



Board of Trustees
September 17, 2024
7:00PM

Agenda

1. Review of Agenda
2. Review of Minutes
 - 8/20/24 Minutes (motion)
3. Public Input
4. CEO Office
 - CEO Report
 - Title IX Policy (motion)
 - Title IX Grievance Procedures (motion)
 - 2024-2030 New Educator Induction Plan (motion)
 - Unpaid Leave of Absence (motion)
 - Organizational Chart (motion)
 - ESL Program Policy (first reading)
 - Graduation Requirements Policy (first reading)
 - Nondiscrimination Policy & Grievance Procedures (first reading)
 - Student Conduct and Discipline Policy (first reading)
 - Student Promotion and Retention Policy (first reading)
 - ARP ESSER Health & Safety Plan
 - Agreements
 - Lehigh Carbon Community College
 - Student Assistance Program Liaison Services
 - Legislative Updates for Charter Schools
5. Principal's Reports
 - Elementary School
 - Secondary School
6. Human Resources
 - HR Report
 - Hires/Appointments (motion)
 - Resignations/Terminations (motion)
7. Business Office
 - September Business Report
 - July-August Financial Report
 - August Payment List (motion)
 - 2024-25 School Safety & Mental Health Grant (motion)
 - Equipment Purchase (motion)



- Contracts & Agreements
 - Photography Services (motion)
 - Building Lease Extension (motion)
- 8. Public Input
- 9. New Business
- 10. Adjourn (motion)

**Roberto Clemente Charter School (RCCS)
Board of Trustees (BoT) Meeting Minutes
August 20, 2024**

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

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

EXECUTIVE SESSIONS:

The Board entered executive session at 6:33 PM to discuss personnel and legal issues. The Board left the executive session at 6:58 PM.

Dr. Columba called the meeting to order at 7:06 PM.

MINUTES:

The minutes of the July 2024 Board of Trustees meeting were reviewed. A motion to approve the July minutes was made by Mr. Lahoud and seconded by Mr. García. The motion carried unanimously.

PUBLIC COMMENT I:

No public input.

CEO's REPORT:

Mrs. Mace presented the CEO's Report.

A motion to approve the 2024-2025 Elementary School Student/Parent Handbook was made by Mr. Lahoud and seconded by Mrs. Vélez-Font. The motion carried unanimously.

A motion to approve the 2024-2025 Middle/High School Student/Parent Handbook was made by Mr. Lahoud and seconded by Mr. García. The motion carried unanimously.

A motion to table the Title IX Policy and the Title IX Grievance Procedures until the next BoT meeting was made by Mr. García and seconded by Mr. Bassler. The motion carried unanimously.

The 2024-2030 New Educator Induction Plan was presented to the Board for its first reading. Further actions will be taken at the September BoT meeting.

RCCS entered into a Service Coordination Agreement with Community Services for-Children Inc. Head Start/Early Head Start of the Lehigh Valley/Pre-K Counts.

RCCS entered into an Affiliation Agreement for an academic experience site with Pennsylvania Western University.

PRINCIPALS' REPORTS:

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

HUMAN RESOURCES REPORT:

Mr. Rodríguez submitted and presented the Human Resources Report.

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

A motion to approve the resignation of Juliana Burke was made by Mr. Lahoud and seconded by Mrs. Vélez-Font. The motion carried unanimously.

A motion to approve the resignation of Kate McPhillips was made by Mr. Bassler and seconded by Mr. García. The motion carried unanimously.

BUSINESS & FINANCIAL REPORTS:

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

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

A motion to approve enrolling into the 2024-2025 Local Foods for School Program was made by Mr. García and seconded by Mr. Bassler. The motion carried unanimously.

A motion to approve renewing the contract with EDU Healthcare LLC. for staffing services was made by Mr. García and seconded by Mrs. Vélez-Font.

A motion to enter into a contract with Quest Diagnostics Clinical Laboratories Inc. for substance abuse testing services was made by Mr. Lahoud and seconded by Mr. Bassler. The motion carried unanimously.

PUBLIC COMMENT II:

No public input.

NEW BUSINESS:

Mr. García moved to accept Rev. Nelson Quiñones’s resignation from the RCCS BoT, effective August 15, 2024; Mrs. Vélez-Font seconded the motion. The motion carried unanimously.

There being no further business, Mr. Lahoud moved to adjourn the meeting and it was seconded by Mr. García. The motion carried unanimously. The RCCS Board meeting was adjourned at 7:50 PM.

The next BoT meeting is scheduled for 7:00 PM on September 17, 2024, at the RCCS Administration Building.

Dr. Lynn Columba, President

Date

Mr. Alexander Rolón, Secretary

Date



CEO Report

Tuesday, September 17, 2024

Mrs. Alyssa Mace

1. Student Enrollment
 - As of Friday, September 13, 2024
 - 617 students
2. Title IX Policy & Grievance Procedures (motion)
 - Updated language to reflect changes to federal regulations that took effect August 1, 2024.
 - A virtual training on the Title IX updates will be provided for all RCCS staff on Wednesday, November 20, 2024, at 2:00 p.m.
3. 2024-2030 New Educator Induction Plan (motion)
 - Starting with the 2024-2025 school year, the length of educator induction programs must be a minimum of two years and include the Professional Ethics Program Framework Guidelines and Culturally Relevant and Sustaining Education (CR-SE) Program Framework Guidelines.
 - Posted for public input from August 13- September 12, 2024.
 - Mentor and inductee meetings were held at both campuses
 - Elementary: September 6 and September 9, 2024
 - Middle/High School: September 10 and 11, 2024
4. Unpaid Leave of Absence (motion)
 - Glenys Rodríguez, Cafeteria Aide
 - August 26 – October 8, 2024.
5. Organization Chart (motion)
 - Updated to reflect current administrative structure of RCCS
6. Policies (first readings)
 - ESL Program
 - Graduation Requirements
 - Nondiscrimination Policy & Grievance Procedures
 - Student Conduct and Discipline
 - Student Promotion and Retention



7. ARP ESSER Health & Safety Plan

- Final review before the end of ESSER funding on September 30, 2024

8. Agreements

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

9. Legislative Updates

- Governor Shapiro signed Act 55 of 2024 (Act 55) on July 11, 2024. Act 55 amends various provisions of the Public School Code of 1949, including several provisions that affect both charter schools.

10. Education Committee

- Monday, September 9, 2024
- Topics discussed:
 - Title IX Policy & Grievance Procedures
 - 2024-2030 New Educator Induction Plan
 - Health & Safety Plan

11. Professional Development

- Enhancing School Safety Using Behavioral Threat Assessment
 - Webinar provided by The United States Secret Service
 - Thursday, September 12, 2024 (2 hours)



Board of Trustees Policy

Title IX Policy¹

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

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.

This policy reaffirms the commitment of the Roberto Clemente Charter School (“Charter School”) to comply with Title IX. This policy covers student on student, employee on student, student on employee and employee on employee sexual harassment. Title IX also applies to third-party conduct affecting students or employees within the educational environment.

For purposes of this policy, “sex” shall be inclusive of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity; and will provide an educational environment free from discrimination on the basis of sex.

The Charter School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission, and employment.

- Sexual Harassment:
 - Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or

¹ This policy applies to all alleged incidents under Title IX that occur on or after August 1, 2024.

This Policy applies to the Charter School’s education programs and activities, including locations, events, or circumstances where the Charter School exercises substantial control over both the Respondent and the context in which the conduct occurred. This Policy also extends to the effects of out-of-school misconduct, including online conduct, when such conduct limits or denies a person’s access to the Charter School’s education program or activities. The Charter School may also extend jurisdiction to out-of-school and/or to online conduct when the conduct affects a substantial Recipient interest.



- benefit from the recipient’s education program or activity (i.e., creates a hostile environment).”
- School employee, agent, or other person authorized by the Charter School to provide an aid, benefit, or service under the Charter School’s education program or activity, explicitly or impliedly conditioning the provision of such aid, benefit, or service, on a person’s participation in unwelcome sexual conduct.
- “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).
- Sex Discrimination:
 - Disparate Treatment: Any intentional differential treatment of a person or persons that is based on a person’s actual or perceived sex and that excludes a person from participation in, denies a person benefits of, or otherwise adversely affects a term or condition of a person’s participation in a Charter School program or activity.
 - Disparate Impact: Disparate impact occurs when policies or practices that appear to be neutral unintentionally result in a disproportionate negative impact on the basis of sex. This impact excludes a person from participation in, denies a person benefits of, or otherwise adversely affects a term or condition of a person’s participation in a Charter School program or activity.
- Retaliation
 - Intimidation, threats, coercion, or discrimination against any person by the recipient, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or service under the recipient’s education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or this part, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

Additional sex-based misconduct: Bullying, hazing, online harassment or misconduct, invasion of sexual privacy, etc.



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

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

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

The Charter School’s Title IX Coordinator is: U.S. Dept. of Education-Office for Civil Rights:

Alyssa Mace, CEO/Title IX Coordinator
131 W. Hamilton Street
Allentown, PA 18101
Phone: 610-439-5181 x554
Email: amace@myrccs.com

Lyndon Baines Johnson
Department of Education Building
400 Maryland Avenue, SW
Washington, D.C. 20202
1-800-421-3481
ocr@ed.gov

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to:
<https://www.myrccs.com/our-school-titleIX.html>

All employees are expected to report all known details of actual or suspected sex discrimination, sex-based harassment, retaliation, and/or Other Sex-Based Misconduct to appropriate officials immediately.



CONCLUSION

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

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

Adopted on this ____ day of Month, Year

Chair, Board of Trustees

Secretary, Board of Trustees



Board of Trustees Policy

TITLE IX GRIEVANCE PROCEDURES

Adoption:

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

Sexual Harassment:

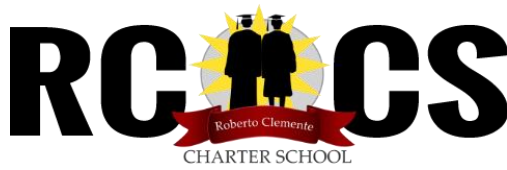
Title IX prohibits the following conduct on the basis of sex that satisfies one or more of the following:

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

Complaints:

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

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



3. The Charter School's Title IX Coordinator.

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

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

Basic Parameters:

The Charter School will treat complainants and respondents equitably.

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

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

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

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

Timeframes:

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

- Within fifteen (15) calendar days from the date of receipt of a complaint, the Title IX Coordinator shall evaluate the complaint and determine whether the complaint will be dismissed or investigated. The Title IX Coordinator shall provide the required written notice to the parties to the complaint and whether the complaint will be investigated or dismissed.
- If the complaint is dismissed, the complainant will have fifteen (15) calendar days to appeal the dismissal to the Charter School's Board of Trustees.



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

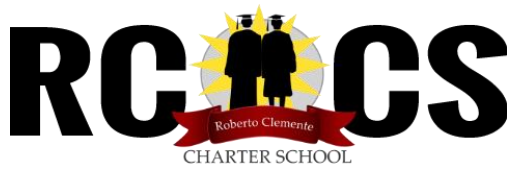
Supportive Measures:

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

Examples of supportive measures include:

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

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



Informal Resolution:

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

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

Notice:

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

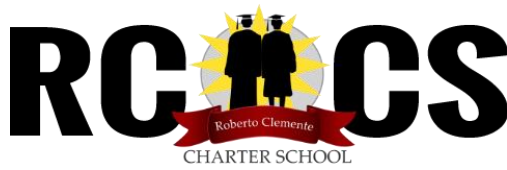
- The Charter School's Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination,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

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

Dismissal:

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

- The Charter School is unable to identify the respondent after taking reasonable steps to do so;



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

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

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

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

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

Evidence:

The Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible – including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

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



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

Investigation:

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

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

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

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



Credibility Determination:

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

Final Determination:

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

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

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

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

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

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

- Coordinate the provision and implementation of remedies to a complainant and other people the Charter School identifies as having had equal access to the Charter School's education program or activity limited or denied by sex discrimination;
- Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and



- Take other appropriate, prompt, and effective steps to ensure that sex discrimination does not continue or recur within the Charter School’s education program or activity.

Appeals:

Following the issuance of a Final Determination, the parties shall have equal right of appeal to the Charter School Board of Trustees, subject to the above detailed timeframes.

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

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

CONCLUSION

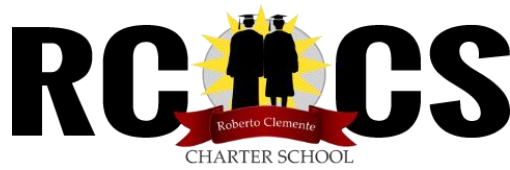
If any section of this procedure is declared invalid, the remaining sections shall remain valid and unaffected.

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

ADOPTED this _____ day of _____, 2024

President

Secretary



Roberto Clemente Charter School (RCCS)
 New Educator Induction Plan
 2024-2025 through 2029-2030

PURPOSE: This Induction Plan promotes the RCCS vision of a professional community that understands the benefits of bilingualism, uses reflective dialogue, develops relationships among teachers by being mentors and advisors, promotes professional collaboration, shares norms and values, has a collective focus on student learning, and integrates technology across the subject areas.

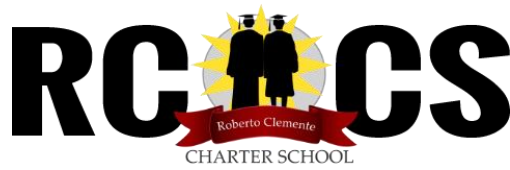
Educator Induction Committee

| Name | Role |
|---------------------|---------------------------------------|
| Alyssa Mace | Chief Executive Officer |
| Michael Rodriguez | Human Resources Administrator |
| Taren Kobyra | Middle/High School Principal |
| Joshua Burak | Middle/High School Dean of Students |
| Cory Snyder | Elementary School Principal |
| Brendon Zapata | Elementary School Assistant Principal |
| Dr. Lynn Columba | Board of Trustees President |
| Gus Garcia | Board of Trustees Member |
| Amanda Leamon | High School Math Teacher |
| Jennifer Michaylira | Elementary Teacher |
| Brittani Ricketts | Elementary Instructional Coach |

The Educator Induction Committee serves to advise, monitor, and evaluate the overall program. The team will consist of teachers, educational specialists, and administrative representatives chosen by school staff.

The committee is responsible to perform the following:

- Ensure proper representation on the committee.
- Conduct meaningful needs assessment activities.
- Develop an appropriate educator induction program; and
- Conduct an annual evaluation of educator induction program.



Educator Induction Coordinator- Chief Executive Officer

The Educator Induction Coordinator will perform the following duties:

- Schedule and implement an appropriate induction program, as designed, and directed by the educator induction committee.
- Chair the educator induction committee.
- Oversee the educator induction program.
- Maintain adequate record keeping of educator induction program activities and participating educators.
- Oversee selection of mentors and assignment of inductees.
- Facilitate training for mentors; and
- Identify and provide appropriate resources to support educator induction activities (i.e., time, scheduling, space, and funding).

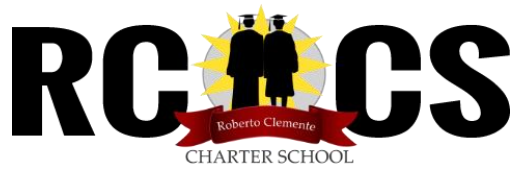
Building Induction Teams- Elementary School Principal, Middle/High School Principal

- Building educator induction teams include the principal, assistant principal/dean of students, mentors, inductees, and other support staff as needed.
- The principal's role as instructional leader is to organize building orientation activities, including a thorough introduction to the school and staff, to building level procedures, and to students.
- The principal facilitates the mentor/inductee relationship, ensures reasonable working conditions, and formally evaluates inductees.
- Other administrators or support staff can provide job-specific help to teachers and/or specialists. These administrators and support staff include but are not limited to school counselors, special education coordinator, instructional coaches, health room staff, administrative assistants, and receptionists.

Mentors

Recommended criteria include but are not limited to:

- Similar certification and assignment
- Outstanding work performance
- Models continuous learning and reflection
- Knowledge of RCCS policies, procedures, and resources
- Ability to work with students and adults
- Willingness to accept additional responsibility
- Mentor training or previous experience
- Compatible schedules so the mentor and inductee can meet regularly
- Training in the use and application of the SAS portal
- Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks.
- Differentiated learning that supports higher order thinking skills and the development of metacognitive skills.
- Developing assessments that are based on standards and eligible content.
- Data analysis training



Mentors are those educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. Mentors also gain from the experience that refines their skills and enhances professional growth. However, it is also a demanding responsibility and may include incentives.

Mentors provide the following types of support to inductees:

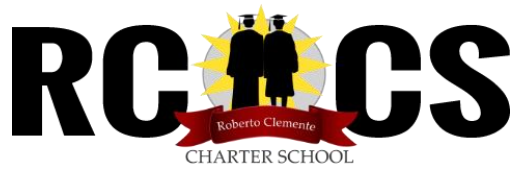
- Instructional support such as:
 - Classroom management
 - Standards-based instructional planning and implementation
 - Teaching strategies
 - Differentiated instruction and supports for all students
 - Observations and conferencing with the inductee
 - Instruction for diverse learners in inclusive settings, including English Learners and students with Individualized Education Programs (IEP)
 - Data-informed decision making
- Professional support such as:
 - Information about RCCS policies and procedures
 - Educator Effectiveness in accordance with Act 13 of 2020
 - Identifying quality professional development opportunities
- Additional support such as:
 - Introductions to other staff and administrators
 - Personal encouragement within the context of a confidential relationship
 - Liaison to other key people and resources

At RCCS, the mentor role is assigned to experienced teachers and staff who are knowledgeable of the schoolwide structure and are able to provide support in a variety of areas. In addition, building level instructional coaches provide another layer of support and guidance. Building principals and assistant principals/dean of students also provide additional support for inductees. This has been intentionally designed to provide comprehensive support for all new educators at RCCS.

Inductees

An inductee is any teacher or educational specialist in their first or second year of employment at RCCS. New RCCS educators who completed an induction program elsewhere may be required to participate in a year one of the program. Inductee responsibilities include attending all orientation activities, seeking help when needed, observing experienced educators, meeting regularly with mentors, meeting with other inductees to discuss experiences and evaluating the program. Inductees are expected to:

- Actively participate in mentoring activities and relationships.
- Seek out help from colleagues.
- Accept and act upon constructive feedback through open communication with the mentor.
- Apply RCCS endorsed classroom management strategies.
- Utilize RCCS resources that are available to assist students in crisis.



- Schedule classroom observations of experienced teachers.
- Schedule classroom observations by the mentor.
- Maintain a confidential relationship with the assigned mentor.
- Maintain and submit accurate records of induction activities to be awarded an Induction Completion Letter.

School principals provide support such as:

- Opportunities for professional development related to PDE Professional Ethics Program which sets forth the rules of conduct to which professional educators are legally bound. New employees will be informed of the code and given a copy during New Teacher Induction.
- Creating a culture of teaching and learning that supports professional collaboration among both new and experienced teachers.
- Identifying and selecting highly qualified mentors.
- Designing appropriate schedules to support new educators as they develop professional skills.
- Acquiring and providing appropriate resources to support new educator induction activities (time, scheduling, space, funding).
- Periodically evaluating (twice during the school year) new teachers and educational specialists using the Educator Effectiveness System in accordance with Act 13 of 2020. The first of the two evaluations should be completed within the first 90 school days.
- Facilitating activities to enhance the relationship between mentors and inductees.
- Accepting the confidential relationship between each teacher and mentor.

