Vento help these students?	The law makes sure that these students receive a free and suitable public education by removing barriers to school enrollment and full basic, daily participation in school activities. This includes: ● Immediate enrollment ● Free and Reduced School Lunch ● Help from school with any necessary enrollment documents ● Help from school with basic high school graduation needs and expenses (if the student qualifies) ● Help from school with getting basic uniform clothing ● Help from school with basic school supplies ● Help from school with any basic clothing needs ● Help from school setting up transportation service

Where can I find more information for Pennsylvania?
Please visit the PA Education for Children and Youth Experiencing Homelessness site. Interested families may also contact the Homeless Liaison at Roberto Clemente Charter School, Emily Ellis, School Social Worker, ejellis@myrccs.com. Additionally, families may contact Storm Camara, State Coordinator at 717-772-2066 or scamara@pa.gov

Dress Code Rationale

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

Students must arrive at school in their uniform. If a student does not report in uniform, the parent will be required to bring the required clothing to the school.

Dress Code

The dress guidelines are designed to provide students, staff, and administration with the most conducive learning environment. Listed below are the uniform requirements for all students.

GIRLS	***BOYS***
• Jumper or skirt (No shorter than knee length) • White dress or polo shirt (long or short sleeve) • Navy blue crosstie (optional) • Pantyhose/tights or Bobby socks in navy blue or white (no sweat socks) • Cardigan with logo • Solid black or white sneakers or black dress shoes (no color designs or color soles) • Loose Fitting Khaki or Gray Pants	• Khaki or Gray pants (no side pockets or cargo pants) • White dress or polo shirt (long or short sleeve) • Navy blue solid tie (optional) • Navy blue jacket or cardigan with logo • Solid black or white sneakers or black dress shoes (no color designs or color soles) • Black belt with a small buckle (khaki pants must be worn at the waistline with the belt)

White T-shirts, and hooded sweatshirts **ARE NOT PERMITTED**.

Gym Uniform

- Navy Blue T-shirt with RCCS logo (a blue, white, black, or gray shirt may be worn under the t-shirt in colder months)
- Navy blue sweatshirt with RCCS logo
- Navy blue sweatpants
- Navy blue shorts
- Solid black or white sneakers

Accessories

Students are permitted to wear one small pair of earrings. Hoops must be less than the size of a U.S. nickel. No large hoops are permitted. Students may wear one small necklace or bracelet. Students are permitted to wear a scrunchie, 3-inch bow, or plain headband in the following colors: navy blue, dark green, uniform plaid, black, or white. Bandanas, do-rags, and headcaps are not permitted. 6-inch bows are not permitted. If a student comes to school with unacceptable jewelry, earrings, headband, or bow they will be asked to take it off and put it away or give it to their teacher or administrator until the end of the day.

Personal Appearance

All students must maintain a clean and neat hair cut or style. It may not follow extreme fashion trends such as spiking or Mohawks or any other fashion considered extreme by RCCS. If a student is found to have an inappropriate hairstyle, haircut, or hair color, school administration will contact the parent/guardians. RCCS recognizes and affirms the right of students to wear natural hair textures, protective hairstyles, and culturally or religiously significant hairstyles, including but not limited to locs, braids, twists, afros, Bantu knots, coils, extensions, and head coverings. Such hairstyles are protected under applicable law and shall not be restricted, disciplined, or discouraged.

Dress-Down Days

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

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

No spaghetti straps, tube-tops or halter-tops	No tank tops or any sleeveless top or shirt (shoulders must be covered)
No shirts that hang below the knees	No see-through apparel
No see-through ripped jeans/clothes	No visible stomachs
No inappropriate messages	No shorts that are one (1) inch above the knee
No visible undergarments	No pajamas (unless administratively approved)
No spandex or skintight clothing	No skirts or dresses shorter than one inch above the knee

No bandanas, do-rags, or headgear (hats, caps) No open shoes, flip-flops, slippers, or open-toes shoes (shoes must be securely fastened)	No sunglasses

Building Procedures

Appointments with School Personnel
Parents/guardians are encouraged to meet with school personnel for answers to questions regarding the progress of their child. Because school personnel cannot be called out of class for meetings, it is necessary that parents call the school in advance to schedule an appointment with the appropriate person. Please contact the school ahead of time to schedule an appointment to discuss concerns with school personnel.

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

School Safety Drills
Students and staff will practice school safety drills throughout the school year. These drills include but are not limited to fire drills and/or lockdown drills.