Goals and Competencies

Goals

The overarching goal of the RCCS New Educator Induction Program is to provide support for new RCCS teachers and educational specialists to ensure an organized and successful experience during the first and second years of employment at RCCS and beyond. Individual goals of the program include the following:

- To provide educators with an overview of the Educator Effectiveness System in accordance with Act 13 of 2020.
- To provide new educators with basic information and knowledge about RCCS and students to increase their effectiveness in fulfilling their duties.
- To provide specific training in the Standards Aligned System (SAS) portal, data-informed decision making, curriculum, lesson planning, teaching strategies, classroom management, resiliency, and effective interaction with students.
- To provide new educators with structured learning activities to achieve a successful transition into the charter school's educational program.
- To provide experience, professional insights, and encouragement to achieve success as new employees.



Competencies

The RCCS New Educator Induction Plan outlines specific teacher and educational specialist competencies that will be taught, modeled, and measured during the induction process. The competencies include but are not limited to:

- A working knowledge of the SAS portal
- How to use the resources of the SAS portal as a tool to develop lesson plans, locate appropriate materials and resources, deliver instruction, construct assessments, and support all students
- Incorporating the [Culturally-Relevant and Sustaining Education \(CR-SE\) Program Framework Guidelines](#)
- Honoring the [Professional Ethics \(PE\) Program Framework Guidelines](#)

Needs Assessment

The needs assessment is completed by reviewing multiple information sources, and it is used in establishing goals and competencies for the RCCS New Educator Induction Plan. The needs assessment includes data from multiple perspectives (e.g., student achievement levels, identification of strengths and areas of concern based on teacher surveys).

Needs assessment data is collected using valid indicators of student knowledge and skills such as:

- Standardized testing, benchmarking, Pennsylvania Value-Added Assessment System (PVAAS), eMetric, and data from other locally developed and validated assessments. Ongoing student achievement data analysis provides teachers with focused educational activities aimed at improving student achievement.
- Data on instructional models provides new teachers with information on educational initiatives at the local, state, and national levels.
- Knowledge of successful research-based instructional models such as those found on the SAS portal under “Instruction” should be taken into account.
- Interest surveys used as documentation for the comprehensive plan, or locally developed surveys that provide focused direction for new teachers and educational specialists.
- Indicators of quality leadership and quality teaching, and be indicative of educators’ ability to make artful use of the supporting educational infrastructure; and
- Information collected from previous educator induction programs (e.g., program evaluations).

Professional Development Activities and Topics

In accordance with the Educator Effectiveness System of Act 13 of 2020, 70% of an educator’s evaluation is comprised of observation and practice. The Framework for Observation & Practice which is the observation instrument for the educator evaluation system, focuses on the complexities of Educator Effectiveness and the way school professionals are evaluated by defining the four domains of professional responsibility, each with its own set of essential professional practice components. When developing the RCCS New Educator Induction Plan, the Framework for Observation & Practice and its four domains and their components should be a focus for new educator professional development offerings. Details of The Framework for Observation & Practice can be found on the SAS portal.



Teachers

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Educational Specialists

- Domain 1: Planning and Preparation
- Domain 2: Educational Environment
- Domain 3: Delivery of Service
- Domain 4: Professional Development

Evaluation and Monitoring

RCCS will evaluate the educator induction program annually and revise as needed. Achievement of the program goals and competencies is directly related to how well the program served inductees; therefore, acquisition and evaluation of participant feedback data is essential and provides the basis for program revisions and continuous improvement.

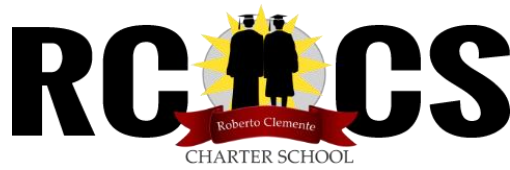
Systematic data collection on the educator induction program design, implementation, and outcomes may include but is not limited to:

- Survey of participants – new educators, mentors, principals, and other members of the educator induction committee – to determine levels of satisfaction and to understand the strengths and areas for improvement of the program.
- Analysis of activities and resources used in the program; and
- Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students.

The results of the program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new educators form the basis for adjustments and improvements in program design for future years.

Documentation of Participation and Completion

RCCS will maintain accurate records of completion of the program and provide confirmation of completion to the inductee. Evidence of successful participation and completion of the RCCS Educator Induction Program will be maintained by school leadership and human resources for each inductee, including any long-term substitutes who hold a position for longer than 45 days. All pertinent records are to be available to support completion of Instructional I – Instructional II Certification as set forth by the PDE.



New Educator Induction Structure

Year 1

August

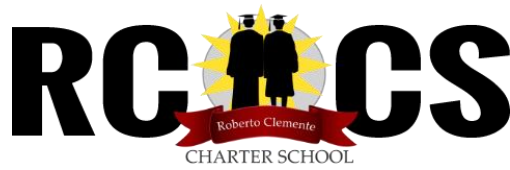
Each August, new RCCS educators will participate in two days of new educator induction prior to all staff orientation.

Day 1: Centralized Opening (All first-year educators)

- Topics may include:
 - What is a Charter School?
 - History of RCCS
 - RCCS Mission & Vision
 - CEO
 - Health Services
 - Human Resources
 - Special Education
 - Central Administration Roles & Responsibilities
 - Facilities Department
 - Financial Office
 - Food Service Department
 - IT Department
 - Important information including but not limited to:
 - Master calendar
 - Paid time off procedures
 - Inclement weather procedures
 - New Educator Induction Expectations
 - PDE SAS Portal
 - Act 13 of 2020
 - Completion of Inductee Needs Assessment

Day 2: Assigned school building

- Topics may include:
 - Building tour
 - Leadership roles & responsibilities
 - Building-level procedures
 - Master schedule
 - Curriculum overview
 - Student/Parent Handbook
 - Student disciplinary procedures
 - Emergency procedures
 - Lesson plan expectations (including substitute plans)
 - ESL/Special Education
 - School Information System



Year 1

September- May

Mentors and inductees will meet, at minimum, two times per month to discuss defined topics as listed below. Additional topics may be covered with building principal approval. Inductees and mentors will be required to submit monthly Google Forms documenting their work together.

August/September

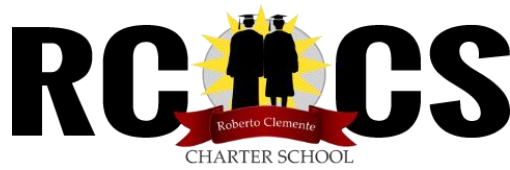
- Lesson plan requirements (including emergency/substitute plans)
- Grading System
- Homework assignments
- Benchmarking procedures
- PBIS
- Health Room Procedures
- Emergency Health Plans/Individual Health Plans
- Behavior management
- Student Discipline Procedures
- Code of Conduct
- Planning periods
- School assembly expectations
- Supply requests
- Emergency procedures
- Employee absence procedures
- Roles of school leadership and office staff
- Inductee needs assessment
- Back to School Night
- Arrival/dismissal procedures
- Using technology
- Mandated reporting
- Non-instructional duties
- Confidentiality/FERPA
- Student Assistant Program (SAP)
- IEPs & 504 Plans
- School information system

October/November

- Framework for observation
- Classroom management
- PLC meetings
- Report cards
- Parent/Teacher Conferences
- Curriculum implementation
- Parent and family engagement
- Fostering positive relationships with students
- Instructional planning/decision-making
- Inclement weather procedures
- Flexible instructional day (FID) plan
- Student Assistance Program (SAP)
- Mentor informally observes inductee for at least one class period
- Inductee informally observes mentor for at least one class period
- Developing relationships with non-instructional departments
- Role of special education/EL teachers
- End of marking period procedures
- Safe Schools Trainings
- Common planning time
- Any relevant topics from August/September not yet discussed

December/January

- Field Trips
- Completing special education input forms
- Contacting parents for student concerns
- Second semester classes/schedules (secondary)
- Standardized assessment schedules (WIDA & Keystones)
- Instructional planning/decision-making
- Formal observations
- Report cards
- Holiday activities
- Standardized testing expectations
- Standards-Aligned System
- Common planning time
- Student Discipline Procedures/PBIS/Code of Conduct
- Any relevant topics from August-November not yet discussed



February/March

- Mentor informally observes inductee for at least one class period
- Inductee informally observes mentor for at least one class period
- Standardized assessment schedules (PSSA & Keystones)
- Instructional planning/decision making
- Behavior management
- Instructional Pacing
- Building relationships with other teaches
- PLC meetings
- Common planning time
- Standardized testing procedures
- Testing environment expectations
- Professional development opportunities
- Summer school recommendations
- Any relevant topics from August-January not yet discussed

April/May

- Teacher checkout
- Classroom cleanup
- End of the year events
- Standardized testing procedures
- Testing environment procedures
- Final needs assessment
- Mentor logs
- Summer school
- Final grades
- Classroom management
- Celebrate the end of year !

Year 2

August- May

Mentors and inductees will meet, at minimum, one time per month to discuss the Educator Effectiveness System in accordance with Act 13 of 2020 according to the calendar below. With their mentor's support, the inductee will identify areas of strength and areas for improvement with the given domain/components for the month including actionable steps and strategies to improve upon the identified areas for growth. Inductees and mentors will be required to submit monthly Google Forms documenting their work together.

August: Inductee Needs Assessment

September: Domain 1- Components 1A, 1B, 1C

October: Domain 1-Components 1D, 1E, 1F

November: Domain 2- 2A, 2B, 2C

December: Domain 2- 2D, 2E

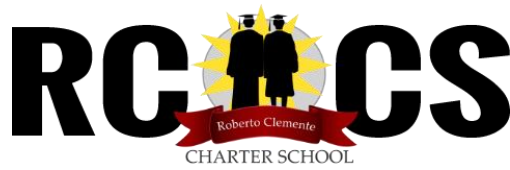
January: Domain 3- 3A, 3B

February: Domain 3- 3C, 3D, 3E

March: Domain 4- 4A, 4B, 4C

April: Domain 4- 4D, 4E, 4F

May: Final Inductee Needs Assessment



Inductee Needs Assessment
(Completed & Submitted through Google Forms)

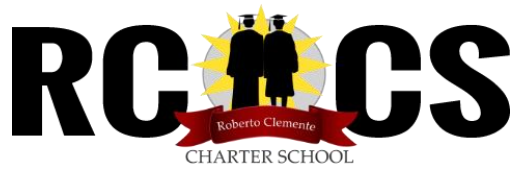
Inductee's Name: _____ Mentor's Name: _____

Please complete the following needs assessment. This information will help your mentor to support your professional growth throughout the year. Once completed, please provide this form to your assigned mentor.

1. Describe your previous educator experience, including student teaching.

2. List your three greatest strengths as an educator.

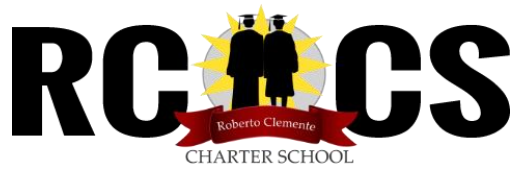
3. List three areas for improvement that you would to grow this year at RCCS.



Inductee Needs Assessment
 (Completed & submitted through Google Forms)

Please rate your current level of concern for the following topics:

| | No concern | | Somewhat concerned | | Very concerned |
|---|---------------|---|-----------------------|---|-------------------|
| Expectations | | | | | |
| 1. Curriculum | 1 | | 2 | 3 | 4 5 |
| 2. Grade/subject area standards | 1 | | 2 | 3 | 4 5 |
| 3. RCCS policies & procedures | 1 | 2 | 3 | 4 | 5 |
| 4. Using technology as a tool for learning | 1 | | 2 | 3 | 4 5 |
| 5. Educator Effectiveness System | 1 | | 2 | 3 | 4 5 |
| Teaching | | | | | |
| 1. Determining student academic ability | 1 | | 2 | 3 | 4 5 |
| 2. Effective use of teaching strategies | 1 | | 2 | 3 | 4 5 |
| 3. Differentiation | 1 | | 2 | 3 | 4 5 |
| 4. Unit and lesson plan design | 1 | | 2 | 3 | 4 5 |
| 5. Curriculum materials & supplies | 1 | | 2 | 3 | 4 5 |
| Classroom Routines & Procedures | | | | | |
| 1. Student discipline | 1 | | 2 | 3 | 4 5 |
| 2. Preparation time | 1 | | 2 | 3 | 4 5 |
| 3. Assessing/grading work | 1 | | 2 | 3 | 4 5 |
| 4. Organization of the classroom | 1 | | 2 | 3 | 4 5 |
| 5. Management of paperwork and reports | 1 | | 2 | 3 | 4 5 |
| 6. Accessing materials, supplies, and equipment | 1 | | 2 | 3 | 4 5 |
| Relationships | | | | | |
| 1. Building relationships with parents | 1 | | 2 | 3 | 4 5 |
| 2. Building relationships with students | 1 | | 2 | 3 | 4 5 |
| 3. Building relationships with administration | 1 | | 2 | 3 | 4 5 |
| 4. Building relationships with colleagues | 1 | | 2 | 3 | 4 5 |
| Other concerns: | | | | | |
| 1. _____ | 1 | | 2 | 3 | 4 5 |
| 2. _____ | 1 | | 2 | 3 | 4 5 |
| 3. _____ | 1 | | 2 | 3 | 4 5 |



Evaluation of RCCS New Educator Induction Program

(Completed & submitted through Google Forms)

Please provide your feedback regarding your participation in the Roberto Clemente Charter School (RCCS) New Educator Induction Program.

1. Did the program provide the support that you needed to make the transition to RCCS? Explain.
2. What program components were most beneficial to you as a new educator?
3. What changes in the program would you recommend?
4. To what extent were the following objectives met by the program?

| | Excellent | Good | Fair |
|--|--------------------------|--------------------------|--------------------------|
| • Growth of teaching skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Adjustment to RCCS and organizational expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ability to meet student needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Meaningful professional development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Inductee's signature

Date



Inductee Mentoring Log

(Completed & submitted through Google Forms)

Inductee Name: _____

Mentor Name: _____

At the conclusion of each month, the inductee will write a minimum of a one-paragraph reflection based on their discussion with their mentor. Inductees are required to maintain this log for submission upon conclusion of the school year.

Consider the following questions to guide your reflections:

- How will your discussion with your mentor influence the way you approach your teaching role?
- What will you implement and/or adjust in your classroom based on your discussion?
- What in your discussion with your mentor reinforced your professional practice?
- What questions were clarified for you during your discussion with your mentor?
- What questions do you still have about the topic discussed with your mentor?

| |
|---------------------------|
| September |
| Meeting Dates: |
| Topic(s): |
| One Paragraph Reflection: |

| |
|---------------------------|
| October |
| Meeting Dates: |
| Topic(s): |
| One Paragraph Reflection: |

| |
|---------------------------|
| November |
| Meeting Dates: |
| Topic(s): |
| One Paragraph Reflection: |



Inductee Mentoring Log

December

Meeting Dates:

Topic(s):

One Paragraph Reflection:

January

Meeting Dates:

Topic(s):

One Paragraph Reflection:

February

Meeting Dates:

Topic(s):

One Paragraph Reflection:

March

Meeting Dates:

Topic(s):

One Paragraph Reflection:



Inductee Mentoring Log

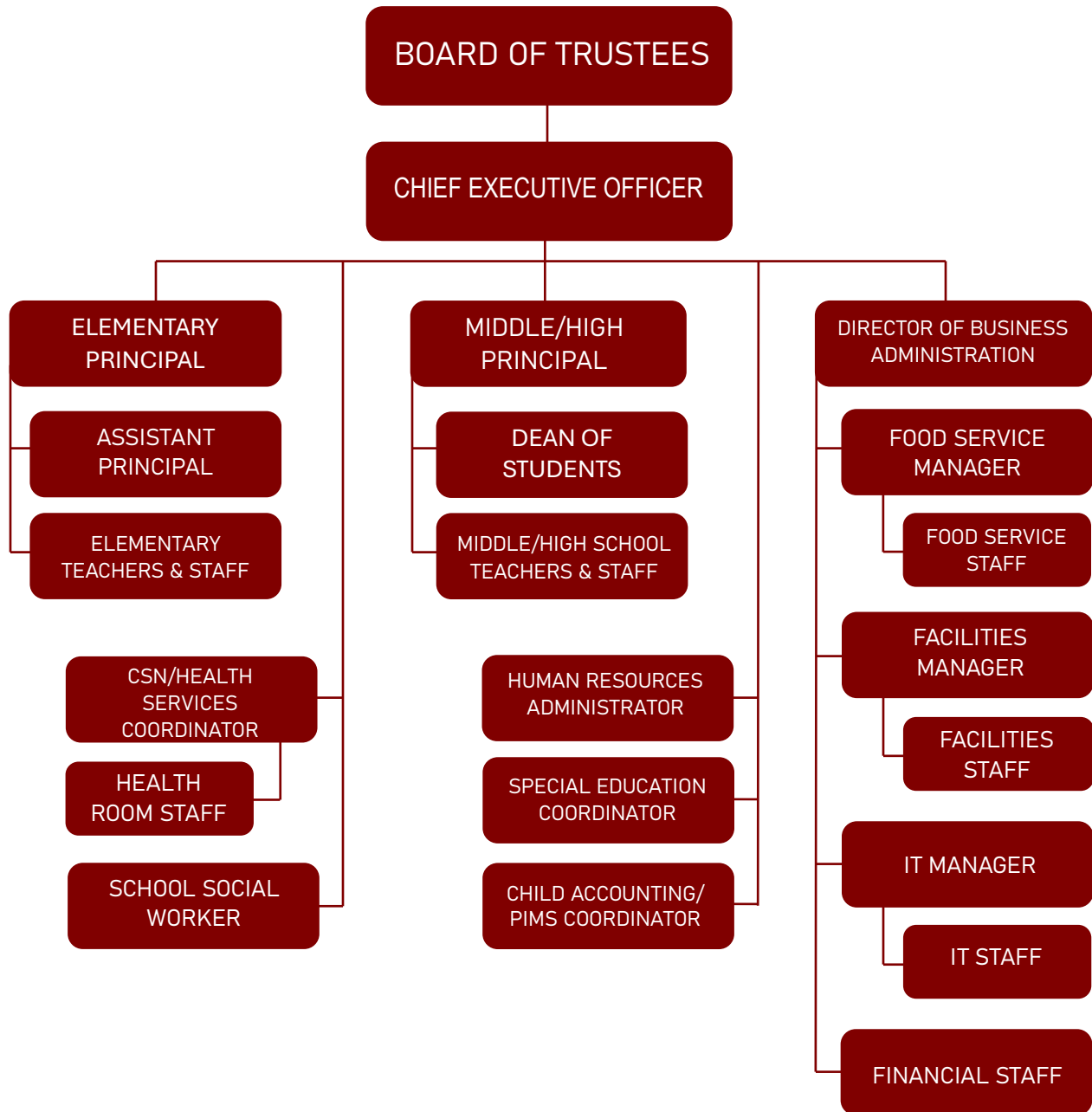
| |
|---------------------------|
| April |
| Meeting Dates: |
| Topic(s): |
| One Paragraph Reflection: |

| |
|---------------------------|
| May |
| Meeting Dates: |
| Topic(s): |
| One Paragraph Reflection: |

| |
|---------------------------|
| June |
| Meeting Dates: |
| Topic(s): |
| One Paragraph Reflection: |



ORGANIZATIONAL CHART





Board of Trustees Policy

ENGLISH AS A SECOND LANGUAGE PROGRAM POLICY

Purpose:

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

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

Authority:

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

Definition:

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



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

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

Responsibility:

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

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

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



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

Language Instruction Educational Programs (“LIEPs”) - Title III of the ESEA replaces the expectation in the ESEA, as amended by NCLB, that LIEPs be “scientifically based” with a new expectation – that LIEPs be “effective.” A LEA must:

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

ESL Program:

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

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

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

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



3. Assessment procedures within 30 days of enrollment/transfer for program entrance, measuring progress in gaining English proficiency, and program exiting;
4. Accommodations for EL students in the general education classroom;
5. Grading policies; and
6. List of resources, including support agencies and interpreters.

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

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

The WIDA Consortium's English Language Development (ELD) Standards help educators determine students' English language proficiency levels and how to appropriately challenge them in reaching higher levels.

WIDA will also assist teachers by giving Model Performance Indicators, which include:

- a. The language function, or how students will use language to demonstrate proficiency (e.g. Depth of Knowledge, Bloom's Taxonomy),
- b. The grade level content or standards that students will learn or meet, and
- c. The supports or instructional strategies / scaffold to assist students in accessing the content.

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

Program Goals and Objectives:

The Charter School has developed the following goals and objectives for the ESL Program, based on WIDA English Language Proficiency Standards of each student:



Goal 1: To use English to communicate in social settings.

Objective: By the end of the school year, EL students will improve and increase their ability to use English to participate in social interactions. This will be evidenced by observation of EL students in cooperative learning activities, playground interactions and personal conversation.

Objective: By the end of the school year, EL students will improve and increase their ability to interact, through and with spoken and written English for personal expression and enjoyment. This will be evidenced by personal writing journals and book choice with reading log.

Goal 2: To use English to achieve academically in all content areas.

Objective: By the end of the school year, EL students will improve and increase their ability to use English to interact in the classroom, evidenced by conversations with ESL teachers, observations of students in cooperative group settings, and observations of students in social interactions, report cards and test results.

Objective: By the end of the school year, EL students will improve and increase their ability to use English to obtain, construct and provide subject matter information in spoken and written form. This will be evidenced by an increase in standardized testing content area scores, a portfolio of EL student work, and ESL teachers' observations of the EL students' ability to pose questions and have discussions in content area classes.

Goal 3: To use English in socially and culturally appropriate ways.

Objective: By the end of the school year, EL students will improve and increase their ability to use the appropriate language variety, register, and genre according to the audience, purpose and setting. This will be evidenced by EL student academic presentations, observations of EL students' social conversations with peers, and conversations with ESL teachers.

Objective: By the end of the school year, EL students will improve and increase their ability to use nonverbal communication appropriate to audience, purpose and setting. This will be evidenced by observations of EL students by ESL teachers.



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

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

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

Enrollment of EL Students:

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

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

Identification & Placement of EL Students:

Entry Criteria

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

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



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

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

Required Exit Criteria (see Reclassification Guidance):

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

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

- Report card grades
- Predictive test progress
- Standardized test scores
- Classroom work samples
- Writing samples

During the two -year monitoring period, any student encountering academic difficulty that is determined to be because of English language proficiency skills may be re-designated and returned to an ESL education program. However, such re-designation should only occur after collaboration between the ESL teacher and content teachers has ensured that effective and appropriate core curriculum instruction, including differentiation and interventions has been implemented. Content and ESL teacher



input is critical in determining whether re-designation is the appropriate support to enable the former EL to succeed.

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

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

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

Initial notification should include:

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

Annual notification should include:

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

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



Assessment of EL Students:

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

Pennsylvania's assessments shall be administered to all EL students annually to measure progress and determine each EL student's English language proficiency for each language domain (Reading, Writing, Speaking and Listening). Other considerations will include EL student portfolios and teacher narratives regarding observations of each EL student. Students with immigrant status who have lived in the United States for less than one year are exempt from participating in the PSSA and local assessments.

Throughout the course of the year, individual student progress will be evaluated on a continuous basis with each ESL teacher and the classroom teacher. Each teacher will modify EL students' learning plans to ensure academic success for each EL student.

A standardized form will be kept in each EL student's permanent record folder through graduation. The form shall identify the date, level, and English proficiency score upon entering the ESL Program; report(s) of progress toward ESL Program goals; and academic standardized test scores.

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

EL Students with Disabilities

All EL students shall be eligible for special education services. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction for EL students must be in compliance with governing state and federal laws and regulations. However, the Charter School, as LEA, must ensure that their program is effective before referring the child for evaluation. The questions should be asked to determine if a Student should be evaluated for IDEA disability or a Section 504 Plan:

- Is ESL instruction sufficient in quantity and quality?

- Is the core ESL instructional program effective and aligned to the proficiency level of the student, and the English Language Proficiency Standards?
- Is planned instruction in the content areas delivered according to the English language proficiency level of the student and the English Language Proficiency Standards, and are appropriate ESL-related adaptations/modifications are provided by content teachers?
- Collaboration exists between the ESL and content teachers?
- Instruction and home-school communication is culturally responsive?

A current practice with many LEAs is to hire a bilingual psychologist to implement an IQ test of a student. The problem arises when the results are used as the only criteria to make identification and placement decisions without having a complete profile of the child, e.g.:

- Has the student received any instruction in the native language?
- What is the student's dominant language?
- How many years of instruction has the student had in English?
- How is the student progressing in ESL instruction? How is the student progressing in comparison to other ELs (like peers)...not compared to native speakers of English.
- Was a translator/interpreter used during assessment? If yes, was the test developed for the use of a translator/interpreter?
- Was the student born in the US?
- Was the student transient? What amount of time were they in school (in and outside the US)?
- What is the level of acculturation?
- Has the assessor acknowledged the impact of cultural and linguistic diversity on assessment performance? e.g., increased processing time, cultural bias, gaps in vocabulary and prior knowledge, false cognates, etc.

The IEP team for an EL student shall include either the building principal or an appropriately certified ESL teacher, or at a minimum, the IEP team shall receive input from the appropriate ESL teacher. In Pennsylvania, the ESL Program Specialist (PK-12) is the add-on certificate for teachers who provide English as a Second Language instruction. The ESL teacher has the training, expertise, and experience to:

- Analyze and interpret English language proficiency assessment results of Focusing on English language proficiency levels and Calculating language proficiency growth using the scaled scores;
- Identify the student's language strengths and needs;



- Provide essential guidance related to the process of second language acquisition, communication with families, cultural responsiveness, and reduction of language barriers;
- Provide information concerning the ecology of the student (e.g., first language literacy, cultural and educational background, length of time in the U.S., interrupted education, mobility, acculturation stages, socio-economic status).

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

For special education students, the term ESL Program refers to:

- planned instruction by a qualified ESL Education teacher;
- adaptations/modifications in the delivery of content instruction by all teachers, based on the student's English language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) for ELs, as well as the Pennsylvania Core Standards. LEAs must ensure that their program is sufficient in quantity and quality before referring the student for an evaluation, demonstrating evidence that:
 - ESL instruction is daily, rigorous, and research-based;
 - the core ESL instructional program is aligned to the English language proficiency levels of the student, and the PA English Language Development Standards;
 - grade-level planned instruction in the content areas is delivered according to the English language proficiency levels of the student and the PA English Language Development Standards, and appropriate adaptations/modifications are provided by content teachers to allow meaningful access to core curriculum;
 - collaboration is ongoing between the ESL and content teachers;
 - instruction and home-school communication are culturally and linguistically responsive.

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



EL students receiving special education services must submit to Pennsylvania's annual assessments. Each EL student may participate in assessments through the use of one or more state-approved accommodations appropriate to his/her disability. The IEP team may make decisions regarding assessment accommodations for EL students with disabilities, considering the following:

1. Accommodations must not invalidate the results of the assessment;
2. Accommodations may be used for the entire assessment or only for part/parts of the assessment;
3. Determinations of any accommodation must be:
 - Based on a student's disability;
 - Made by the student's entire IEP team;
 - Properly documented in the student's IEP; and
 - Properly coded on the assessment.

Exit of ELs with IEPs:

Monitoring of the EL status is required for two years after a student exits a language instruction educational program and appropriate records of student progress must be maintained. ESSA Section 3121(a)(5). Monitoring may include any or all of the following:

- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observation
- Teachers may implement appropriate interventions to assist students who are not meeting benchmarks in core content areas.
- Monitoring is not an extension of the language instruction educational program. Students who are monitored cannot be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.
- For accountability purposes, an LEA must report on the academic achievement of an EL for each year of the four years after such student has achieved English language proficiency and no longer receives ESL services. These data must include results on content assessments for reading/language arts, mathematics, and science.



Communications with EL Parents/Guardians:

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

The Elementary and Secondary Education Act ("ESEA") does not define the term "families." Families may include relatives involved in the social, emotional, and academic support of the student and expand beyond parents and guardians to include siblings, grandparents, aunts, uncles, cousins and others. As such, States, LEAs, and schools looking to involve and support families should be responsive to their students' diverse family structures. For an EL or immigrant student, extended family members may have a powerful impact on the student's academic success. In many cultures, grandparents in particular play a pivotal role in guiding and shaping household values. Providing outreach to those relatives, including through information about school programs and student progress, as well as opportunities for meaningful involvement, such as participation in school functions like family literacy nights and other such events, can have a positive impact on student learning. It is also important to consider the family situation of foster youth, unaccompanied children, and others whose "family" network may extend beyond biological relatives.

Requirements for pre-service and in-service professional development for teachers:

The ESSA made several important changes pertaining to preparation and professional development for teachers of ELs. First, instead of describing these programs and activities as "high-quality," as under NCLB, the statute has strengthened these provisions by clarifying that such programs and activities supported by Title III funds must be "effective."

LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:

- Designed to improve the instruction and assessment of ELs;
- Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs;
- Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. This does not include one-day or short



term events, unless as part of a teacher’s comprehensive professional development plan that is based on a needs assessment. (ESEA Section 3115(c)(2)).

Second, the use of Title III State-level funds for professional development was previously limited to assisting personnel in meeting certification and licensing requirements for teaching ELs. States may now also provide professional development to improve teaching skills to meet the diverse needs of ELs, including how to implement effective programs and curricula to teach ELs. (ESEA Section 3111(b)(2)(B)). The professional development provided by either the State or an LEA need not be limited to teachers who teach exclusively ELs, but may be provided to all teachers who have ELs in their classrooms, to enable them to teach those ELs more effectively.

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

ADOPTED this day _____ of _____, 2024

President

Secretary



Board of Trustees Policy

Graduation Requirements Policy

Purpose

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

Delegation of Responsibility

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

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

Guidelines

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

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



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

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

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

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

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

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

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

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

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



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

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

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

Demonstration of academic proficiency

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

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



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

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

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



Special Education Students

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

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

ADOPTED this _____ day of _____, 2024

President

Secretary



Board of Trustees Policy

NONDISCRIMINATION POLICY

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

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

Purpose and Scope:

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

Prohibited Conduct:

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



participation in educational programs or extracurricular activities, unequal access to resources or academic opportunities, or employment decisions based on protected characteristics.

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

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

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

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

Reporting Procedures:

The Charter School encourages all members of the school community to promptly report any incidents of discrimination, harassment, or retaliation. Reports may be made in person, in writing, or anonymously. Complaints can be directed to the Title IX Coordinator for issues related to sex-based discrimination and harassment or to the Civil Rights Coordinator for other forms of discrimination. Reports may also be made to the CEO, human resources administrator, principal, or a school counselor (for student-related matters).

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



Investigation Process:

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

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

Resolution and Remedies:

At the conclusion of the investigation, a written report will be prepared summarizing the findings and the basis for any conclusions reached. A decision-maker, who was not involved in the investigation, will evaluate the evidence and determine whether discrimination, harassment, or retaliation occurred. If a violation of this policy is found, corrective actions will be implemented. These may include disciplinary measures against the respondent, such as suspension, expulsion, or termination, depending on the severity of the violation. Remedies may also include academic accommodations, counseling, or policy revisions to prevent future incidents.

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

Appeals:

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



Confidentiality:

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

Prevention and Training:

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

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

Retaliation Prohibited:

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



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

ADOPTED this _____ day of _____, 2024

President

Secretary



NONDISCRIMINATION GRIEVANCE PROCEDURES

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

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

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

Once a complaint is received, the Charter School will take immediate steps to initiate an investigation. The complainant and the respondent will both receive written notice detailing the allegations, the scope of the investigation, and their rights throughout the process. The investigation will be conducted by a trained school official or an external investigator, and every effort will be made to complete the investigation promptly, typically within forty-five (45) days. The investigation will include interviews with the complainant, respondent, and any witnesses, as well as a review of relevant documents or evidence. Both the complainant and respondent will have the opportunity to present evidence and witnesses to support their respective cases.

During the investigation, the Charter School may implement interim measures to protect the safety and well-being of the complainant and the school community. These measures may include changes to class schedules, no-contact orders, counseling, or temporary adjustments in the respondent’s duties or privileges. These interim measures



are designed to prevent further harm while the investigation is ongoing and do not indicate any findings of responsibility.

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

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

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

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

Retaliation against any individual who files a complaint, participates in an investigation, or opposes discriminatory practices is strictly prohibited. The Charter



School will take prompt action to address any acts of retaliation, which may include further disciplinary action, independent of the findings of the original complaint.

These grievance procedures are designed to provide a fair, impartial, and transparent process for addressing complaints of discrimination, harassment, or retaliation. By following these procedures, the Charter School aims to ensure that all members of the school community are treated with dignity and respect and that any incidents of discrimination are resolved promptly and effectively.

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

ADOPTED this _____ day of _____, 2024

President

Secretary



Board of Trustees Policy

STUDENT CONDUCT AND DISCIPLINE POLICY

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

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

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

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



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

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

Penalties

If a teacher or an employee of the Charter School engages in corporal punishment or techniques, he or she is subject to discipline as outlined in the employee handbook, which may or may not include termination of employment at the Charter School.

Due Process

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

Discipline Records

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



Reporting

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

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

Special Education Students

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



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

ADOPTED this _____ day of _____, 2024

President

Secretary



Board of Trustees Policy

STUDENT PROMOTION AND RETENTION POLICY

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

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

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

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

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

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

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



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

Criteria for Promotion and Retention:

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

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

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

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



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

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

The following schedule is intended to outline the planning, evaluation and study that precedes the final recommendation for promotion or non-promotion of students.

GUIDELINES

1. First and second marking periods
 - a. Report cards
 - b. Parent/Teacher Conferences

2. Mid-Year and third marking period
 - a) If, at the mid-point of the school year, the above reports have indicated unsatisfactory progress, a special study of these students with the intent of making an all-out effort to aid the student in qualifying for promotion will be implemented.
 - b) A Parent-Teacher conference shall be held for each student reported.
 - c) When necessary, reports on students enrolling during the second semester are to be made as soon as possible.

3. Fourth marking period
 - a) Decisions on promotions and retentions will be made with input from the instructional staff members to ensure greater uniformity of decisions on promotions and retentions.
 - b) Parent/Teacher Conferences, including the student, shall be held for the purpose of official notification of retention.



- d) The student's promotion or retention is to be indicated on the report card and cumulative folder.

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

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

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

ADOPTED this _____ day of _____, 2024.

President

Secretary



ARP ESSER Health and Safety Plan Guidance & Template

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

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

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

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

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

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

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

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

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

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

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

Additional Resources

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

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

Health and Safety Plan Summary: Roberto Clemente Charter School

Initial Effective Date: September 8, 2020

Date of Last Review: September 17, 2024

Date of Last Revision: March 19, 2024

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

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

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

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

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

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

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

| ARP ESSER Requirement | Strategies, Policies, and Procedures |
|--|--|
| <p>a. Universal and correct wearing of masks;</p> | <p>Universal masks are not currently recommended by the CDC and PA DOH. RCCS will follow the guidance provided by the CDC and PA DOH regarding face coverings for positive cases to the extent feasible. If a significant change to masking requirements is warranted, the pandemic team and administration will formulate a recommendation to the Board of Trustees for consideration to adjust the health and safety plan as needed.</p> |
| <p>b. Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding);</p> | <p>The most current guidance from the PA DOH will be considered in determining what, if any, modifications to facilities need to be completed during times of high levels of community transmission. No specific social distancing strategy is recommended by the CDC.</p> |
| <p>c. Handwashing and respiratory etiquette;</p> | <p>RCCS will ensure the availability of appropriate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, disinfectant wipes, and tissues) and will strategically place supplies in areas where they may be frequently used. Signage reminding all school community members of proper respiratory and hand washing etiquette will continue to be displayed throughout the school buildings.</p> |
| <p>d. Cleaning and maintaining healthy facilities, including improving ventilation;</p> | <p>Established cleaning protocols will continue during the 2023-2024 school year. High-touch surfaces will be cleaned/disinfected frequently throughout the day to the extent feasible following EPA/CDC/manufacture guidelines. Classrooms and common areas will be properly ventilated and when possible, using windows will be encouraged. RCCS</p> |

| ARP ESSER Requirement | Strategies, Policies, and Procedures |
|--|---|
| | will ensure preventive maintenance and filter changes on HVAC units will occur on a frequent basis. |
| <p>e. Contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments;</p> | <p>School nurses and the administration will follow applicable policies and strategies related to communicable diseases in accordance with the CDC's Guidelines for Respiratory Viruses, PA DOH Public Health Code, and RCCS's approved Communicable Disease Policy.</p> |
| <p>f. Diagnostic and screening testing;</p> | <p>Staff, students, and parents will be given guidelines about signs and symptoms of COVID-19 and advised not to present to a school building if those symptoms exist. Students and staff should take a COVID-19 test when exhibiting symptoms. Absenteeism will be monitored to identify any trends in student and staff absences due to illness. As testing supply permits, a limited number of over the counter Rapid Antigen Tests will be made available to staff who feel/become ill during school hours.</p> |
| <p>g. Efforts to provide vaccinations to school communities;</p> | <p>RCCS will continue to share information regarding community vaccination efforts via the school website or on official school social media.</p> |
| <p>h. Appropriate accommodations for students with disabilities with respect to health and safety policies; and</p> | <p>Accommodations for students with an identified disability will be provided per the student's IEP or Section 504 Service Agreement. These accommodations will be provided in accordance with the approved Health and Safety Plan in collaboration with the Special Education Department, the student's IEP case manager, the Special Education Supervisor, and/or the Section 504 Coordinator.</p> |
| <p>i. Coordination with state and local health officials.</p> | <p>RCCS will consult with PA DOH and the Allentown Health Bureau on decisions related to the closure of classrooms, individual buildings, or the entire school as needed. If state or local public health officials recommend school closure or a within-school-year change in our safety protocols, RCCS will utilize all of its communication platforms to provide notification to staff, families, and the public.</p> |



myRCCS.com

Alyssa Mace <anewman@myrccs.com>

AGREEMENT OF AFFILIATION LEHIGH CARBON COMMUNITY COLLEGE SCHNECKSVILLE, PENNSYLVANIA

1 message

Google Forms <forms-receipts-noreply@google.com>
To: anewman@myrccs.com

Wed, Sep 4, 2024 at 10:37 AM

Thanks for filling out **AGREEMENT OF AFFILIATION LEHIGH CARBON COMMUNITY COLLEGE SCHNECKSVILLE, PENNSYLVANIA**

Here's what was received.