Safe2Say Something
Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. With Safe2Say Something, it's easy and confidential to report safety concerns to help prevent violence and tragedies. More information can be found on the school's website.

Threat Assessment Team
Act 18 of 2019 requires the establishment of threat assessment teams for all school entities in Pennsylvania. RCCS takes all threats seriously and has established a K-12 threat assessment team to appropriately investigate and classify all threats to the school community. Students may report a treat to any staff member who will forward the information to the defined team. More information can be found on the school's website.

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

Breakfast
A morning breakfast will be available to all students in their homeroom class from 8:00 a.m. to 8:30 a.m.

Cafeteria Procedures
Upon entering the cafeteria, students will follow the directions of the cafeteria monitors. Student lunches brought from home will not be heated. Students must be considerate of others. Quiet conversation will be permitted. Loud, boisterous behavior will not be tolerated. Inappropriate behavior will be addressed appropriately according to the disciplinary guidelines. Students may not share food with other students due to food allergies and dietary restrictions. Students are responsible for disposing of their trash in their lunch area. Once the cafeteria is cleaned up, the teacher or cafeteria monitor will dismiss the students. Students may not order food from outside sources nor have parents bring lunches during the lunch period. Food may not be taken outside the cafeteria.

Birthday and Classroom Treats
Food treats and/or beverages for birthdays, parties, or for other reasons are not permitted. Student health and safety is our utmost priority. Due to food allergies, dietary restrictions, and other health related concerns, food treats and beverages are not allowed to be brought in for students. Food treats include, but are not limited to, cake, cupcakes, brownies, cookies, candy, or pizza. You may bring in small, non-food related treats for your child's birthday or for other celebrations, such as pencils, erasers, or bookmarks etc.

Personal Electronic Devices
Student personal technology items including but not limited to cell phones, tablets, and smartwatches must be turned off and stored in the child's bookbag while on RCCS property. This expectation applies to the school bus as well. A student may give their personal technology item to a teacher or administrator to store for the day, and it will be returned to the student at the end of the day. Students may be subject to disciplinary measures for failure to adhere to this expectation. RCCS is not responsible for student's personal technology items. If parents need to contact their student during the school day, they can call the receptionist at (610) 351-4310.

Personal Non-Instructional Items
Students are not permitted to bring non-instructional items to school including but not limited to stuffed animals, blankets, cologne or perfumes, cosmetics, make-up or styling tools, snacks or candy. Permitted non-instructional items include unscented lotion, deodorant, feminine hygiene products, and chapstick. This expectation applies to the school bus as well. If a student brings an unnecessary non-instructional item to school, they will be required to give their personal item to a teacher or administrator to store for the day, and it can be picked up by the student at the end of the day. RCCS is not responsible for any non-instructional items a student may bring to school. Failure to adhere to this expectation may result in disciplinary action.

Smoking/Vaping
Tobacco use is prohibited by students, employees, and visitors in school buildings, school buses and on school property owned by or under the control of a school. Refer to the Code of Conduct Section for more information regarding students and tobacco.

Bicycles, Scooters, ETC.
Students utilizing personal transportation including, but not limited to, bicycles, skateboards, scooters, hoverboards, rollerblades, do so at their own risk. RCCS is not responsible for the storage, safety, or security of such items during the school day.

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

Technology Usage
All students are expected to abide by the Technology Resource-Acceptable Use Policy. In addition, each family must enter into an equipment agreement to ensure responsible use of school-issued equipment.

Student Responsibilities

Each student has a right to a free and appropriate public education. Along with this right, there are corresponding responsibilities:

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Along with the administration and faculty, students have the responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. No student has the right to interfere with the education of their fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
3. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
4. It is the responsibility of the student to:
    a) Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
    b) Be willing to volunteer information in matters relating to the health, safety and welfare of the school, community, and the protection of school property.
    c) Dress and groom to meet fair standards of safety and health and not cause substantial disruption to the educational process.
    d) Assist the staff in operating a safe school for all students.
    e) Comply with the Commonwealth of Pennsylvania laws as well as local laws.
    f) Exercise proper care when using public facilities and equipment.
    g) Attend school daily and be on time to all classes.
    h) Make up work when absent from school. The student is responsible for asking teachers for missing work.

Notice Concerning Public Input
As a student of RCCS, you have the right to make use of RCCS public input procedures. The following questions and answers should give you the basic information you may need:

1. When may I communicate with school officials?
    a) If you believe that your rights have been violated.
    b) If you have constructive input that you may want to share.