AGREEMENT OF AFFILIATION LEHIGH CARBON COMMUNITY COLLEGE SCHNECKSVILLE, PENNSYLVANIA

Please complete the following contract prior to September 2024 if you are interested in hosting LCCC Field Students.

Email *

anewman@myrccs.com

This agreement entered into on the ____ day of _____, 20 __, *

MM DD YYYY

09 / 04 / 2024

between **Lehigh Carbon Community College**, [4525 Education Park Drive, Schnecksville, PA 18078](#) (hereinafter the "College") and

_____ at _____
(hereinafter the "Agency"),

*

Roberto Clemente Charter School
.....

shall govern the use of the facilities of the Agency by the faculty and students enrolled in the College's Teacher Education Program.

WHEREAS, the College's Teacher Education Program seeks to use the facilities of the Agency for learning experiences for those students in such programs and requests the Agency to offer those facilities in use; and

WHEREAS, the Agency is willing to offer those facilities for such learning experiences for the College's students; and

WHEREAS, it is to the mutual benefit of the parties hereto to plan cooperatively for the administration and organization of the College's programs with respect to the Agency.

NOW, THEREFORE, it is agreed as follows:

RESPONSIBILITIES OF THE COLLEGE

The College shall arrange for the attendance of individuals or organized instruction groups for observation, fieldwork experience and/or internship in the Agency for periods of time and in a manner, as mutually agreed upon by the College and Agency. Changes in schedules or assignments shall be submitted by the College to the Agency, as soon as possible, so that appropriate alternative plans can be made.

The College shall prepare the student through classroom instruction and laboratory practice for any/all observation, fieldwork experience and/or internship at the

Agency, in accordance with nationally-accepted Teacher Education education standards.

The College agrees to remove a student from assignment at the request of the Agency, after it has been determined by the Agency and the College that such removal is in the best interest of the Agency. The Agency shall have the right at any time to take whatever action it deems necessary, including the barring of a student or faculty member from its premises, in order to ensure the safety and welfare of its children and families and to maintain the operation of its facilities free from disruption.

The College shall ensure that any faculty member participating at the Agency have PA State Police, FBI criminal background clearance and PA child abuse clearance.

All students will be required to have PA State Police, FBI criminal background clearance and PA child abuse clearance. ECE students will have a Health Assessment, TB Test and NSOR. Upon request, these clearances may be provided to the Agency.

Except as may be caused by action of the Agency, its employees, agents, affiliates, associates or officers, the College shall indemnify and hold harmless the Agency from any and all liabilities to third parties and losses, including counsel fees and other expenses, arising out of any claims, demands or suits against the Agency based upon any act or failure to act on the part of any student or faculty member assigned to or visiting the Agency. It is agreed that observation, fieldwork experience and/or internship shall be limited to only during that period when the faculty member or students is participating in the programs at the Agency and not while working (if applicable) for their own purposes.

The faculty educators of the College shall assume the complete responsibility for the assignment, instruction and evaluation of the students assigned to the Agency for observation, fieldwork and/or internship assignments.

Orientation of the staff of the Agency to the College's program and planning conferences with the appropriate staff shall be arranged by the faculty of the College.

The College shall assume any and all obligations imposed by the Worker's Compensation Law of the Commonwealth of Pennsylvania insofar as a member of its faculty may sustain injury or disability by reason of accident or occupational disease arising out of, or in the course of instruction by a member of the faculty.

Students will respect the confidential nature of all information, which may be obtained during the course of their placement at the Agency.

RESPONSIBILITIES OF THE AGENCY

The Agency shall provide selected facilities for the observation, fieldwork experiences and/or internship. While the Agency may allow implementation of lesson plans to be rendered by students under the supervision of the fieldwork supervisor, overall responsibility for the child's/student's welfare lies with the Agency.

A general orientation to the philosophy, purposes and services of the Agency shall be provided to the College.

The College's faculty and students shall have access to the dining facilities of the Agency, if such facilities are available, but shall be individually responsible for the cost of meals. The Agency shall not assume responsibility for any compensation, medical, meal, travel or other incidental expenses incurred by students or faculty in connection with the College's Teacher Education Program.

JOINT RESPONSIBILITIES

The Directors of both the Agency and the College will communicate annually as needed to review and discuss any issues related to the program affiliation.

Information regarding major changes in the College's programs or the program or services of the Agency, which may affect the student's experience, shall be communicated to the other party as soon as possible.

Students (and faculty) shall be subject to the rules, regulations and policies of the department as well as the Agency policies and procedures and are expected to fully adhere to and comply with all applicable rules, regulations and laws of the Commonwealth of Pennsylvania and the federal government.

Equal opportunity for all persons, regardless of race, creed, color, religious affiliation, sex, national origin or age will be extended by both parties of this agreement.

This agreement between the College and the Agency shall continue in force for three (3) years from the date of execution. Either party may terminate this Agreement with or without cause by written notice at least 90 days prior to the expiration of this agreement. This agreement may also be terminated by mutual consent of the parties.

This agreement may be amended at any time by mutual consent of the parties provided that before any amendment shall be operative or valid, it shall be written and signed by representatives of the College and the Agency and attached to the agreement.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound have hereunto set their hands and seals the day and year first above written.

FACILITY NAME /REPRESENTATIVE SIGNATURE

*

Alyssa Mace

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LETTER OF AGREEMENT

Student Assistance Program Liaison Services

For the upcoming school year (2024-2025), the *Center for Humanistic Change* (CHC) shall provide Liaison services to support the Student Assistance Program (SAP) for *Roberto Clemente Charter Schools (Elementary through High School)*. The roles for SAP services are as follows:

Center for Humanistic Change, Inc.

The services that the CHC SAP Liaisons will provide include a combination of the following during the 2024-2025 academic year:

- Attend a minimum of two core team meetings per month for secondary schools.
- Attend a minimum of one core team meeting per month for elementary schools.
- Provide ongoing consultation between site visits as necessary.
- Act in accordance with State and Federal Confidentiality Laws.
- Provide student screenings as needed and assist students and parents in the referral to and access of appropriate services.
- When applicable plan and facilitate educational SAP Groups.
- Be familiar with and maintain a working library of school policies (e.g. ATOD, Bullying, Crisis, Suicide Awareness and Prevention) that affect SAP.
- Attend orientation, open house, and other pertinent school events to educate the school, parent and general community about SAP.
- Provide relevant training to students, parents, faculty and staff, including educating about SAP and SAP services.
- Educate and guide teams with student/parental strategies/interventions and identification of available treatment and other resources.
- Participate in parent/teacher meetings.
- Document program related activities and collect data as required by Lehigh/Northampton County.
- Facilitate or participate in core team maintenance.
- Provide each SAP team with a self-evaluation tool. The Liaisons will distribute, collect, analyze, and provide the team with recommendations based on the results.
- Assist the school with stakeholder in-service (i.e., school board, parents, school staff, community members etc.).
- When applicable, facilitate and support the school-based aftercare plan for students who are returning to school from treatment.
- Collaborate with other agencies through networking with Drug and Alcohol, Mental Health and other systems as needed in order to link schools with available community resources.
- A PA Approved SAP Training Provider (PASTP) will provide technical training as needed.
- Maintain a file of background checks and clearances for all personnel assigned to the school district by CHC for the Student Assistance Program Liaison Services. Provide copies of clearances as requested.

The School District will:

- Provide teams a common meeting time, a locked cabinet, ongoing training, and regular team maintenance in accordance with 22 PA code Chapter 12 and BEC 24 P.S. 15-1547 and 13-132.
- Provide SAP Coordinator/Case Manager with pertinent information regarding the student and the reason for the referral.
- Obtain written permission from the parent for SAP services.
- Maintain records generated by the SAP team in accordance with the policies of the district and applicable Federal Laws.

- Provide the SAP Liaison with a copy of the school district alcohol, tobacco and other drug policies, crisis related policies, bullying policy, student handbook, suicide awareness and prevention policy and any other policies, which may affect the Student Assistance Program.
- Maintain case files, which include data that the Liaison is, required to submit to Lehigh/Northampton County.
- Promote and support the SAP Liaison as a working member of the team.
- Appoint a school site staff who will be responsible for facilitating the ZOOM connection with the CHC SAP Liaison if virtual SAP meetings are needed.
- Appoint a school site staff who will be responsible for providing parent phone and email contact information to CHC for remote programming if needed.
- Provide CHC PAYS data on years completed and CHC will not share data without written and explicit permission.
- Provide Wi-Fi access when Liaison is completing a screening with a student (as they are online only).
- Provide a private and confidential space for Liaison and student when completing a health screening.

Alyssa Mace

School Superintendent or Deputy
(Designated Contact)

CEO

Title

Date

9/9/24

Wendy Texter

Wendy Texter
SAP Manager
Center for Humanistic Change, Inc.
(Designated Contact)

6/25/2024
Date

Kristen A Hettrick

Kristen Hettrick
Executive Director
Center for Humanistic Change, Inc.

6/25/2024
Date

Updates to the Charter School Law and Public School Code

Governor Shapiro signed Act 55 of 2024 (Act 55) on July 11, 2024. Act 55 amends various provisions of the Public School Code of 1949, including several provisions that affect both charter schools and cyber charter schools. For your awareness, the certain provisions of the School Code, including the Charter School Law (CSL), amended by Act 55 are summarized below.¹ Please note this summary is not an exhaustive list of all provisions amended via Act 55 that may affect charter schools or cyber charter schools.

Section 134 was added related to advertising and sponsorships. Public school entities, which is defined to include charter school entities, are required to disclose total expenditures for paid media advertising and sponsorships of public events for the 2024-25 school year.² Paid media advertisements include print and electronic ads that may promote enrollment in a public school entity. Public event means an event that members of the public may attend, has been publicly announce ahead of time, and for which admission may be charged, but does not include school-sponsored activities. Any paid media advertisement that refers to tuition, technology, transportation, or other expenses may not refer to the expenses as free and must indicate that the cost is covered by taxpayer dollars.

Section 1310-B was amended related to school safety and security training. Specifically, a cyber charter school may waive or provide an alternate training opportunity to address the in-person school safety and security training requirement for any cyber charter school employees who are not located in Pennsylvania and who exclusively provide instruction remotely. This change applies to the training enumerated in 24 P.S. § 13-1310-B(a)(1.1)(i). Waivers or alternate training must be attested to annually by the cyber charter school through the school safety and security coordinator report, which is submitted to the School Safety and Security Committee of the Pennsylvania Commission on Crime and Delinquency (PCCD).

Section 1703-A (related to Definitions) was amended to update existing definitions and add new definitions to the CSL.

- “Charter school entity” is a new term and is defined as a charter school, regional charter school, cyber charter school or multiple charter school organization.³
- “Chief Executive Officer” has been amended to “Chief Administrator” and a definition of “Administrator” has been added to section 1703-A. An “Administrator” includes the chief administrator of a charter school entity and all other employes of a charter school entity who by virtue of their positions exercise manager or operational oversight responsibilities.
- Additional new terms that have been added include: “charter school foundation,” “compensation,” “educational management service provider,” family member,” “multiple charter school organization,” and “nonrelated.”

¹ More information about the updates amendments made to section 1725-A (related to Funding for Charter Schools) and the addition of section 1725.1-A of the CSL (related to Funding for Cyber Charter Schools) will be published by the Bureau of Budget and Fiscal Management.

² Information must be reported to the Department no later than Aug. 1, 2025. The Department is required to compile the reports due under this section and publish them on a publicly accessible internet website no later than December 1, 2025.

³ As used in sections 1715-A and 1716-A, “charter school entity” shall mean charter school, regional charter school or cyber charter school.

Section 1715-A (related to Charter School Requirements) was amended to address certain requirements for charter school entity trustees and administrators.

Section 1715-A was amended to clarify that trustees of charter school entities are public officials under the Public Official and Employee Ethics Act (65 Pa. C.S. Chapter 11) who now have the express obligation to file statements of financial interest with both the State Ethics Commission and the local board of school directors, in the case of a charter school or regional charter school, or PDE, in the case of a cyber charter school. Statements of financial interest must be filed by May 1 of each year trustees hold their position and the year following their departure. Additionally, trustees of charter school entities are required to be Pennsylvania residents and shall take an oath of office prior to assuming or executing the duties as a trustee.

Section 1715-A was also amended to clarify roles and responsibilities of administrators. Administrators are public employees under the Public Official and Employee Ethics Act (65 Pa. C.S. Chapter 11) who must file a statement of financial interest with the board of trustees by May 1 of each year the position is held and the year after an individual leaves the administrator position. Additionally, administrators may not receive compensation from another charter school entity or an educational management service provider unless: 1) the administrator has submitted a sworn statement to the board of trustees detailing the work to be done, the projected hours, rate of compensation, and projected duration; 2) the board of trustees reviews the statement and passes a resolution permitting such receipt of compensation; and 3) copies of the sworn statement and resolution are provided to the charter school entities, and local board of school directors, in the case of a charter school or regional charter school, or PDE, in the case of a cyber charter school.

Further restrictions on administrators include: neither an administrator nor a family member of an administrator can serve as voting member of the board of trustees on a charter school entity that employs the administrator; administrators cannot participate in the selection, award, or administration of a contract where the administrator has a conflict of interest (*see* 65 Pa. C.S. § 1102); administrators are subject to penalties imposed under the jurisdiction of the State Ethics Commission for knowingly violating their ethical obligations. Finally, administrators shall be immediately dismissed from their position upon conviction for an offense graded as a felony, an infamous crime, an offense pertaining to fraud, theft or mismanagement of public funds, or any crime involving moral turpitude.

Section 1716-A (related to Powers of Boards of Trustees)

Section 1716-A was amended related to charter schools and regional charter schools chartered after July 11, 2024. Specifically, an individual may not serve as a voting member of the board of trustees for these schools if the individual or family member receives compensation from or is employed by or is a member of the local board of school directors who participated in the initial review, approval, oversight, evaluation or renewal process of the charter school or regional charter school.

Section 1716-A was further amended to provide that in the event of a conflict of interest (*see* 65 PA C.S. § 1102), a trustee of a charter school entity must recuse themselves from participation in the contracting process, or if their official duties bring them into conflict on a voting matter, must abstain and follow the procedure in 65 PA C.S. § 1103(j). A trustee of a charter school entity who knowingly violates these provisions shall be subject to penalties imposed by the State Ethics Commission and any contract made in violation of the prohibitions could be rendered voidable. Further, a trustee of a charter school entity is not eligible for compensation for their service on a charter school entity's board. Finally, a trustee of a charter school entity will be automatically disqualified for further service and immediately removed from their board if they have been convicted of a felony, an infamous crime, an offense pertaining to fraud, theft or mismanagement of public funds, any offense pertaining to the trustee's official capacity as a trustee, or any crime of moral turpitude.

The board of trustees of a charter school entity shall have no less than five nonrelated voting members. If, as of July 11, 2024, a charter school entity has fewer than five nonrelated members serving on the board of trustees, the charter school entity must appoint additional members within 180 days. Within one year of the effective date of the Act, at least one member of the board of trustees of a charter school entity shall be the parent of a student currently enrolled in and attending the charter school entity⁴.

A quorum of board members is required to transact business, and a majority of voting members shall constitute a quorum. When voting on the following matters, an affirmative vote of a majority of all the members is required in order to take official action: budgeting, curriculum, operating procedures, employment matters and other matters related to the operation of the school.

A charter school entity shall form an independent audit committee from its members of the board of trustees to review the charter school entity's annual certified audit related to the operations of the charter school entity. Requirements for the audit include:

- The audit must be conducted by an independent certified public account using generally accepted audit standards.
- An audit must include the following: an enrollment test to ensure accuracy of enrollment and reporting; review of trustee and administrator expense reimbursement; review of internal controls, including review of receipts and disbursements; review of annual federal and state tax filings; review of the financial statements and tax returns of any charter school foundation; review of the selection and acceptance process of contracts publicly bid pursuant to Section 751 of the School Code; and review of board policies and procedures regarding internal controls, code of ethics, conflicts of interest, whistleblower protections, complaints from parents or the public, compliance with open meetings laws, finances, budgeting, audits, public bidding and bonding.
- The audit is a public document and must be make available on the charter school entity's public website and, in the case of a charter school or regional charter school, on the local school district's public website.

A charter school entity must annually provide PDE, and in the case of a charter school or regional charter school, the local school district, a copy of its annual budget, that identifies: the source of funding for all expenditures; the amount of funds and description of use of funds provided by a charter school foundation; the salaries of all administrators; and all expenditures to an educational management service provider.

A charter school entity and any affiliated charter school foundation must make available all annual and federal and state tax filings, by providing copies upon request and posting on their publicly available websites. Additionally, any charter school foundation must make copies of its annual budget available upon request and on the charter school foundation's or charter school entity's publicly accessible website; the annual budget must include the salaries of all employees of the charter school foundation.

Section 1722-A (related to Facilities) was amended to provide cyber charter schools with reasonable access to facilities of school districts, intermediate units, community colleges, and PASSHE institutions for the purposes of administering standardized tests. Cyber charter schools must provide at least 60 days' notice of their need for testing space. Once notified, the school or institution has 30 days to provide the location. The space must be quiet and separate from the students of the school or institution. However, a host school or institution is not required to make facilities available at dates and times that may cause undue interference with its own educational programs, and they may charge a rental fee to the cyber charter school that is consistent with fees charged to other community groups that access the school's or institution's facilities.

⁴ This requirement does not apply to charter school entities primarily serving adjudicated youth.

Section 1748-A (related to Enrollment) was amended to shorten the amount of time a cyber charter school must notify a student's district of residence of the student's enrollment in or withdrawal from a cyber charter school from 15 days to 10 days.

Section 1748.1-A (related to Enrollee Wellness Checks) was added to require cyber charter schools to conduct wellness checks at least once a week related to each enrolled student. A week is defined as at least three full or partial days of academic instruction. Students must be visibly seen and communicated with by a teacher, administrator, or cyber charter school representative, in person or via electronic means, such as by activating a webcam during synchronous online instruction. The goal of the weekly checks is to verify the student is participating in educational activities and to ensure the student's well-being. Any indications of abuse, neglect or harm to a child witnessed during the wellness check must be reported in accordance with 23 Pa. C.S. Chapter 63.

PDE will be collecting policies and procedures related to implementation. Information on timelines and procedures for submission will be forthcoming.

Section 1749-A (related to Applicability of Other Provisions) was amended in the following manner:

Cyber charter schools are now specifically subject to the following statutes:

- Sections 1341, 1342, 1343, 1344, and 1345 of the School Code (sections pertaining to Attendance Officers and Home and School Visitors);
- Section 1372(8) of the School Code (addressing reporting of expenditures relating to exceptional students);
- 18 Pa. C.S. Chapter 28 (related to Antihazing);
- 42 Pa. C.S. § 5803(a)(3.1) (related to Asset Forfeiture).

Cyber charter schools are now specifically subject to the following regulations:

- 22 Pa. Code: Chapter 16 (related to Special Education for Gifted Students);
 - Cyber charter schools must provide services and programs planned, developed, and operated for the identification and evaluation of each gifted student.
 - Cyber charter schools must provide gifted education for each gifted student which is based on the unique needs of the student. This includes gifted education that allows gifted students to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs.
 - Cyber Charter schools must complete the Chapter 16 gifted plan within the Comprehensive Plan that is submitted every 3 years beginning in 2024.
- 22 Pa. Code: Chapter 19 (related to Educator Effectiveness Rating Tool)
 - Cybers must use the Act 13 Rating Forms (13-1, 13-2, 13-3, and the optional 13-4), and educators will be required to be evaluated based on the components outlined in Act 13 of 2020.
 - Temporary Professional Employees (TPEs) must have two evaluations per year. For the purpose of cyber schools, TPEs are Classroom Teachers and Non-Teaching Professionals who are not certified (see note).

- Professional Employees (PEs) must have one evaluation per year. For the purpose of cyber schools, PEs are Classroom Teachers and Non-Teaching Professionals who are certified (see note).
- Note: Principals, special education teachers and supervisors, school nurses, school psychologists, and 75% of the remaining professional staff must be certified. The CEO of a charter school is not considered a professional staff member of a charter school; however, if the CEO performs the duties of a principal, that individual must hold appropriate state certification as a principal.
- Article XI of the School Code is not applicable to cyber charters, unless specifically noted in a statutory provision. Cybers schools should consult with their solicitors as to implementation.
- [Roster verification \(RV\) resources](#) for LEAs are all collected on this website including timeframes, checklists, and general resources for how to get started.
 - ***As of July 11, 2024, pursuant to 24 P.S. § 1749-A(b)(3.2), cyber charter schools are subject to 22 Pa Code Chapter 19 (relating to educator effectiveness)*** and should submit Staff Student Subtest Data and receive PVAAS teacher specific reporting. The cyber charter school should fully complete the roster verification process to ensure that the right students are linked to the right teachers for the right % of Instructional Responsibility.
 - Related to RV must be completed for cyber charter schools, teachers will participate in roster verification in:
 - SY24-25
 - SY25-26
 - SY26-27
- The data release of Fall 2027 will be the first time a teacher could have a 3-year composite for use in completing SY26-27 evaluations.
- Note! %P/A is a one-year metric and can be included in SY24-25 evaluations.
- 22 Pa. Code: Chapter 339 (Vocational Education), Section 339.31 (related to Plan);
 - Cyber charter schools will be required to submit a Guidance Plan through the FRCCP.
 - Information on timelines and procedures for submission will be forthcoming.
- 22 Pa. Code: Chapter 339 (Vocational Education), Section 339.32 (related to Services)
 - Cyber charter schools will be required to submit a plan under 22 Pa. Code 339.32 related to services provided by the cyber charter school through the FRCCP.
 - Information on timelines and procedures for submission will be forthcoming.

PDE will release future communications about these legislative changes to schools, which may include but are not limited to forms, Basic Education Circulars, applications, and targeted communications. PDE strongly encourages charter schools and cyber charter schools affected by these changes to evaluate whether they are currently in compliance and if not, what steps are necessary to come into compliance.



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

Elementary Principal's Report
Tuesday, September 17, 2024
Mr. Cory Snyder and Mr. Brendon Zapata

➤ **Attendance (8.26.24 to 8.29.24)**

| Grade | Attendance |
|--------------|------------|
| Kindergarten | 92.06% |
| Grade 1 | 95.00% |
| Grade 2 | 95.50% |
| Grade 3 | 91.71% |
| Grade 4 | 95.94% |
| Grade 5 | 94.92% |
| Total | 94.22% |

➤ **Academic Achievement**

- Baseline Testing 8.28.24 to 9.6.24.
- Makeup Testing 9.9.24 to 9.13.24.

➤ **Discipline (8.26.24 to 8.29.24)**

| Infraction Levels | Total |
|--|-------|
| Level 2 | 0 |
| Level 3 | 0 |
| Level 4 | 0 |
| Total Number of Infractions (Levels 2-4) | 0 |

- Positive Office Referrals
 - August: 9
- PBIS
 - Assemblies were conducted on 9.11.24, 9.12.24, and 9.13.24 to review school wide PBIS expectations and procedures.
 - Solution Committees are meeting to standardize expectations to award Coqui Coins and Green Frogs.
 - Solution Committees are exploring ways to engage students in parents in our PBIS program and Quarterly Celebrations

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

- Safer Smarter Lessons
 - Planned to begin by the end of September for Grade 5
- College and Career Lessons
 - Planned to begin by the end of September for Grade 5

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

- 8.16.24: Kindergarten Orientation
 - A total of thirty-one (31) families attended this event.



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

- 9.5.24: Back to School/Meet the Teacher Night and Annual Title I Meeting.

| Grade | Number of Students with Parent/Family Representation |
|--------------|---|
| Kindergarten | 13 |
| Grade 1 | 18 |
| Grade 2 | 13 |
| Grade 3 | 16 |
| Grade 4 | 16 |
| Grade 5 | 18 |
| Total | 94 |

- 9.18.24: 1:00 Dismissal
- 10.4.24: Fiesta Latina 4:00 p.m. – 5:30 p.m. @ the Elementary School
- 10.14.24: School Closed—Professional Development



**Principal’s Report
Middle High School
September 17, 2024**

Academic Achievement

Quarter 1 Benchmark Assessments

- ELA Benchmark
 - Administered in all ELA classes on Wednesday, September 4
- Math Benchmark
 - Administered in all Math classes on Thursday, September 5
- Makeup testing will continue through Friday, September 13.

Discipline

Infraction Report: August 2024

| | |
|----------------|----------|
| Level 2 | 2 |
| Level 3 | 1 |
| Level 4 | 0 |

SWPBIS Launch

- School Wide positive behavior intervention Supports (SWPBIS) was rolled out on 8/26.
- Staff received training on the system 8/19/24
- Students can receive “Pirate Pesos” for acting in a way that reflects the profile of a successful learner. “Pesos” can be redeemed for prizes in our “Pirate’s Booty” store.
- The first week of pirate peso redemption will be September 23rd.
- Our multimedia class has been creating “instructional videos” on the profile of a successful learner and its application in various locations in the school.

College & Career Update

Scheduled College Visits

- Tuesday, October 8, 2024 – Kutztown University
- Friday, November 15, 2024 – Moravian University
- Tuesday, November 19, 2024 – Automotive Training Center

High School Career Fair

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

Other Information/Activities/Events/Updates

6th Grade Orientation

- Friday, August 16
- Building tour, classroom activities, RCCS lunch experience
- 31 6th graders and their families attending, totaling 81 people

Back to School Night

- Monday, September 9, 2024
- 50 families attended, totaling 103 people
- Annual Title I Meeting held

Quarterly All-School Assembly

- Focus: Self-respect
 - Jon Scorsone played original music that encouraged students to “Take Back Their Voice” by sharing their emotions and challenges with peers and adults.

6th Grade Field Trips

- Friday, September 20, 2024 – Wild About Water Festival at Macungie Memorial Park
- Thursday, September 26, 2024 - Challenger Mission Experience and College Tour at Montgomery County Community College

Early Dismissal Professional Development- Wednesday, September 18, 2024

Professional Development Day – Monday, October 14, 2024



Roberto Clemente Charter School

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

Human Resources Report

September 17, 2024

I. Personnel Updates for board approval, including addenda:

a. Personnel Appointments and New Hires

| Name | Location | Job Title | Date | Status |
|-----------------|----------|-------------------------|-----------|-----------|
| Keila Rodriguez | ADM | LPN/Nurse Assistant | 8/26/2024 | Part-time |
| Keiahjah Mosely | ELEM | Instructional Assistant | 9/9/2024 | Part-time |

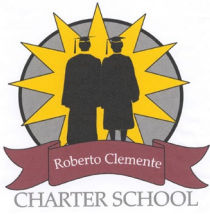
*Current employee Temp. PT = Temporary, Part-time

b. Personnel Resignations and Dismissals

| Name | Location | Job Title | Date | Status |
|-------------------|----------|-------------------------------|-----------|-------------|
| Emeline Placencia | ELEM | 2 nd Grade Teacher | 9/27/2024 | Resignation |
| Dinamichele Boyer | MHS | ESL Teacher | 9/27/2024 | Resignation |

II. Current and Future Job Postings:

| Title | Location |
|---------------------------------------|--------------------|
| 2 nd Grade Teacher | Elementary School |
| ESL Teacher | Elementary School |
| Special Education Teacher | Elementary School |
| ESL Teacher | Middle/High School |
| Cafeteria Aide – Part-time, temporary | Food Service |



Roberto Clemente Charter School

Business Report: September 17, 2024

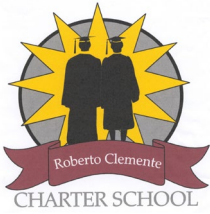
Page 1 of 3

Financial Activity (8/1-8/31/24)

- Finance Committee meeting (Sep-13).
- 618 Students: Non-Special Ed (558), Special Ed (60)
Allentown SD (583), Bethlehem Area SD (6), Catasauqua Area SD (4), East Penn SD (4), Northampton Area SD (1), Northern Lehigh SD (2), Panther Valley SD (1), Parkland SD (1), Southern Lehigh SD (3), Salisbury Township SD (3), Saucon Valley SD (6), Whitehall/Coplay SD (4)
- 2024/25 Form 363 (annual student subsidy) Received/Posted:
 - Bethlehem Area SD- NonSpecial Ed (\$15,306); Special Ed (\$35,085)
 - Catasauqua Area SD- NonSpecial Ed (\$15,556); Special Ed (\$42,007)
 - Northampton Area SD- NonSpecial Ed (\$14,403); Special Ed (\$36,050)
 - Northern Lehigh SD- NonSpecial Ed (\$14,596); Special Ed (\$34,648)
 - Parkland SD- NonSpecial Ed (\$15,909); Special Ed (\$39,302)
 - Saucon Valley SD- NonSpecial Ed (\$17,793); Special Ed (\$42,673)
- 2024/25 Form 363 not received/posted: Allentown SD, East Penn SD, Panther Valley SD, Southern Lehigh SD, Salisbury Township SD, Whitehall/Coplay SD
- Total grant funds spent: ESSER III (\$2,883,744 of \$3,403,099).
- \$8,052 Unpaid 23/24 student subsidy balance received from the Dept of Ed. (*Panther Valley SD*)
- \$240,968 Accrued ESSER ARP revenue received.
- \$180,772 State pension employer contributions remitted for the quarter ending 6/30/24.
- Un-Assigned General Fund balance \$1,772,452 / 16.1% of the operating budget.
- 23/24 Depreciation and amortization not posted yet; GASB 68/75/87/96 entries not posted yet.
- \$850,678 Total monthly disbursements.
- 23/24 Special Ed support services balance paid. -*Carbon Lehigh IU #21*
- Down payment on the workers' compensation insurance. -*Amtrust North America*
- Employer pension contributions paid. -*PSERS*

Financial Activity (7/1-7/31/24)

- 2022/23 School Mental Health and Safety & Security grant ended (\$128,806 total grant funds).
- 2023/24 Title IV funds fully expended (\$37,071).
- Building leases increased 2% per agreement.
- \$2,478 Reach-in refrigerator. (*Food Service Dept/Elementary School*)



Roberto Clemente Charter School

Business Report: September 17, 2024

Page 2 of 3

Grants, Donations, & Reports

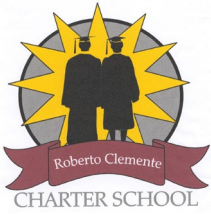
- Substantially approved (Aug-5) 2024/25 Consolidated Application.
- Submitted (Aug-19) 2022/23 Mental Health and Safety & Security Grant Final Program Report.
- Submitted (Aug-22) 2024/25 Local Foods for Schools Program Cooperative agreement.
- Submitted (Aug-29) 2022/23 Mental Health and Safety & Security Grant Final Fiscal Report.
- 2024/25 School Safety & Mental Health Grant (\$70,000).
 - 7/1/24-6/30/26
 - LPN Nursing Assistant-\$60,860
 - CPR/First Aid Training- \$2,300
 - Electronic Building Access System Improvement (Secondary School)- \$4,840
 - Electronic Visitor Sign-In System License/Equipment (All Buildings)- \$2,000

Contracts & Agreements

- School photography services. -*TSS Photography*.
 - 2024-25 School Year; Secondary School
 - Fall Photos/Make-up Day/ Spring Photos
 - No cost to the school/No purchasing obligations
- Building lease. -*Hispanic American Organization Inc.*
 - 2-Year extension through 6/30/2028.
 - All other lease terms remain the same.

Technology Update

- 312 Service tickets received between 8/10-9/10.
- Reconfigured POE power distribution for schoolwide access points.
- Deployed POS kiosk for the Food Service Dept.
- Updated Sapphire/Primero Edge synchronization for Food Service allergy alert system.
- Secondary School gymnasium alert bell system installation ongoing.
- Installed additional environmental sensors at the Secondary School.
- Authentication elevated to Google SSO in preparation for multi-form factor deployment.
- Updated equipment to meet technical requirements for AP/Dual Enrollment programs.
- Ongoing development for in-house, organization-wide tech inventory and equipment lifecycle tracking system.
- Ongoing development for in-house audio/visual/photography capabilities.



Roberto Clemente Charter School

Business Report: September 17, 2024

Page 3 of 3

Facilities Update

- 81 Service tickets received between 8/10-9/10.
- Emergency lighting and fire extinguisher inspections conducted at the Elementary School.
- Repaired minor waterline leak at the Elementary School.
- Cleared floor drains and grease traps in the kitchen at the Secondary School.
- Fire alarm test at the Elementary School (8/12).
- Provided facilities support for Back To School night at the Secondary School.

Food Service Update

- Fully implemented electronic POS system and lunch procedures at both schools.
- Several dozen accounts have been created in the School Café system.

General Updates

- Finalizing 2023/24 Federal ESSA monitoring.
- 2022/23 Mental Health and Safety & Security grant monitoring closed (8/29).
- 23/24 LEA audit ongoing.
- 2025-2030 Charter renewal process underway.

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

July 31, 2024

| | Current Month | 2024-2025 Y-T-D | Budget Y-T-D | Variance | 2024-2025 Budget |
|--|--------------------------|----------------------------|-------------------------|---------------------|-----------------------------|
| Revenue-General Fund | | | | | |
| 6000/9000 Local Sources & Other Sources | | | | | |
| 6500 Interest | \$ 3,483.66 | \$ 3,483.66 | \$ 1,250.00 | \$ 2,233.66 | \$ 15,000.00 |
| 6700 Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 6,000.00 |
| 6832 PassThru Federal Funds (IU) | 0.00 | 0.00 | 0.00 | 0.00 | 53,948.00 |
| 6920 Other Local Grants & Contributions | 0.00 | 0.00 | 0.00 | 0.00 | 1,505.00 |
| 6944 Regular Education Subsidies | 546,064.57 | 546,064.57 | 564,500.00 | (18,435.43) | 6,714,460.00 |
| 6944 Special Education Subsidies | 151,844.44 | 151,844.44 | 163,500.00 | (11,655.56) | 1,977,118.00 |
| 6990 Miscellaneous | 103.90 | 103.90 | 66.74 | 37.16 | 2,000.00 |
| 9000 Other Sources | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| <i>Total Local Sources</i> | <i>701,496.57</i> | <i>701,496.57</i> | <i>729,316.74</i> | <i>(27,820.17)</i> | <i>8,770,031.00</i> |
| 7000 State Sources | | | | | |
| 7200 Specific Educational Programs | 200.00 | 200.00 | 0.00 | 200.00 | 0.00 |
| 7320 Lease Reimbursement | 0.00 | 0.00 | 0.00 | 0.00 | 96,000.00 |
| 7330 Health Services Reimbursement | 0.00 | 0.00 | 0.00 | 0.00 | 11,000.00 |
| 7360 Safe Schools | 2,906.36 | 2,906.36 | 0.00 | 2,906.36 | 69,182.00 |
| 7505 Ready To Learn Grant | 0.00 | 0.00 | 0.00 | 0.00 | 28,546.00 |
| <i>Total State Sources</i> | <i>3,106.36</i> | <i>3,106.36</i> | <i>0.00</i> | <i>3,106.36</i> | <i>204,728.00</i> |
| 8000 Federal Sources | | | | | |
| 8514 Title I | 0.00 | 0.00 | 10,794.83 | (10,794.83) | 523,914.00 |
| 8515 Title II | 0.00 | 0.00 | 0.00 | 0.00 | 37,088.00 |
| 8516 Title III | 0.00 | 0.00 | 1,053.00 | (1,053.00) | 32,870.00 |
| 8517 Title IV | 1,182.26 | 1,182.26 | 0.00 | 1,182.26 | 38,560.00 |
| 8700 ESSER | 75,666.38 | 75,666.38 | 154,736.65 | (79,070.27) | 447,068.00 |
| <i>Total Federal Sources</i> | <i>76,848.64</i> | <i>76,848.64</i> | <i>166,584.48</i> | <i>(89,735.84)</i> | <i>1,079,500.00</i> |
| Food Service | | | | | |
| 6620 Sales | 18.88 | 18.88 | 0.00 | 18.88 | 11,700.00 |
| 6920 Local Grants & Contributions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6990 Miscellaneous | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7600 State Sources | 70.86 | 70.86 | 500.00 | (429.14) | 21,000.00 |
| 8531 Federal Sources | 2,366.74 | 2,366.74 | 1,500.00 | 866.74 | 601,000.00 |
| <i>Total Food Service</i> | <i>2,456.48</i> | <i>2,456.48</i> | <i>2,000.00</i> | <i>456.48</i> | <i>633,700.00</i> |
| Total Revenue | 783,908.05 | 783,908.05 | 897,901.22 | (113,993.17) | 10,687,959.00 |

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

July 31, 2024

| | Current | 2024-2025 | Budget | Variance | 2024-2025 |
|--|------------------|------------------|------------------|--------------------|---------------------|
| | Month | Y-T-D | Y-T-D | | Budget |
| Expenses-General Fund | | | | | |
| Instructional Services | | | | | |
| 1100-Regular Programs | | | | | |
| 100 Salaries/Wages | \$ 0.00 | \$ 0.00 | \$ 0.00 | \$ 0.00 | \$ 2,787,937.00 |
| 200 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 1,301,281.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 0.00 | 0.00 | 666.74 | (666.74) | 8,000.00 |
| 500 Other Services | 1,495.00 | 1,495.00 | 0.00 | 1,495.00 | 9,495.00 |
| 600 Supplies/Books/Subscriptions | 18,276.38 | 18,276.38 | 13,982.84 | 4,293.54 | 167,791.00 |
| 730 Capitalized Right To Use | 1,925.06 | 1,925.06 | 1,946.00 | (20.94) | 23,352.00 |
| 800 Fees/Miscellaneous | 0.00 | 0.00 | 0.00 | 0.00 | 6,500.00 |
| | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| <i>Total Regular Programs</i> | <i>21,696.44</i> | <i>21,696.44</i> | <i>16,595.58</i> | <i>5,100.86</i> | <i>4,304,356.00</i> |
| 1200-Special Programs | | | | | |
| 100 Salaries/Wages | 3,920.00 | 3,920.00 | 8,000.00 | (4,080.00) | 348,325.00 |
| 200 Benefits | 820.86 | 820.86 | 2,458.00 | (1,637.14) | 139,252.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| 500 Other Services | 0.00 | 0.00 | 0.00 | 0.00 | 500.00 |
| 600 Supplies/Books/Subscriptions | 0.00 | 0.00 | 633.92 | (633.92) | 7,600.00 |
| | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| <i>Total Special Programs</i> | <i>4,740.86</i> | <i>4,740.86</i> | <i>11,091.92</i> | <i>(6,351.06)</i> | <i>505,677.00</i> |
| 1400/1691/1700-Other Programs & Adult Education | | | | | |
| 100 Salaries/Wages | 39,178.75 | 39,178.75 | 70,000.00 | (30,821.25) | 81,900.00 |
| 200 Benefits | 7,637.26 | 7,637.26 | 19,670.00 | (12,032.74) | 23,083.00 |
| 300 Contracted Professional & Technical Services | 750.00 | 750.00 | 1,500.00 | (750.00) | 1,500.00 |
| 500 Other Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 566 Tuition/Higher Education | 0.00 | 0.00 | 0.00 | 0.00 | 14,000.00 |
| 600 Supplies/Books/Subscriptions | 0.00 | 0.00 | 0.00 | 0.00 | 6,000.00 |
| | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| <i>Total Other Programs & Adult Education</i> | <i>47,566.01</i> | <i>47,566.01</i> | <i>91,170.00</i> | <i>(43,603.99)</i> | <i>126,483.00</i> |