2. A person may also communicate with school officials if any one of the following occur:
    a) If a person feels he/she has been subjected to any form of physical, verbal, humiliating or frightening punishment of any kind.
    b) If a person feels he/she has been subjected to any act of sexual abuse including any visual, verbal or physical conduct of a sexual nature.
    c) If a person feels he/she public input should be first directed to the principal/dean of students in a timely fashion.

Parent Responsibilities

The most important responsibility of parents is being an active participant in their child's education**. RCCS parent's/ guardian's must complete 10 hours of student support.** The student support hours include attending parent and family events including, but not limited to: back to school night, parent/teacher conferences, Hispanic Heritage celebrations, and other school activities. Parents/guardians that do not complete the hours may lose their child's slot/seat for the following school year. Please speak to the principal for special arrangements. Parents/guardians and the school must work together in order for the students to succeed. Parents/guardians must be active in the student's education.

Title I School Parent Involvement Policy Checklist

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

The Title I Parent Involvement section of Every Student Succeeds Act (ESSA) requires each Title I School to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 1116. The policy must be developed jointly with and agreed on by parents of participating children.

	YES	***NO***
The School Parent Involvement Policy was developed with and agreed on by parents of Title I children.	***X***	
The Policy was distributed to all parents of Title I children.	***X***	
The Policy was written in an understandable format and provided in a language parents can understand.	***X***	
The Policy describes how parents will be involved in the planning, review, and improvement of the school's Parent Involvement Policy.	***X***	
	YES	***NO***
The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.	***X***	
The Policy states that parent meetings, including parent conferences, will be held at different times during the day.	***X***	
The Policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meeting and training sessions.	***X***	
The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.	***X***	
The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.	***X***	
	YES	***NO***
The Policy describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.	***X***	
The Policy states that the school ensures that information related to school and parent programs, meetings and other activities will be sent to the parents of participating children in a format and in a language the parents can understand.	***X***	
The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.	***X***	
The Policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. *Applies only to schools operating a Schoolwide Program*.	***X***	
The Policy describes how the school involves parents in the joint development of the School Improvement Plan under Section 1116. *Applies only to schools identified for School Improvement.*	***X***	
The Policy describes how the school will provide parents of participating children with timely information about the Title program.	***X***	
The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.	***X***	
The Policy describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.	***X***	

Title I District Parent Involvement Policy Checklist

All school districts receiving Title I funds are required under Section 1116 of the Every Student Succeeds Act (ESSA) to develop a written Parent Involvement Policy for the school district. The law states that the District Parent Involvement Policy must be jointly developed with parents, incorporated into the Local Education Agency (LEA) plan and distributed to parent of participating children.

	YES	*NO*
The District Parent Involvement Policy states how the LEA involves parents in the development of the LEA plan (Title I Application)	**X**	
The Policy states how the LEA involves parents in the process of school review and improvement.	**X**	

Disciplinary Actions

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

Potential disciplinary actions include but are not limited to detentions, in-school suspensions, Saturday detentions, out-of-school suspension, and expulsion.

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

After-School Detention
Detention is assigned by administration and will occur after school hours. On some occasions, as approved by the principal or designee, students may serve detention during tutoring time provided by the teacher. Failure to report to an assigned detention may result in a scheduled Saturday detention. If a student does not come to their scheduled Saturday detention, a one-day suspension from school may be issued. The only legitimate excuse for not reporting to a detention is a doctor or dental appointment. In this case, the student must show proof of visit and will need to make up their detention the following day. RCCS will provide verification of a student's detention upon request.

Suspension from School
Suspension is the temporary exclusion from school and all school-related activities for serious and/or repeated infractions of school rules. Students suspended from school are excluded from all school activities including field trips, assemblies, and all extra-curricular activities. The length of the suspension can run one (1) to ten (10) days, depending on the nature of the infraction. Students who are suspended are not eligible for honor roll status and/or student recognition awards during the current rating period regardless of their academic average. Suspension should be the last resort taken to redirect student misbehavior. Students cannot be on school grounds or surroundings while on suspension or participate in extracurricular activities. If the suspension exceeds three days, the parent/guardian will be entitled to an informal hearing. The student must be accompanied by a parent/guardian upon re-entering the school after a suspension.

Expulsion from School
Expulsion is the permanent exclusion from school. Such action results from a Board of Trustees action preceded by recommendations from the principal or CEO.

Roberto Clemente Charter School: Elementary
Code of Conduct

Incorporating Restorative Practices

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

This Code of Conduct and Restorative Practices is presented to assist students, staff and parents/guardians to understand the expectations for acceptable conduct while in school or attending school-sponsored activities, on school grounds, and while away to and from school. All students are expected to follow the Code of Conduct. Administration will review core principles and key components of the Code of Conduct/Restorative Practices with

staff and students at the beginning of each school year, and as needed throughout the year. We ask families to do the same with their children. It is the collective responsibility of all students, staff, and parents/guardians to ensure that the expectations set forth in this Code of Conduct are adhered to. Responses to violations of the Code of Conduct will be developmentally age-appropriate and a balance of proportional consequences and restorative practices. Equally imperative, all school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be fair and consistent in addressing student behavior in a manner which enables students to learn from their mistakes and be accountable for their misconduct.

We Value:

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

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

Administration, faculty and staff will:

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

The parent/guardian partners are asked to:

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

Student partners are expected to:

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

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

Restorative Practices

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

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

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

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

Types of Restorative Approaches

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

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

- Safety and Trust – Community members need a sense of safety and trust to connect with one another.
- Honor – Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- Openness – Community members feel free to share their thoughts and feelings.
- Respect – To bond as a community, members must feel that they are valued and respected as individuals, and they must respond respectfully to one another.
- Empowerment – A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

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

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

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

Disciplinary Guidelines

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

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

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

Accused students do not have an inherent right to meet face-to-face with the student or staff making the accusation at the time of the finding of facts by the principal/dean of students. Also, the principal/dean of students bases their decisions on the best available information and is not obligated to present to the students, or to their parents/guardians, evidence of the infraction level which would be required in a state criminal court. Violations of law normally are promptly referred to the police for investigation.

Corporal punishment, including striking and paddling, will not be administered. However, reasonable force may still be used by teachers and school authorities under any of the following circumstances:

- To quell a disturbance
- For the purpose of self-defense
- To obtain possession of weapons or other dangerous objects
- For the protection of person's property

The discipline of students is the responsibility of the school while the student is on school property and/or on school conducted field trips, school bus or other school-sponsored activities. Students are required to abide by the discipline codes of the school.

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

Note: For special education students only, when the total days of suspension for a student reach ten consecutive (federal) or fifteen cumulative (PA) for the school year, the staff will schedule a Multi-Disciplinary Evaluation. Also, when a manifestation review is necessary; the staff of the school will schedule it.

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

Definition of Terms

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

- Behavior Modification Counseling-The school helps the student understand the causes and ramifications of his/her misconduct and develops with the student a specific plan for changing behavior. A counselor will meet with the student within a week of approval and a minimum of once every three weeks thereafter. The Counselor coordinates with parent/guardian, teacher and principal.
- Behavioral Contact – A written document which stipulates behaviors which are permission for the student and the consequences for failure to comply with the terms of the contract, foremost of which will be dismissed from the school.
- Cooperative Behavior- shall be defined as the willingness of a student to work with staff and school personnel in a reasonable and helpful manner.

Office Discipline Referral – A written or online electronic document that states behavioral infractions committed by a student. Teachers should complete this document in a timely fashion after an infraction has occurred and forward a copy of the report to the office. This report should include all necessary