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

July 31, 2024

| | Current Month | 2024-2025 Y-T-D | Budget Y-T-D | Variance | 2024-2025 Budget |
|---|--------------------------|----------------------------|-------------------------|--------------------|-----------------------------|
| Support Services | | | | | |
| 2100-Student Support (Guidance/Social Svc/Child Accounting/Special Ed Support) | | | | | |
| 100 Salaries/Wages | \$ 8,284.04 | \$ 8,284.04 | \$ 7,833.98 | \$ 450.06 | \$ 253,178.00 |
| 200 Benefits | 20,891.61 | 20,891.61 | 5,215.49 | 15,676.12 | 94,676.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 336 Contracted Evaluations & Special Ed Services | 0.00 | 0.00 | 0.00 | 0.00 | 250,000.00 |
| 500 Other Services | 0.00 | 0.00 | 91.74 | (91.74) | 3,400.00 |
| 600 Supplies & Subscriptions | 630.48 | 630.48 | 1,342.40 | (711.92) | 17,350.00 |
| <i>Total Student Support</i> | <i>29,806.13</i> | <i>29,806.13</i> | <i>14,483.61</i> | <i>15,322.52</i> | <i>618,604.00</i> |
| 2200-Instructional Support (Technology) | | | | | |
| 100 Salaries/Wages | 22,519.88 | 22,519.88 | 22,406.75 | 113.13 | 268,881.00 |
| 200 Benefits | 10,381.17 | 10,381.17 | 12,901.49 | (2,520.32) | 154,817.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 400 Equipment-Maintenance/Repairs/Rentals | 0.00 | 0.00 | 1,000.00 | (1,000.00) | 2,000.00 |
| 500 Other Services | 0.00 | 0.00 | 83.37 | (83.37) | 1,000.00 |
| 600 Supplies & Subscriptions | 506.33 | 506.33 | 1,233.59 | (727.26) | 14,800.00 |
| 730 Capitalized Right To Use | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 800 Miscellaneous | 0.00 | 0.00 | 41.74 | (41.74) | 500.00 |
| <i>Total Instructional Support (Technology)</i> | <i>33,407.38</i> | <i>33,407.38</i> | <i>37,666.94</i> | <i>(4,259.56)</i> | <i>441,998.00</i> |
| 2200-Instructional Support (Library/Curriculum Development/Staff Development) | | | | | |
| 100 Salaries/Wages | 1,420.00 | 1,420.00 | 3,840.00 | (2,420.00) | 16,520.00 |
| 200 Benefits | 605.01 | 605.01 | 968.00 | (362.99) | 4,309.00 |
| 240 Tuition Reimbursement | 0.00 | 0.00 | 2,000.00 | (2,000.00) | 24,000.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 360 Contracted Staff Development | 0.00 | 0.00 | 645.87 | (645.87) | 35,250.00 |
| 400 Equipment-Maintenance/Repairs/Rentals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 500 Other Services | 0.00 | 0.00 | 83.48 | (83.48) | 2,900.00 |
| 600 Library Supplies & Subscriptions | 0.00 | 0.00 | 429.35 | (429.35) | 7,350.00 |
| 600 Curriculum Development Supplies & Subscriptions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 600 Staff Development Supplies & Subscriptions | 416.74 | 416.74 | 6,583.48 | (6,166.74) | 13,300.00 |
| 800 Miscellaneous | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| <i>Total Instructional Support (Library/Curriculum & Staff Dvlp)</i> | <i>2,441.75</i> | <i>2,441.75</i> | <i>14,550.18</i> | <i>(12,108.43)</i> | <i>103,629.00</i> |

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

July 31, 2024

| | Current | 2024-2025 | Budget | Variance | 2024-2025 |
|---|------------------|------------------|------------------|--------------------|-------------------|
| | Month | Y-T-D | Y-T-D | | Budget |
| 2310/2360-Administration (Board/CEO's Office/Legal & Accounting) | | | | | |
| 100 Salaries/Wages | 11,289.92 | 11,289.92 | 10,676.37 | 613.55 | 128,116.00 |
| 200 Benefits | 6,181.28 | 6,181.28 | 6,938.24 | (756.96) | 83,258.00 |
| 300 School Board Professional Development Services | 0.00 | 0.00 | 0.00 | 0.00 | 2,000.00 |
| 330 Legal & Accounting Services | 507.50 | 507.50 | 9,083.37 | (8,575.87) | 67,000.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 500 Other Services | 0.00 | 0.00 | 608.48 | (608.48) | 1,800.00 |
| 600 Supplies & Subscriptions | 79.43 | 79.43 | 415.33 | (335.90) | 4,980.00 |
| 800 Dues/Miscellaneous | 3,140.00 | 3,140.00 | 4,041.74 | (901.74) | 4,500.00 |
| | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| <i>Total Board/CEO's Office/Legal & Accounting</i> | <i>21,198.13</i> | <i>21,198.13</i> | <i>31,763.53</i> | <i>(10,565.40)</i> | <i>291,654.00</i> |
| | | | | | |
| 2380-Administration (Principal's Office) | | | | | |
| 100 Salaries/Wages | \$ 40,998.36 | \$ 40,998.36 | \$ 41,293.49 | (\$ 295.13) | \$ 495,521.00 |
| 200 Benefits | 14,327.16 | 14,327.16 | 16,704.48 | (2,377.32) | 200,452.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 154.22 | 154.22 | 879.24 | (725.02) | 6,850.00 |
| 500 Other Services | 0.00 | 0.00 | 375.22 | (375.22) | 4,500.00 |
| 600 Supplies & Subscriptions | 1,149.16 | 1,149.16 | 1,173.10 | (23.94) | 14,075.00 |
| 730 Capitalized Right To Use | 1,140.00 | 1,140.00 | 1,141.00 | (1.00) | 13,692.00 |
| 800 Miscellaneous | 51.22 | 51.22 | 200.00 | (148.78) | 3,000.00 |
| | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| <i>Total Principal's Office</i> | <i>57,820.12</i> | <i>57,820.12</i> | <i>61,766.53</i> | <i>(3,946.41)</i> | <i>738,090.00</i> |
| | | | | | |
| 2400-Pupil Health | | | | | |
| 100 Salaries/Wages | 2,600.00 | 2,600.00 | 4,000.00 | (1,400.00) | 153,312.00 |
| 200 Benefits | 1,108.86 | 1,108.86 | 1,702.00 | (593.14) | 99,175.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 1,500.00 |
| 500 Other Services | 0.00 | 0.00 | 0.00 | 0.00 | 500.00 |
| 600 Supplies & Subscriptions | 498.44 | 498.44 | 383.70 | 114.74 | 4,600.00 |
| | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| <i>Total Pupil Health</i> | <i>4,207.30</i> | <i>4,207.30</i> | <i>6,085.70</i> | <i>(1,878.40)</i> | <i>259,087.00</i> |
| | | | | | |
| 2500-Business | | | | | |
| 100 Salaries/Wages | 20,589.51 | 20,589.51 | 19,460.74 | 1,128.77 | 233,528.00 |
| 200 Benefits | 1,776.83 | 1,776.83 | 10,401.50 | (8,624.67) | 124,818.00 |
| 300 Contracted Professional & Technical Services | 1,270.92 | 1,270.92 | 2,200.00 | (929.08) | 23,500.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 0.00 | 0.00 | 920.11 | (920.11) | 8,880.00 |
| 500 Other Services | 125.00 | 125.00 | 183.37 | (58.37) | 2,200.00 |
| 600 Supplies & Subscriptions | 514.57 | 514.57 | 708.37 | (193.80) | 8,500.00 |
| 730 Capitalized Right To Use | 319.47 | 319.47 | 325.00 | (5.53) | 3,900.00 |
| 800 Taxes/Fees/Miscellaneous | 488.24 | 488.24 | 408.37 | 79.87 | 1,700.00 |
| | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| <i>Total Business</i> | <i>25,084.54</i> | <i>25,084.54</i> | <i>34,607.46</i> | <i>(9,522.92)</i> | <i>407,026.00</i> |

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

July 31, 2024

| | Current | | 2024-2025 | | Budget | | 2024-2025 |
|---|-------------------|----|-------------------|----|-------------------|--------------------|---------------------|
| | Month | | Y-T-D | | Y-T-D | Variance | Budget |
| 2600/2900-Plant Operations & Maintenance | | | | | | | |
| 100 Salaries/Wages | \$ 27,950.32 | \$ | 27,950.32 | \$ | 27,069.61 | \$ 880.71 | \$ 324,834.00 |
| 200 Benefits | 9,607.04 | | 9,607.04 | | 11,668.50 | (2,061.46) | 140,022.00 |
| 300 Contracted Professional & Technical Services | 5,222.92 | | 5,222.92 | | 7,041.74 | (1,818.82) | 191,815.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 4,248.99 | | 4,248.99 | | 6,184.03 | (1,935.04) | 174,700.00 |
| 500 Other Services | 66.25 | | 66.25 | | 133.37 | (67.12) | 1,600.00 |
| 520 Property Insurance | 4,749.82 | | 4,749.82 | | 4,466.74 | 283.08 | 53,600.00 |
| 538 Telecommunications | 1,329.74 | | 1,329.74 | | 1,416.74 | (87.00) | 17,000.00 |
| 600 Supplies & Subscriptions | 2,348.32 | | 2,348.32 | | 6,817.29 | (4,468.97) | 81,800.00 |
| 620 Utilities & Fuel | 5,110.83 | | 5,110.83 | | 7,933.37 | (2,822.54) | 97,500.00 |
| 730 Capitalized Right To Use | 60,630.56 | | 60,630.56 | | 60,630.73 | (0.17) | 727,567.00 |
| 800 Miscellaneous | 0.00 | | 0.00 | | 41.74 | (41.74) | 500.00 |
| 810 Property Taxes | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| | <hr/> | | <hr/> | | <hr/> | | <hr/> |
| <i>Total Plant Operations & Maintenance</i> | <i>121,264.79</i> | | <i>121,264.79</i> | | <i>133,403.86</i> | <i>(12,139.07)</i> | <i>1,810,938.00</i> |
| 2800-Central (Human Resources/Information & Data/Grant Administration) | | | | | | | |
| 100 Salaries/Wages | 6,699.87 | | 6,699.87 | | 6,335.75 | 364.12 | 338,168.00 |
| 200 Benefits | 3,130.92 | | 3,130.92 | | 3,068.62 | 62.30 | 59,498.00 |
| 300 Contracted Professional & Technical Services | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 360 Contracted Staff Development Services | 0.00 | | 0.00 | | 1,927.29 | (1,927.29) | 22,900.00 |
| 500 Other Services | 18.88 | | 18.88 | | 1,034.14 | (1,015.26) | 29,950.00 |
| 600 Supplies & Subscriptions | 1,299.53 | | 1,299.53 | | 2,067.18 | (767.65) | 29,950.00 |
| 730 Capitalized Right To Use Payments | 1,992.49 | | 1,992.49 | | 2,026.36 | (33.87) | 24,315.00 |
| 800 Miscellaneous | 30.00 | | 30.00 | | 166.74 | (136.74) | 2,000.00 |
| | <hr/> | | <hr/> | | <hr/> | | <hr/> |
| <i>Total Central (HR/Information & Data/Grants)</i> | <i>13,171.69</i> | | <i>13,171.69</i> | | <i>16,626.08</i> | <i>(3,454.39)</i> | <i>506,781.00</i> |
| Non-Instructional Services | | | | | | | |
| 3200/3300/3400-Student Activities & Community Services | | | | | | | |
| 100 Salaries/Wages | 0.00 | | 0.00 | | 0.00 | 0.00 | 23,920.00 |
| 200 Benefits | 0.00 | | 0.00 | | 0.00 | 0.00 | 7,138.00 |
| 300 Contracted Professional & Technical Services | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 500 Other Services | 0.00 | | 0.00 | | 250.00 | (250.00) | 4,000.00 |
| 600 Supplies/Books/Subscriptions | 2,079.92 | | 2,079.92 | | 2,000.00 | 79.92 | 19,500.00 |
| 800 Fundraisers/Fees/Miscellaneous | 0.00 | | 0.00 | | 2,000.00 | (2,000.00) | 10,505.00 |
| | <hr/> | | <hr/> | | <hr/> | | <hr/> |
| <i>Total Student Activities & Community Services</i> | <i>2,079.92</i> | | <i>2,079.92</i> | | <i>4,250.00</i> | <i>(2,170.08)</i> | <i>65,063.00</i> |

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

July 31, 2024

| | Current | | 2024-2025 | | Budget | | 2024-2025 |
|---|----------------------|-----------|----------------------|-----------|----------------------|-----------------------|------------------------|
| | Month | | Y-T-D | | Y-T-D | Variance | Budget |
| 3100-Food Services | | | | | | | |
| 100 Salaries/Wages | \$ 12,210.37 | \$ | \$ 12,210.37 | \$ | \$ 9,000.00 | \$ 3,210.37 | \$ 201,126.00 |
| 200 Benefits | 4,883.47 | | 4,883.47 | | 9,000.00 | (4,116.53) | 72,676.00 |
| 300 Contracted Professional & Technical Services | 349.00 | | 349.00 | | 500.00 | (151.00) | 6,000.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 0.00 | | 0.00 | | 433.37 | (433.37) | 5,200.00 |
| 500 Other Services | 928.56 | | 928.56 | | 1,000.00 | (71.44) | 1,000.00 |
| 600 Supplies & Subscriptions | 1,340.33 | | 1,340.33 | | 4,278.36 | (2,938.03) | 50,700.00 |
| 630 Food & Dairy | 895.53 | | 895.53 | | 10,166.74 | (9,271.21) | 396,000.00 |
| 800 Miscellaneous | 0.00 | | 0.00 | | 100.00 | (100.00) | 100.00 |
| | <hr/> | | <hr/> | | <hr/> | | <hr/> |
| <i>Total Food Services</i> | <i>20,607.26</i> | | <i>20,607.26</i> | | <i>34,478.47</i> | <i>(13,871.21)</i> | <i>732,802.00</i> |
| Other Expenditures & Financing Uses | | | | | | | |
| 5110/5140/9200-Debt Service & Financing Uses | | | | | | | |
| 700 Leases/Right To Use | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 770 Amortization | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 810 Fees | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 830 Interest | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 910 Principal | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 913 Lease Payments | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 914 Other Right To Use Payments | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 000 Proceeds | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| | <hr/> | | <hr/> | | <hr/> | | <hr/> |
| <i>Total Debt Service & Financing Uses</i> | <i>0.00</i> | | <i>0.00</i> | | <i>0.00</i> | <i>0.00</i> | <i>0.00</i> |
| | <hr/> | | <hr/> | | <hr/> | | <hr/> |
| Total Expenses | 405,092.32 | | 405,092.32 | | 508,539.86 | (103,447.54) | 10,912,188.00 |
| | <hr/> | | <hr/> | | <hr/> | | <hr/> |
| Net Operating Income (Loss) | \$ 378,815.73 | \$ | \$ 378,815.73 | \$ | \$ 389,361.36 | (\$ 10,545.63) | (\$ 224,229.00) |
| | <hr/> | | <hr/> | | <hr/> | | <hr/> |

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

July 31, 2024

| | Current Month | 2024-2025 Y-T-D | Budget Y-T-D | Variance | 2024-2025 Budget |
|--|--------------------------|----------------------------|-------------------------|-------------------------|-----------------------------|
| Capital Outlay (450/700) | | | | | |
| 1000 Instructional-Equipment & Furniture | \$ 0.00 | \$ 0.00 | \$ 18,100.00 | (\$ 18,100.00) | \$ 35,600.00 |
| 2100 Student Support-Equipment & Furniture | 0.00 | 0.00 | 1,800.00 | (1,800.00) | 1,800.00 |
| 2200 Instructional Staff Support-Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2300 Administrative-Equipment & Furniture | 0.00 | 0.00 | 2,400.00 | (2,400.00) | 2,400.00 |
| 2400 Health-Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2500 Business-Equipment & Furniture | 0.00 | 0.00 | 1,800.00 | (1,800.00) | 1,800.00 |
| 2600 Plant Operations-Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2800 Central Services-Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3100 Food Service- Equipment & Furniture | 0.00 | 0.00 | 3,000.00 | (3,000.00) | 3,000.00 |
| 3200 NonInstructional Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000 Facilities Acquisition/Construction/Improvements | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| <i>Total Capital Outlay</i> | <i>0.00</i> | <i>0.00</i> | <i>27,100.00</i> | <i>(27,100.00)</i> | <i>44,600.00</i> |
| Total Net Income (Loss) | \$ 378,815.73 | \$ 378,815.73 | \$ 362,261.36 | \$ 16,554.37 (\$ | 268,829.00) |

ROBERTO CLEMENTE CHARTER SCHOOL**Financial Report for the Month Ending****July 31, 2024****ASSETS****Current Assets***Cash*

| | | | |
|------------------------|----|-------------------|---------------------|
| Main Operating Account | \$ | 565,662.36 | |
| Auxiliary Account | | 7,762.08 | |
| Payroll Account | | 469,062.30 | |
| HIC Account | | 21,046.41 | |
| Executive Account | | 736.03 | |
| Principals' Accounts | | 1,191.30 | |
| Money Market Accounts | | 2,167,496.41 | |
| Petty Cash | | <u>1,200.00</u> | |
| | | <i>Total Cash</i> | <i>3,234,156.89</i> |

Accounts Receivable

| | | | |
|--------------------|--|----------------------------------|---------------------|
| School Districts | | 1,498,771.75 | |
| State Government | | 70.86 | |
| Federal Government | | 2,366.74 | |
| Other | | <u>0.00</u> | |
| | | <i>Total Accounts Receivable</i> | <i>1,501,209.35</i> |

Other Current Assets

| | | | |
|---|--|-----------------------------------|-------------------|
| Deposits | | 0.00 | |
| Capital Contribution- Pareto | | 65,419.41 | |
| Accrued Revenue | | 408,799.46 | |
| PrePaid Expenses | | 52,307.98 | |
| Food Service PrePaid Expenses & Accrued Revenue | | 0.00 | |
| Agency Fund-Cash Accounts (Students) | | <u>174.14</u> | |
| | | <i>Total Other Current Assets</i> | <i>526,700.99</i> |