information about the incident being reported including, but not limited to, who, when, where, how, level of infraction, number of offences, action taken, parent contact information and any consequences assigned to the student.
Classroom Discipline Report – A written or online electronic document that states behavioral infractions committed by a student. The teacher should complete this document in a timely fashion after an infraction has occurred. This report should include all necessary information about the incident being reported including who, when, where, how, number of offenses, action taken, parent contact date information and any consequences assigned to the student.
Distributing – deliver, sell, pass, share, or give any alcohol, drug, or mood-altering substance, as defined by this policy, from one person to another or to aid therein.
Drug/Mood Altering Substance/Alcohol – shall include any alcohol or malt beverage, any drug listed in Act 64 (1972) as a controlled substance, chemical, abused substance or medication for which a prescription is required under the law and/or any substance which is intended to alter mood. Examples of the above include but are not limited to beer, wine, liquor, marijuana, hashish, chemical solvent, glue, look-alike substances, and any chemical or pills. Students are not permitted to have or take any prescription or
over-the-counter medications on school property.
Drug Paraphernalia- includes any utensil or item which in the school's judgment can be associated with the use of drugs, alcohol, or mood-altering substances. Example include but are not limited to syringes, razor blades, roach clips, water pipes, and bowls.
Judicial Review – A formal expulsion hearing from Roberto Clemente Charter School between school administration, school board members, a student and his/her guardian(s). Parents/students have the right to be legally represented during this hearing. This hearing will focus on behavior patterns and incidents involving the student throughout the current school year. Students who are not expelled will be issued a behavioral contract. Judiciary hearing may be held without a student or guardians present if the student or guardian refuses to attend. Violation of behavioral contracts from judicial review will result in another judicial review for expulsion from the school.
Possession- possess or hold, without any attempt to distribute any alcohol, drug, or mood altering substance determined to be illegal and/or as defined by this policy.
Suspension - Discipline issued by the principal/dean of students to a student who has broken a school rule. Suspended students and their parent/guardian are required to meet with the principal or his/her designee before returning to school after being suspended. Students who are suspended may not be on school property unless meeting at a predetermined time, with an administrator. Note: Suspension days may differ from information found in Level Procedures for special needs students.
Uncooperative Behavior – is resistance or refusal, verbal, physical or passive, on the part of the student, to comply with the reasonable request or recommendations of the school personnel. Defiance, assault, deceit, and flight shall constitute examples of uncooperative student behavior. Students who are found to be uncooperative will be placed on a behavioral contract. Violation of a behavioral contract will result in either administrative review or judicial review.

Teacher & Administration Detention Rules

1. After school detention will be held in the detention room or in the room of the teacher or staff member's room that issued the detention.
2. Students must report on time for after school detentions.
3. Students will write a reflection regarding the incident and will complete appropriate work assigned by their teachers. Students are responsible for bringing their assignments to their detention. An essay assignment will be given to students who fail to bring schoolwork.
4. Talking, eating, drinking, sleeping, or other inappropriate behavior will not be permitted in the detention room.
5. Parents/students are responsible for their own transportation after detention.
6. Note: Students who fail to remain on task or display disruptive or inappropriate behavior, as per the student handbook, will be subject to further disciplinary action as determined by the principal.

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

Suspension/Expulsion Procedures

In-school suspension

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

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

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

b. A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
c. The parents or guardians shall be notified immediately by telephone and in writing when the student is suspended. Suspended students must be picked up within one hour of the parent notification.
d. When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing within the first 5 days of the suspension.
e. Suspensions may not be made to run consecutively beyond the 10-school day period.
f. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
g. A re-entry meeting with the parent/guardian, student, and school administration is required before a student can re-enter the school.

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

Hearings

1. General Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
2. Formal hearings. A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
   a. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
   b. At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
   c. The hearing shall be held in private unless the student or parent requests a public hearing.
   d. The student may be represented by counsel, at the expense of the parents/guardians, and may have a parent/guardian attend the hearing.
   e. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
   f. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
   g. The student has the right to testify and present witnesses on his/her own behalf.
   h. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
   i. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
      i. Laboratory reports are needed from law enforcement agencies.
      ii. Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).

iii. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

j. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

k. Informal hearings. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

l. The following due process requirements shall be observed in regard to the informal hearing:
   i. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
   ii. Sufficient notice of the time and place of the informal hearing shall be given.
   iii. A student has the right to question any witnesses present at the hearing.
   iv. A student has the right to speak and produce witnesses on his/her own behalf.
   v. The school entity shall offer to hold the informal hearing within the first 5 days of the suspension

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

LEVEL 1 INFRACTIONS:

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

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

- Unexcused tardiness to class
- Lack of courtesy and respect
- Failure to complete assignments
- Profane and inappropriate language*
- Prankish behavior and agitation
- Wasting time
- Public display of affection
- Disruptive in the hall (running, shouting, etc.)
- Disruptive behavior
- Refusal to stay in assigned seat
- Uniform violation
- Eating or drinking in class and halls
- Inappropriate behavior (horseplay, throwing items, etc.)
- Plagiarism
- Neglect of responsibility (return of excuse cards, school forms, etc.)
- Deliberate misuse of school equipment
- Misuse of the internet & Network

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

LEVEL 1 PROCEDURE:

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

- Classroom discipline report
- Verbal reprimand
- Special assignment (written assignment, community service, etc.)
- Withdrawal of privileges
- Student conference
- Detention from teacher

- Parent/guardian contact
- Parent/guardian conference
- Consult with administrator, counselor, or other teachers for behavior modification recommendations

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

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

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

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

LEVEL 2 POSSIBLE CONSEQUENCES:

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

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

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

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

LEVEL 3 INFRACTIONS:
Actions that are directed against persons or property but limited to the degree that they endanger the health and safety of others.
Examples of Level 3 misconduct include, but are not limited to:

- Possession or use of tobacco (a lighted or unlighted cigarette, vape, vape oil, cigar, pipe, or other lighted smoking product and smokeless tobacco in any form) by any student in a school building or on school property owned by, leased by, or under control of RCCS.
- Fighting (all parties, regardless of who initiated the incident)
- Possession of incendiary devices including fireworks
- Forgery of notes and excuses
- Threats to students
- Inappropriate language directed at staff or visitors
- Leaving school property without permission

- Horseplay resulting in injuries
- Minor vandalism
- Stealing
- Public display of lewd or vulgar gestures or images, including inappropriate computer files
- Endangering others
- Refusal to participate in an administrative search
- Unauthorized recording of students and/or staff
- Other actions of a similar nature

LEVEL 3 POSSIBLE CONSEQUENCES:
Actions that are generally directed against persons or property

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

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

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

- Assault/battery
- Major vandalism
- Arson
- Use of incendiary devices
- Misuse of fire alarm & safety equipment
- Bomb Threats
- Extortion
- Threats to staff and visitors
- Sexual harassment/violations of the Title IX Policy (See below policy)
- Bullying/Harassment (See below policy)
- Terrorist threats
- Endangering others
- Violations of local, state, and federal laws.
- Drugs and controlled substance (See specific procedures on page 8)
- Possession, use, or transfer of dangerous weapons (See specific procedures on page 9)
- Other actions of a similar nature

LEVEL 4 PROCEDURES:

- Immediate intervention
- The teacher will complete a discipline report and parents will be contacted.
- The principal verifies the offense, collects documentation, and meets with the student. The students and parents/guardians are required to make restitution.
- Police will be notified.

- Parents are requested to come to school immediately to remove the student.
- An informal hearing is scheduled within five days.
- Letter sent to the parents (copies to teacher, school, office, student file).
- Up to ten days out-of-school suspension
- Judicial Review

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

LEVEL 4 - DRUG AND ALCOHOL SITUATIONS

Students may be searched for suspicion of possessing illegal drugs. In all cases in which drugs are found, students will be disciplined and prosecuted. Students suspected of being under the influence of drugs or alcohol will not be sent home from school without a parent or guardian. If the student's behavior indicates that he/she is exhibiting behavior not associated with their normal behavior pattern, their parents will be contacted to take their child home. If the student's behavior indicates that he/she is confused, disoriented, or out of control, school administration will be contacted immediately to assess the situation. All appropriate measures will be utilized and school procedures will be followed.

1. The use of drugs, alcohol or mood-altering substances by a student is suspected, but there is not evidence of violation of laws or school regulations.
   PROCEDURES:
   - Immediate Action- The student is informed of available help and encouraged to seek assistance Notification of Parents- Notification of behavior and/or performance indicator, if warranted Discipline/Rehabilitation-An intervention conference will be held.
2. The student has a drug, mood-altering or alcohol related medical emergency.
   PROCEDURES:
   - Immediate Action- Standard health and first aid procedures will be followed. The student will be transported to a medical facility at parental expense.
   - Investigation-An administrator will investigate the incident. This may include a search of the student, his/her locker and other possessions.
   - Notification of Parents-Notification of the incident in the case of a health problem or medical emergency.
   - Notification of Police-At the discretion of the administration.
   - Disposition of Substance-Analysis will be made by proper authorities.
   - Discipline/Rehabilitation-Referral for counseling and services. For additional evidence of violations see appropriate situation category.
3. A student possesses, uses, or is under the influence of drugs, mood altering substances or alcohol while in school or on school property.
   PROCEDURES:
   - Immediate Action-An administrator is summoned. A staff member writes an anecdotal report of the incident.
   - Investigation-The student, his/her locker, desk and other possessions will be searched.
   - Notification of Parents- Parents will be requested to come to school immediately.
   - Notification of Police- Police will be notified.
   - Disposition of Substance-Analysis will be made by proper authorities for possible use in further proceeding.
   - Discipline/Rehabilitation-Informal hearing. Out-of-school suspension until formal board hearing for expulsion. Assessment by a certified addiction counselor (C.A.C.) and compliance with the recommendations.
4. A student is found to be in possession, use or under the influence of drugs, mood altering substances or alcohol while attending any school-sponsored function. (Cooperative behavior)
   PROCEDURES:
   - Immediate action- The chaperon will contact the group advisor or administrator. An anecdotal report of the incident will be written.
   - Investigation-The student, his/her locker and other possessions will be searched.
   - Notification of Parents- The student will be sent home immediately at parental expense or detained until a parent can accompany him/her.
   - Notification of Police- Police will be notified.
   - Disposition of Substance-Analysis will be made by proper authorities for possible use in further proceedings.
   - Discipline/Rehabilitation-Referral to the Counselor. Informal hearing. Ten days out-school suspension or day care treatment. Assessment by a Certified Addictions Counselor (C.A.C.) AND compliance with the recommendations.
5. A student is caught again in possession, use or under the influence of drugs, mood altering substances, alcohol or possesses drug related paraphernalia. (Any second offense)

PROCEDURES:

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

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

LEVEL 4 - WEAPONS POLICY

Students may not possess a weapon, at any time or under any circumstance, on school property, in a school building or on the campus, during a school-sponsored activity, or on a school bus or vehicle or other transportation service sponsored by Roberto Clemente. Possession of a weapon in violation of this policy is a state criminal code misdemeanor of the First degree and all violations of this Policy shall be reported to the local police for prosecution. Expulsion will proceed.

DEFINITIONS OF TERMS

"Possession of a weapon" means when a weapon is found on the person of a student, in a student's locker or under a student's control, on school property or at any school activity (including any school activity held away from school property), or when the student is traveling to or from school property or a school sponsored activity. or when the student is on a school bus or vehicle or other transportation service sponsored by the school.
"School Property" means all buildings, facilities, parking areas and ground owned or under the control of Roberto Clemente Charter School.
"Weapon" including, but is not limited to:
-Any knife, cutting instrument, cutting tool, numb chucks, club, mechanical device, metal knuckles firearm, shotgun, rifle, air gun or spring gun, and any tool, instrument, or implement capable of inflicting serious bodily injury.
-Any firearm which is not loaded or lacks a clip or other component to render it immediately operable, and components which can readily be assembled into a weapon.

-Any destructive device, including any explosive, incendiary or poison gas bomb, grenade, rocket, missile, ammunition, or similar device.
-Any "look-alike" of any items listed above.
-Any item intended to be used or being used, offensively or defensively, to harm or threaten or harass students, staff members, parents or patrons, or to cause property damage.

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

REPORTING POSSESSION OF A WEAPON

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

PROCEDURES:

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

- The student will be immediately taken to the principal's office where the student will remain until his or her parent or guardian arrives.
- The weapon or item considered to be a weapon shall be immediately confiscated and secured.
- The incident will be reported to the student's parent or guardian.
- The incident will be reported immediately to the police.

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

Level 4 - Sexual Harassment/Violations of the School's Title IX Policy
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., protects students from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Title IX states:

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

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

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

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

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

Level 4 - Anti-Bullying/Harassment Policy
The Roberto Clemente Charter School prohibits acts of harassment or bullying. The Board of Trustees has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

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

All RCCS students have the right to be educated in an environment free of discriminatory practices, including unlawful harassment. The Board of Trustees is committed to establishing and maintaining an educational environment free from unwelcome sexual conduct, either verbal or physical, for all students. This policy applies to third parties. The term harassment includes but is not limited to repeated, unwelcome and offensive slurs, jokes, or other verbal, graphic or physical conduct relating to an individual's race, color, religion, ancestry, gender, sexual orientation, national origin, age or handicap/disability that create an intimidating, hostile or offensive educational environment.

Bullying is defined as intentional electronic, written, verbal, visual, or physical act and/or series of acts directed at another student or students that is severe, persistent or pervasive and has the effect of doing the following: (1) Substantial interference with a student's education; (2) Creation of a

threatening environment; (3) It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one person is physically larger, stronger, mentally quicker, or socially more powerful); (4) Substantial disruption of the orderly operation of the school. This includes cyber bullying. Students who are being bullied are encouraged to promptly report such incidents to a teacher, guidance counselor or building administrator.
The Roberto Clemente Charter School Board of Trustees expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

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

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

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

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

Factors for Determining Consequences

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

Factors for Determining Remedial Measures
Personal

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

Environmental

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

- Family situation

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

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Board of Trustees' approved Code of Student Conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

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

Examples of Remedial Measures

Personal

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

Environmental (Classroom, School Building)

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

- Law enforcement involvement (e.g., probation officer, police officer)

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

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

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

The Roberto Clemente Charter School Board of Trustees prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

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

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

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

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

Guidelines and Procedures

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

1. If a child with a disability commits an incident of misconduct, school administrators and the Allentown Police Department should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending.
2. In the event a child with a disability commits a mandatory notification offense according to the PA Safe School Act, RCCS must provide immediate notification to the Allentown Police Department regardless of the disability. Those notifications will state that the child has an IEP or a service agreement that includes a behavior support plan and may include Roberto Clemente's recommendation that police intervention may not be required and that RCCS will act to address the student's behavior as required by applicable federal and state law and regulations.
3. In the event a child with a disability commits a discretionary offense and RCCS does not believe that police intervention is necessary, RCCS will address the student's behavioral needs as required by applicable federal and state law and regulations.
4. Roberto Clemente Charter School, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Allentown Police Department.
5. Roberto Clemente Charter School, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

Response and Handling of a Student with a Disability

1. Roberto Clemente shall provide to the Allentown Police Department a copy of its procedures on behavior support services each time they are revised by Roberto Clemente Charter School.
2. Roberto Clemente Charter School shall invite representatives of the Allentown Police Department to participate in the training in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention, as provided by RCCS's special education plan.

3. When a student with a disability commits an incident listed in the Safe Schools Act as mandatory or discretionary reporting, Roberto Clemente Charter School shall respond in a manner that is consistent with the training provided and in accordance with RCCS's special education plan and, if applicable, with the procedures, methods and techniques defined in the student's behavior support plan.
4. When a protected handicapped student or a student who have physical, mental or health impairments but, is not eligible as defined by Chapter 14 or 711 to special education services and programs, commits an incident listed as mandatory or discretionary in the Safe Schools Act, RCCS, shall respond in a manner that is consistent with the student's service agreement or written agreement between the school and parents.
5. If a student with a disability has a positive behavior support plan and commits an incident listed as mandatory or discretionary reporting to local police, RCCS shall act in accordance with the student positive behavior support plan.
6. If a protected handicapped student whose agreement includes a positive behavior support plan, and commits an incident listed as mandatory reporting to local police, RCCS, shall act according to the student positive behavior support plan.
7. If a student with a disability, who does not have a positive behavior support plan, commits an incident listed as mandatory reporting to local police, RCCS shall convene the student's IEP team. At this meeting, the IEP team shall consider whether a positive behavior support plan should be developed to address the student's behavior.
8. If a protected handicapped student whose service agreement does not include a positive behavior support plan, commits an incident listed as mandatory reporting to local police, RCCS the school entity, in consultation with the student's parents, shall consider whether a positive behavior support plan should be developed as part of the service agreement to address the student's behavior.

Handbook Signature Instructions
Instrucciones para Firmar el Manual

Please complete the following steps regarding the Student/Parent Handbook:	Por favor complete los siguientes pasos con respecto a la manual para estudiantes/padres:
1. Read the Student/Parent Handbook in its entirety. 2. Sign the **Student/Parent Handbook Agreement** 3. Return the **Student/Parent Handbook Agreement**	1. Lea el Manual de Padres y Alumnos en su totalidad. 2. Firmar el formulario **Acuerdo del Manual de Padres y Alumnos** 3. Regresar el formulario **Acuerdo del Manual de Padres y Alumnos**

Roberto Clemente Charter School: Elementary
Student/Parent Handbook Agreement

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

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

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

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

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

Student Name:_____ Grade_____

Homeroom Teacher's Name_____

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

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

Date: _____

Principal Acknowledgement: _____

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

Appendix A

Profile of a Successful RCCS Learner

RCCS
Roberto Clemente
CHARTER SCHOOL

PROFILE OF A SUCCESSFUL RCCS LEARNER

RESPECTFUL

abides by rules & expectations

treats people & property with respect

promotes community

displays integrity

shares common values, ideas, & commitments

school pride

R

CONTRIBUTOR

active listener

responsible

participates in discussions

completes all assignments

engages in assessments to verify progress

service-driven

C

COLLABORATOR

embraces a multicultural perspective

problem solver

engages in meaningful activities

welcoming & caring

supportive

courageous

C

SCHOLARLY

explores colleges & careers

bilingual & biliterate

perseverance

motivated & determined

curious

self-advocate

communicates through reflective dialogue

S