Fixed Assets*Buildings & Equipment*

| | | | |
|---|--|--|---------------------|
| 131 Hamilton Street Building (Administration) | | 1,148,775.87 | |
| 850 N 5th Street Building (Elementary School) | | 566,149.67 | |
| 136 S 4th Street Building (Secondary School) | | 864,312.28 | |
| Construction In Progress | | 0.00 | |
| Computer Equipment | | 1,056,531.76 | |
| Furniture & Equipment | | 1,045,434.59 | |
| Accumulated Depreciation | | (2,677,592.74) | |
| Food Service Equipment & Furniture | | 59,796.71 | |
| Food Service Accumulated Depreciation | | (46,126.94) | |
| Building Leases | | 4,923,720.78 | |
| Equipment Leases | | 130,144.29 | |
| Other Right-To-Use Assets | | 129,764.36 | |
| Accumulated Amortization | | <u>(1,332,736.33)</u> | |
| | | <i>Total Buildings & Equipment</i> | <i>5,868,174.30</i> |

Total Assets**\$ 11,130,241.53**

ROBERTO CLEMENTE CHARTER SCHOOL**Financial Report for the Month Ending****July 31, 2024****LIABILITIES AND CAPITAL****Liabilities****Current Liabilities***Short-Term Payables*

| | | | |
|-----------------------------------|----|------------|-------------------|
| Accounts Payable | \$ | 69,465.72 | |
| PSERS-Employer Contributions | | 235,379.66 | |
| 403 B-Employer Contributions | | 0.00 | |
| Payroll Taxes & Deductions | | (62.05) | |
| Retirement-Employee Contributions | | 0.00 | |
| | | <hr/> | |
| <i>Total Short-Term Payables</i> | | | <i>304,783.33</i> |

Accrued Expenses & Other Current Liabilities

| | | | |
|---|--|------------|-------------------|
| Accrued Salaries & Benefits | | 211,428.39 | |
| Other Accrued Expenses | | 0.00 | |
| Interfund Payable | | 0.00 | |
| UnEarned Revenue | | 0.00 | |
| Deposits | | 0.00 | |
| Scholarship Funds | | 2,010.00 | |
| | | <hr/> | |
| <i>Total Accrued Expenses & Other Current Liabilities</i> | | | <i>213,438.39</i> |

NonCurrent Liabilities

| | | | |
|-------------------------------------|--|--------------|---------------------|
| Lease Obligations-Buildings | | 3,166,638.13 | |
| Lease Obligations-Equipment | | 34,894.65 | |
| Other Right To Use Obligations | | 19,543.70 | |
| | | <hr/> | |
| <i>Total NonCurrent Liabilities</i> | | | <i>3,221,076.48</i> |

Total Liabilities 3,739,298.20

Capital**Assigned General Funds**

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

Other Fund Balances & Net Positions

| | | | |
|---|--|--------------|---------------------|
| Non-Spendable | | 52,307.98 | |
| Net Investment In Capital Assets & Right To Use | | 2,623,188.82 | |
| Agency Funds (Students) | | 174.14 | |
| UnAssigned General Funds | | 1,326,316.48 | |
| Net Income (Loss) | | 378,815.73 | |
| | | <hr/> | |
| <i>Total Other Fund Balances & Net Position</i> | | | <i>4,380,803.15</i> |

Total Capital 7,390,943.33

Total Liabilities & Capital \$ 11,130,241.53

ROBERTO CLEMENTE CHARTER SCHOOL

Financial Report for the Month Ending

July 31, 2024

PA PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM:

DEFERRED OUTFLOW OF RESOURCES

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

DEFERRED INFLOW OF RESOURCES/LIABILITIES & NET POSITION

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

Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024

| | Current Month | 2024-2025 Y-T-D | Budget Y-T-D | Variance | 2024-2025 Budget |
|--|--------------------------|----------------------------|-------------------------|---------------------|-----------------------------|
| Revenue-General Fund | | | | | |
| 6000/9000 Local Sources & Other Sources | | | | | |
| 6500 Interest | \$ 3,171.83 | \$ 6,655.49 | \$ 2,500.00 | \$ 4,155.49 | \$ 15,000.00 |
| 6700 Student Activities | 0.00 | 0.00 | 0.00 | 0.00 | 6,000.00 |
| 6832 PassThru Federal Funds (IU) | 0.00 | 0.00 | 0.00 | 0.00 | 53,948.00 |
| 6920 Other Local Grants & Contributions | 0.00 | 0.00 | 0.00 | 0.00 | 1,505.00 |
| 6944 Regular Education Subsidies | 527,518.24 | 1,073,582.81 | 1,129,000.00 | (55,417.19) | 6,714,460.00 |
| 6944 Special Education Subsidies | 148,549.98 | 300,394.42 | 327,000.00 | (26,605.58) | 1,977,118.00 |
| 6990 Miscellaneous | 508.22 | 612.12 | 133.40 | 478.72 | 2,000.00 |
| 9000 Other Sources | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| <i>Total Local Sources</i> | <i>679,748.27</i> | <i>1,381,244.84</i> | <i>1,458,633.40</i> | <i>(77,388.56)</i> | <i>8,770,031.00</i> |
| 7000 State Sources | | | | | |
| 7200 Specific Educational Programs | 0.00 | 200.00 | 0.00 | 200.00 | 0.00 |
| 7320 Lease Reimbursement | 0.00 | 0.00 | 0.00 | 0.00 | 96,000.00 |
| 7330 Health Services Reimbursement | 0.00 | 0.00 | 0.00 | 0.00 | 11,000.00 |
| 7360 Safe Schools | 2,956.05 | 5,862.41 | 3,459.10 | 2,403.31 | 69,182.00 |
| 7505 Ready To Learn Grant | 1,186.02 | 1,186.02 | 0.00 | 1,186.02 | 28,546.00 |
| <i>Total State Sources</i> | <i>4,142.07</i> | <i>7,248.43</i> | <i>3,459.10</i> | <i>3,789.33</i> | <i>204,728.00</i> |
| 8000 Federal Sources | | | | | |
| 8514 Title I | 17,479.24 | 17,479.24 | 44,546.91 | (27,067.67) | 523,914.00 |
| 8515 Title II | 10,815.64 | 10,815.64 | 5,000.00 | 5,815.64 | 37,088.00 |
| 8516 Title III | 0.00 | 0.00 | 1,053.00 | (1,053.00) | 32,870.00 |
| 8517 Title IV | 0.00 | 1,182.26 | 525.00 | 657.26 | 38,560.00 |
| 8700 ESSER | 46,107.85 | 121,774.23 | 309,473.30 | (187,699.07) | 447,068.00 |
| <i>Total Federal Sources</i> | <i>74,402.73</i> | <i>151,251.37</i> | <i>360,598.21</i> | <i>(209,346.84)</i> | <i>1,079,500.00</i> |
| Food Service | | | | | |
| 6620 Sales | 801.55 | 820.43 | 585.00 | 235.43 | 11,700.00 |
| 6920 Local Grants & Contributions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6990 Miscellaneous | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7600 State Sources | 273.96 | 344.82 | 1,400.00 | (1,055.18) | 21,000.00 |
| 8531 Federal Sources | 9,210.40 | 11,577.14 | 30,425.00 | (18,847.86) | 601,000.00 |
| <i>Total Food Service</i> | <i>10,285.91</i> | <i>12,742.39</i> | <i>32,410.00</i> | <i>(19,667.61)</i> | <i>633,700.00</i> |
| Total Revenue | 768,578.98 | 1,552,487.03 | 1,855,100.71 | (302,613.68) | 10,687,959.00 |

Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024

| | Current | | 2024-2025 | | Budget | | 2024-2025 |
|--|---|----|-------------------|-------------------|-------------------|--------------------|---------------------|
| | Month | | Y-T-D | | Y-T-D | Variance | Budget |
| Expenses-General Fund | | | | | | | |
| Instructional Services | | | | | | | |
| 1100-Regular Programs | | | | | | | |
| 100 Salaries/Wages | \$ 124,860.22 | \$ | 124,860.22 | \$ | 139,396.85 | (\$ 14,536.63) | \$ 2,787,937.00 |
| 200 Benefits | 62,135.95 | | 62,135.95 | | 65,064.05 | (2,928.10) | 1,301,281.00 |
| 300 Contracted Professional & Technical Services | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 0.00 | | 0.00 | | 1,333.40 | (1,333.40) | 8,000.00 |
| 500 Other Services | 0.00 | | 1,495.00 | | 949.50 | 545.50 | 9,495.00 |
| 600 Supplies/Books/Subscriptions | 33,351.78 | | 51,356.96 | | 27,965.40 | 23,391.56 | 167,791.00 |
| 730 Capitalized Right To Use | 1,925.06 | | 3,850.12 | | 3,892.00 | (41.88) | 23,352.00 |
| 800 Fees/Miscellaneous | 0.00 | | 0.00 | | 650.00 | (650.00) | 6,500.00 |
| | <i>Total Regular Programs</i> | | <i>222,273.01</i> | <i>243,698.25</i> | <i>239,251.20</i> | <i>4,447.05</i> | <i>4,304,356.00</i> |
| 1200-Special Programs | | | | | | | |
| 100 Salaries/Wages | 9,050.00 | | 12,970.00 | | 25,016.25 | (12,046.25) | 348,325.00 |
| 200 Benefits | 2,237.04 | | 3,057.90 | | 9,297.70 | (6,239.80) | 139,252.00 |
| 300 Contracted Professional & Technical Services | 0.00 | | 0.00 | | 5,000.00 | (5,000.00) | 10,000.00 |
| 500 Other Services | 0.00 | | 0.00 | | 25.00 | (25.00) | 500.00 |
| 600 Supplies/Books/Subscriptions | 1,915.83 | | 1,915.83 | | 1,267.20 | 648.63 | 7,600.00 |
| | <i>Total Special Programs</i> | | <i>13,202.87</i> | <i>17,943.73</i> | <i>40,606.15</i> | <i>(22,662.42)</i> | <i>505,677.00</i> |
| 1400/1691/1700-Other Programs & Adult Education | | | | | | | |
| 100 Salaries/Wages | 1,942.50 | | 41,121.25 | | 70,000.00 | (28,878.75) | 81,900.00 |
| 200 Benefits | 260.72 | | 7,897.98 | | 19,670.00 | (11,772.02) | 23,083.00 |
| 300 Contracted Professional & Technical Services | 0.00 | | 750.00 | | 1,500.00 | (750.00) | 1,500.00 |
| 500 Other Services | 0.00 | | 0.00 | | 0.00 | 0.00 | 0.00 |
| 566 Tuition/Higher Education | 0.00 | | 0.00 | | 0.00 | 0.00 | 14,000.00 |
| 600 Supplies/Books/Subscriptions | 0.00 | | 0.00 | | 0.00 | 0.00 | 6,000.00 |
| | <i>Total Other Programs & Adult Education</i> | | <i>2,203.22</i> | <i>49,769.23</i> | <i>91,170.00</i> | <i>(41,400.77)</i> | <i>126,483.00</i> |

Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024

| | Current Month | 2024-2025 Y-T-D | Budget Y-T-D | Variance | 2024-2025 Budget |
|---|--------------------------|----------------------------|-------------------------|-------------------|-----------------------------|
| Support Services | | | | | |
| 2100-Student Support (Guidance/Social Svc/Child Accounting/Special Ed Support) | | | | | |
| 100 Salaries/Wages | \$ 15,973.87 | \$ 24,257.91 | \$ 23,626.40 | \$ 631.51 | 253,178.00 |
| 200 Benefits | (11,262.21) | 9,629.40 | 12,035.55 | (2,406.15) | 94,676.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 336 Contracted Evaluations & Special Ed Services | 0.00 | 0.00 | 0.00 | 0.00 | 250,000.00 |
| 500 Other Services | 0.00 | 0.00 | 683.40 | (683.40) | 3,400.00 |
| 600 Supplies & Subscriptions | 403.42 | 1,033.90 | 2,684.00 | (1,650.10) | 17,350.00 |
| <i>Total Student Support</i> | <i>5,115.08</i> | <i>34,921.21</i> | <i>39,029.35</i> | <i>(4,108.14)</i> | <i>618,604.00</i> |
| 2200-Instructional Support (Technology) | | | | | |
| 100 Salaries/Wages | 22,548.20 | 45,068.08 | 44,813.50 | 254.58 | 268,881.00 |
| 200 Benefits | 13,411.21 | 23,792.38 | 25,802.90 | (2,010.52) | 154,817.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 400 Equipment-Maintenance/Repairs/Rentals | 0.00 | 0.00 | 1,000.00 | (1,000.00) | 2,000.00 |
| 500 Other Services | 0.00 | 0.00 | 166.70 | (166.70) | 1,000.00 |
| 600 Supplies & Subscriptions | 45.27 | 551.60 | 2,466.90 | (1,915.30) | 14,800.00 |
| 730 Capitalized Right To Use | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 800 Miscellaneous | 0.00 | 0.00 | 83.40 | (83.40) | 500.00 |
| <i>Total Instructional Support (Technology)</i> | <i>36,004.68</i> | <i>69,412.06</i> | <i>74,333.40</i> | <i>(4,921.34)</i> | <i>441,998.00</i> |
| 2200-Instructional Support (Library/Curriculum Development/Staff Development) | | | | | |
| 100 Salaries/Wages | 990.00 | 2,410.00 | 7,680.00 | (5,270.00) | 16,520.00 |
| 200 Benefits | 417.78 | 1,022.79 | 1,936.00 | (913.21) | 4,309.00 |
| 240 Tuition Reimbursement | 8,100.00 | 8,100.00 | 4,000.00 | 4,100.00 | 24,000.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 360 Contracted Staff Development | 0.00 | 0.00 | 1,291.70 | (1,291.70) | 35,250.00 |
| 400 Equipment-Maintenance/Repairs/Rentals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 500 Other Services | 0.00 | 0.00 | 166.80 | (166.80) | 2,900.00 |
| 600 Library Supplies & Subscriptions | 0.00 | 0.00 | 858.50 | (858.50) | 7,350.00 |
| 600 Curriculum Development Supplies & Subscriptions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 600 Staff Development Supplies & Subscriptions | 2,501.79 | 2,918.53 | 6,666.80 | (3,748.27) | 13,300.00 |
| 800 Miscellaneous | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| <i>Total Instructional Support (Library/Curriculum & Staff Dvlp)</i> | <i>12,009.57</i> | <i>14,451.32</i> | <i>22,599.80</i> | <i>(8,148.48)</i> | <i>103,629.00</i> |

Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024

| | Current Month | 2024-2025 Y-T-D | Budget Y-T-D | Variance | 2024-2025 Budget |
|---|--------------------------|----------------------------|-------------------------|--------------------|-----------------------------|
| 2310/2360-Administration (Board/CEO's Office/Legal & Accounting) | | | | | |
| 100 Salaries/Wages | \$ 10,799.05 | \$ 22,088.97 | \$ 21,352.70 | \$ 736.27 | 128,116.00 |
| 200 Benefits | 7,637.34 | 13,818.62 | 13,876.40 | (57.78) | 83,258.00 |
| 300 School Board Professional Development Services | 0.00 | 0.00 | 0.00 | 0.00 | 2,000.00 |
| 330 Legal & Accounting Services | 0.00 | 507.50 | 12,416.70 | (11,909.20) | 67,000.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 500 Other Services | 0.00 | 0.00 | 716.80 | (716.80) | 1,800.00 |
| 600 Supplies & Subscriptions | 195.19 | 274.62 | 830.30 | (555.68) | 4,980.00 |
| 800 Dues/Miscellaneous | 0.00 | 3,140.00 | 4,083.40 | (943.40) | 4,500.00 |
| <i>Total Board/CEO's Office/Legal & Accounting</i> | <i>18,631.58</i> | <i>39,829.71</i> | <i>53,276.30</i> | <i>(13,446.59)</i> | <i>291,654.00</i> |
| 2380-Administration (Principal's Office) | | | | | |
| 100 Salaries/Wages | 42,463.69 | 83,462.05 | 82,586.90 | 875.15 | 495,521.00 |
| 200 Benefits | 14,225.90 | 28,553.06 | 33,408.80 | (4,855.74) | 200,452.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 113.22 | 267.44 | 1,295.90 | (1,028.46) | 6,850.00 |
| 500 Other Services | 268.50 | 268.50 | 750.20 | (481.70) | 4,500.00 |
| 600 Supplies & Subscriptions | 92.23 | 1,241.39 | 2,346.00 | (1,104.61) | 14,075.00 |
| 730 Capitalized Right To Use | 1,140.00 | 2,280.00 | 2,282.00 | (2.00) | 13,692.00 |
| 800 Miscellaneous | 0.00 | 51.22 | 400.00 | (348.78) | 3,000.00 |
| <i>Total Principal's Office</i> | <i>58,303.54</i> | <i>116,123.66</i> | <i>123,069.80</i> | <i>(6,946.14)</i> | <i>738,090.00</i> |
| 2400-Pupil Health | | | | | |
| 100 Salaries/Wages | 6,550.00 | 9,150.00 | 11,465.60 | (2,315.60) | 153,312.00 |
| 200 Benefits | 3,536.23 | 4,645.09 | 6,575.65 | (1,930.56) | 99,175.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 1,500.00 |
| 500 Other Services | 0.00 | 0.00 | 50.00 | (50.00) | 500.00 |
| 600 Supplies & Subscriptions | 535.55 | 1,033.99 | 767.00 | 266.99 | 4,600.00 |
| <i>Total Pupil Health</i> | <i>10,621.78</i> | <i>14,829.08</i> | <i>18,858.25</i> | <i>(4,029.17)</i> | <i>259,087.00</i> |
| 2500-Business | | | | | |
| 100 Salaries/Wages | 19,713.58 | 40,303.09 | 38,921.40 | 1,381.69 | 233,528.00 |
| 200 Benefits | 9,762.95 | 11,539.78 | 20,803.00 | (9,263.22) | 124,818.00 |
| 300 Contracted Professional & Technical Services | 1,823.97 | 3,094.89 | 3,400.00 | (305.11) | 23,500.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 1,380.00 | 1,380.00 | 1,570.10 | (190.10) | 8,880.00 |
| 500 Other Services | 125.00 | 250.00 | 366.70 | (116.70) | 2,200.00 |
| 600 Supplies & Subscriptions | 368.04 | 882.61 | 1,416.70 | (534.09) | 8,500.00 |
| 730 Capitalized Right To Use | 319.47 | 638.94 | 650.00 | (11.06) | 3,900.00 |
| 800 Taxes/Fees/Miscellaneous | 25.00 | 513.24 | 516.70 | (3.46) | 1,700.00 |
| <i>Total Business</i> | <i>33,518.01</i> | <i>58,602.55</i> | <i>67,644.60</i> | <i>(9,042.05)</i> | <i>407,026.00</i> |

Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024

| | Current | 2024-2025 | Budget | | 2024-2025 |
|---|-------------------|-------------------|-------------------|-------------------|---------------------|
| | Month | Y-T-D | Y-T-D | Variance | Budget |
| 2600/2900-Plant Operations & Maintenance | | | | | |
| 100 Salaries/Wages | \$ 30,231.26 | \$ 58,181.58 | \$ 54,139.10 | \$ 4,042.48 | \$ 324,834.00 |
| 200 Benefits | 103,967.03 | 113,574.07 | 23,337.00 | 90,237.07 | 140,022.00 |
| 300 Contracted Professional & Technical Services | 2,025.66 | 7,248.58 | 12,083.40 | (4,834.82) | 191,815.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 4,386.47 | 8,635.46 | 12,367.30 | (3,731.84) | 174,700.00 |
| 500 Other Services | 108.65 | 174.90 | 266.70 | (91.80) | 1,600.00 |
| 520 Property Insurance | 4,749.72 | 9,499.54 | 8,933.40 | 566.14 | 53,600.00 |
| 538 Telecommunications | 1,327.52 | 2,657.26 | 2,833.40 | (176.14) | 17,000.00 |
| 600 Supplies & Subscriptions | 13,117.51 | 15,465.83 | 13,633.90 | 1,831.93 | 81,800.00 |
| 620 Utilities & Fuel | 5,158.06 | 10,268.89 | 15,566.70 | (5,297.81) | 97,500.00 |
| 730 Capitalized Right To Use | 60,630.56 | 121,261.12 | 121,261.30 | (0.18) | 727,567.00 |
| 800 Miscellaneous | 0.00 | 0.00 | 83.40 | (83.40) | 500.00 |
| 810 Property Taxes | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | <hr/> | | | | |
| <i>Total Plant Operations & Maintenance</i> | <i>225,702.44</i> | <i>346,967.23</i> | <i>264,505.60</i> | <i>82,461.63</i> | <i>1,810,938.00</i> |
| 2800-Central (Human Resources/Information & Data/Grant Administration) | | | | | |
| 100 Salaries/Wages | 6,408.58 | 13,108.45 | 12,671.50 | 436.95 | 338,168.00 |
| 200 Benefits | 6,822.56 | 9,953.48 | 6,137.20 | 3,816.28 | 59,498.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 360 Contracted Staff Development Services | 700.00 | 700.00 | 3,853.90 | (3,153.90) | 22,900.00 |
| 500 Other Services | 1,009.68 | 1,028.56 | 2,067.40 | (1,038.84) | 29,950.00 |
| 600 Supplies & Subscriptions | 1,429.45 | 2,728.98 | 4,083.80 | (1,354.82) | 29,950.00 |
| 730 Capitalized Right To Use Payments | 1,992.41 | 3,984.90 | 4,052.60 | (67.70) | 24,315.00 |
| 800 Miscellaneous | 800.00 | 830.00 | 333.40 | 496.60 | 2,000.00 |
| | <hr/> | | | | |
| <i>Total Central (HR/Information & Data/Grants)</i> | <i>19,162.68</i> | <i>32,334.37</i> | <i>33,199.80</i> | <i>(865.43)</i> | <i>506,781.00</i> |
| Non-Instructional Services | | | | | |
| 3200/3300/3400-Student Activities & Community Services | | | | | |
| 100 Salaries/Wages | 0.00 | 0.00 | 0.00 | 0.00 | 23,920.00 |
| 200 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 7,138.00 |
| 300 Contracted Professional & Technical Services | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 500 Other Services | 0.00 | 0.00 | 650.00 | (650.00) | 4,000.00 |
| 600 Supplies/Books/Subscriptions | 0.00 | 2,079.92 | 5,250.00 | (3,170.08) | 19,500.00 |
| 800 Fundraisers/Fees/Miscellaneous | 0.00 | 0.00 | 2,300.00 | (2,300.00) | 10,505.00 |
| | <hr/> | | | | |
| <i>Total Student Activities & Community Services</i> | <i>0.00</i> | <i>2,079.92</i> | <i>8,200.00</i> | <i>(6,120.08)</i> | <i>65,063.00</i> |

Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024

| | Current | 2024-2025 | Budget | | 2024-2025 |
|---|---------------------|----------------------|----------------------|------------------------|------------------------|
| | Month | Y-T-D | Y-T-D | Variance | Budget |
| 3100-Food Services | | | | | |
| 100 Salaries/Wages | \$ 15,093.21 | \$ 27,303.58 | \$ 18,000.00 | \$ 9,303.58 | 201,126.00 |
| 200 Benefits | 5,163.69 | 10,047.16 | 18,000.00 | (7,952.84) | 72,676.00 |
| 300 Contracted Professional & Technical Services | 770.00 | 1,119.00 | 1,050.00 | 69.00 | 6,000.00 |
| 400 Property Services-Maintenance/Repairs/Rentals | 556.00 | 556.00 | 866.70 | (310.70) | 5,200.00 |
| 500 Other Services | (224.99) | 703.57 | 1,000.00 | (296.43) | 1,000.00 |
| 600 Supplies & Subscriptions | 12,167.53 | 13,507.86 | 10,556.36 | 2,951.50 | 50,700.00 |
| 630 Food & Dairy | 23,304.69 | 24,200.22 | 43,683.40 | (19,483.18) | 396,000.00 |
| 800 Miscellaneous | 0.00 | 0.00 | 100.00 | (100.00) | 100.00 |
| | <hr/> | | | | |
| <i>Total Food Services</i> | <i>56,830.13</i> | <i>77,437.39</i> | <i>93,256.46</i> | <i>(15,819.07)</i> | <i>732,802.00</i> |
| | | | | | |
| Other Expenditures & Financing Uses | | | | | |
| 5110/5140/9200-Debt Service & Financing Uses | | | | | |
| 700 Leases/Right To Use | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 770 Amortization | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 810 Fees | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 830 Interest | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 910 Principal | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 913 Lease Payments | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 914 Other Right To Use Payments | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 000 Proceeds | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | <hr/> | | | | |
| <i>Total Debt Service & Financing Uses</i> | <i>0.00</i> | <i>0.00</i> | <i>0.00</i> | <i>0.00</i> | <i>0.00</i> |
| | | | | | |
| Total Expenses | 713,578.59 | 1,118,399.71 | 1,169,000.71 | (50,601.00) | 10,912,188.00 |
| <hr/> | | | | | |
| Net Operating Income (Loss) | \$ 55,000.39 | \$ 434,087.32 | \$ 686,100.00 | (\$ 252,012.68) | (\$ 224,229.00) |
| <hr/> | | | | | |

Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024

| | Current Month | 2024-2025 Y-T-D | Budget Y-T-D | Variance | 2024-2025 Budget |
|--|--------------------------|----------------------------|-------------------------|------------------------|-----------------------------|
| Capital Outlay (450/700) | | | | | |
| 1000 Instructional-Equipment & Furniture | \$ 0.00 | \$ 0.00 | \$ 18,100.00 | (\$ 18,100.00) | \$ 35,600.00 |
| 2100 Student Support-Equipment & Furniture | 0.00 | 0.00 | 1,800.00 | (1,800.00) | 1,800.00 |
| 2200 Instructional Staff Support-Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2300 Administrative-Equipment & Furniture | 0.00 | 0.00 | 2,400.00 | (2,400.00) | 2,400.00 |
| 2400 Health-Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2500 Business-Equipment & Furniture | 0.00 | 0.00 | 1,800.00 | (1,800.00) | 1,800.00 |
| 2600 Plant Operations-Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2800 Central Services-Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3100 Food Service- Equipment & Furniture | 2,478.99 | 2,478.99 | 3,000.00 | (521.01) | 3,000.00 |
| 3200 NonInstructional Equipment & Furniture | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000 Facilities Acquisition/Construction/Improvements | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| <i>Total Capital Outlay</i> | <i>2,478.99</i> | <i>2,478.99</i> | <i>27,100.00</i> | <i>(24,621.01)</i> | <i>44,600.00</i> |
| Total Net Income (Loss) | \$ 52,521.40 | \$ 431,608.33 | \$ 659,000.00 | (\$ 227,391.67) | (\$ 268,829.00) |

Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024

ASSETS

Current Assets

Cash

| | | | |
|------------------------|----|--------------|--------------|
| Main Operating Account | \$ | 1,070,635.36 | |
| Auxiliary Account | | 7,105.96 | |
| Payroll Account | | 286,353.37 | |
| HIC Account | | 35,563.15 | |
| Executive Account | | 982.63 | |
| Principals' Accounts | | 1,836.92 | |
| Money Market Accounts | | 2,170,668.24 | |
| Petty Cash | | 1,200.00 | |
| | | | |
| <i>Total Cash</i> | | | 3,574,345.63 |

Accounts Receivable

| | | | |
|----------------------------------|--|--------------|--------------|
| School Districts | | 1,348,141.87 | |
| State Government | | 273.96 | |
| Federal Government | | 9,210.40 | |
| Other | | 0.00 | |
| | | | |
| <i>Total Accounts Receivable</i> | | | 1,357,626.23 |

Other Current Assets

| | | | |
|---|--|------------|------------|
| Deposits | | 0.00 | |
| Capital Contribution- Pareto | | 65,419.41 | |
| Accrued Revenue | | 202,826.79 | |
| PrePaid Expenses | | 39,773.18 | |
| Food Service PrePaid Expenses & Accrued Revenue | | 0.00 | |
| Agency Fund-Cash Accounts (Students) | | 174.14 | |
| | | | |
| <i>Total Other Current Assets</i> | | | 308,193.52 |

Fixed Assets

Buildings & Equipment

| | | | |
|---|--|----------------|--------------|
| 131 Hamilton Street Building (Administration) | | 1,148,775.87 | |
| 850 N 5th Street Building (Elementary School) | | 566,149.67 | |
| 136 S 4th Street Building (Secondary School) | | 864,312.28 | |
| Construction In Progress | | 0.00 | |
| Computer Equipment | | 1,056,531.76 | |
| Furniture & Equipment | | 1,045,434.59 | |
| Accumulated Depreciation | | (2,677,592.74) | |
| Food Service Equipment & Furniture | | 62,275.70 | |
| Food Service Accumulated Depreciation | | (46,126.94) | |
| Building Leases | | 4,923,720.78 | |
| Equipment Leases | | 130,144.29 | |
| Other Right-To-Use Assets | | 129,764.36 | |
| Accumulated Amortization | | (1,332,736.33) | |
| | | | |
| <i>Total Buildings & Equipment</i> | | | 5,870,653.29 |

Total Assets

\$ 11,110,818.67

**Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024**

LIABILITIES AND CAPITAL

Liabilities

Current Liabilities

Short-Term Payables

| | | | |
|-----------------------------------|----|------------|------------|
| Accounts Payable | \$ | 131,197.84 | |
| PSERS-Employer Contributions | | 104,214.65 | |
| 403 B-Employer Contributions | | 0.00 | |
| Payroll Taxes & Deductions | | (62.05) | |
| Retirement-Employee Contributions | | 10,839.12 | |
| | | 10,839.12 | |
| <i>Total Short-Term Payables</i> | | | 246,189.56 |

Accrued Expenses & Other Current Liabilities

| | | | |
|---|--|------------|------------|
| Accrued Salaries & Benefits | | 120,035.22 | |
| Other Accrued Expenses | | 0.00 | |
| Interfund Payable | | 0.00 | |
| UnEarned Revenue | | 73,300.08 | |
| Deposits | | 0.00 | |
| Scholarship Funds | | 2,010.00 | |
| | | 2,010.00 | |
| <i>Total Accrued Expenses & Other Current Liabilities</i> | | | 195,345.30 |

NonCurrent Liabilities

| | | | |
|-------------------------------------|--|--------------|--------------|
| Lease Obligations-Buildings | | 3,106,007.57 | |
| Lease Obligations-Equipment | | 31,510.12 | |
| Other Right To Use Obligations | | 19,543.70 | |
| | | 19,543.70 | |
| <i>Total NonCurrent Liabilities</i> | | | 3,157,061.39 |

| | | | |
|--|--|--|--------------|
| | | | 3,598,596.25 |
|--|--|--|--------------|

Capital

Assigned General Funds

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

Other Fund Balances & Net Positions

| | | | |
|---|--|--------------|--------------|
| Non-Spendable | | 39,773.18 | |
| Net Investment In Capital Assets & Right To Use | | 2,689,682.90 | |
| Agency Funds (Students) | | 174.14 | |
| UnAssigned General Funds | | 1,340,843.69 | |
| Net Income (Loss) | | 431,608.33 | |
| | | 431,608.33 | |
| <i>Total Other Fund Balances & Net Position</i> | | | 4,502,082.24 |

| | | | |
|--|--|--|--------------|
| | | | 7,512,222.42 |
|--|--|--|--------------|

| | | | |
|--|--|--|------------------|
| | | | \$ 11,110,818.67 |
|--|--|--|------------------|

**Roberto Clemente Charter School
Financial Report for the Month Ending
August 31, 2024**

PA PUBLIC SCHOOL EMPLOYEES RETIREMENT SYSTEM:

DEFERRED OUTFLOW OF RESOURCES

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

DEFERRED INFLOW OF RESOURCES/LIABILITIES & NET POSITION

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

Roberto Clemente Charter School
Payment List
For the Period 8/1/24 through 8/31/24

| Ref No. | Ref Date | Vendor | Description | Amount | Issue Date | Cleared |
|---------------|----------|--------------------------------------|----------------------------|--------------|------------|---------|
| 003203 | 8/1/24 | HISPANIC AMERICAN ORG | 136 S 4th Street lease | \$ 37,560.40 | 8/1/24 | X |
| 003204 | 8/1/24 | HISPANIC AMERICAN ORG | 850 N 5th Street lease | \$ 23,070.16 | 8/1/24 | X |
| 003205 | 8/8/24 | BLICK ART MATERIALS | | \$ 418.64 | 8/9/24 | X |
| 003206 | 8/8/24 | RPS BOLLINGER | Student Accident insurance | \$ 4,721.00 | 8/9/24 | X |
| 003207 | 8/8/24 | CARBON LEHIGH INTERMEDIATE UNIT #21 | 23/24 Special ed support | \$ 16,618.00 | 8/9/24 | X |
| 003208 | 8/8/24 | PA DEPT OF LABOR & INDUSTRY-E | | \$ 87.21 | 8/9/24 | |
| 003209 | 8/8/24 | GOVCONNECTION, INC | | \$ 996.88 | 8/9/24 | X |
| 003210 | 8/8/24 | EDU HEALTHCARE | Staffing agency | \$ 2,173.50 | 8/9/24 | X |
| 003211 | 8/8/24 | EDU HEALTHCARE | Staffing agency | \$ 1,225.00 | 8/9/24 | X |
| 003212 | 8/8/24 | ELECTRONIC SECURITY SOLUTIONS | | \$ 163.00 | 8/9/24 | X |
| 003213 | 8/8/24 | ESSAYPOP, LLC. | Classroom subscription | \$ 2,625.15 | 8/9/24 | X |
| 003214 | 8/8/24 | LANCASTER-LEBANON IU 13 | | \$ 30.00 | 8/9/24 | X |
| 003215 | 8/8/24 | MBI HEATING & AIR CONDITIONING | HVAC repairs | \$ 1,115.00 | 8/9/24 | X |
| 003216 | 8/8/24 | MINIPCR BIO | Classroom supplies | \$ 2,177.50 | 8/9/24 | X |
| 003217 | 8/8/24 | MONK'S SECURITY SYSTEMS | | \$ 297.50 | 8/9/24 | X |
| 003218 | 8/8/24 | PETTY CASH | | \$ 280.50 | 8/9/24 | X |
| 003219 | 8/8/24 | PROJECT LEAD THE WAY | Classroom supplies | \$ 4,150.00 | 8/9/24 | X |
| 003220 | 8/8/24 | VERIZON CONNECT NWF, INC | | \$ 37.90 | 8/9/24 | X |
| 003221 | 8/8/24 | VIPER PEST SERVICES | | \$ 465.00 | 8/9/24 | X |
| 003222 | 8/20/24 | LYMARIE ALBINO - PEREZ | Travel reimbursement | \$ 10.60 | 8/23/24 | |
| 003223 | 8/20/24 | Bimbo Bakeries USA | | \$ 145.60 | 8/23/24 | X |
| 003224 | 8/20/24 | Joshua Burak | Tuition reimbursement | \$ 1,200.00 | 8/23/24 | X |
| 003225 | 8/20/24 | The Ceramic Shop | | \$ 374.00 | 8/23/24 | X |
| 003226 | 8/20/24 | ESGI, LLC | | \$ 492.00 | 8/23/24 | X |
| 003227 | 8/20/24 | Flinn Scientific Inc | | \$ 677.61 | 8/23/24 | X |
| 003228 | 8/20/24 | GOLD STAR FOODS | | \$ 77.50 | 8/23/24 | X |
| 003229 | 8/20/24 | Taren Kobyra | Tuition reimbursement | \$ 1,200.00 | 8/23/24 | X |
| 003230 | 8/20/24 | ALYSSA MACE | Travel reimbursement | \$ 208.13 | 8/23/24 | X |
| 003231 | 8/20/24 | MAOLY MARTINEZ | Tuition reimbursement | \$ 680.00 | 8/23/24 | X |
| 003232 | 8/20/24 | THE MCGRAW-HILL SCHOOL EDUCATION LLC | Classroom supplies | \$ 2,064.14 | 8/23/24 | X |
| 003233 | 8/20/24 | SCHOOL FOOD SERVICE SOLUTIONS | | \$ 100.00 | 8/23/24 | X |
| 003234 | 8/20/24 | STANDING STONE CONSULTING INC | Security services | \$ 1,607.84 | 8/23/24 | X |
| 003235 | 8/20/24 | UNITED ELECTRIC SUPPLY | | \$ 448.50 | 8/23/24 | X |
| 003236 | 8/20/24 | WISCONSIN CENTER FOR EDUCATION | | \$ 161.00 | 8/23/24 | X |
| EFT | | | | | | |
| 6206-072624 | 8/1/24 | READY REFRESH BY NESTLE | | \$ 53.40 | 8/1/24 | X |
| 5077-072624 | 8/1/24 | READY REFRESH BY NESTLE | | \$ 75.65 | 8/1/24 | X |
| 63521/-7/24 | 8/5/24 | UGI UTILITIES, INC. | | \$ 28.72 | 8/5/24 | X |
| 08012024 8/24 | 8/7/24 | HEALTHNOW ADMINISTRATIVE SERVICES | Health insurance | \$ 41,078.01 | 8/7/24 | X |
| 1510331185 | 8/9/24 | LEHIGH COUNTY AUTHORITY ALLENTOWN | | \$ 110.95 | 8/9/24 | X |
| 86893881039 | 8/9/24 | RCN | | \$ 423.50 | 8/9/24 | X |

Roberto Clemente Charter School
 Payment List
 For the Period 8/1/24 through 8/31/24

| Ref No. | Ref Date | Vendor | Description | Amount | Issue Date | Cleared |
|--------------------------------------|----------|-----------------------------------|--|---------------|------------|---------|
| 197062798 | 7/24 | 8/9/24 | GRAINGER | \$ 276.22 | 8/9/24 | X |
| 24080945 | 8/9/24 | PPL ELECTRIC UTILITIES | <i>Electric utility</i> | \$ 2,504.54 | 8/9/24 | X |
| 24080948 | 8/9/24 | PPL ELECTRIC UTILITIES | <i>Electric utility</i> | \$ 1,590.66 | 8/9/24 | X |
| 24080964 | 8/9/24 | PPL ELECTRIC UTILITIES | | \$ 29.70 | 8/9/24 | X |
| 24080993 | 8/9/24 | PPL ELECTRIC UTILITIES | | \$ 815.57 | 8/9/24 | X |
| 141948-315791 | 8/12/24 | AMAZON CREDIT PLAN | <i>Instructional/Office/IT/Community service supplies</i> | \$ 8,018.85 | 8/12/24 | X |
| 1142831 | 8/12/24 | HOME DEPOT CREDIT SERVICES | | \$ 455.71 | 8/12/24 | X |
| 1510221629 | 8/12/24 | LEHIGH COUNTY AUTHORITY ALLENTOWN | | \$ 256.31 | 8/12/24 | X |
| 16185147 | 8/12/24 | TOSHIBA FINANCIAL SERVICES | <i>Copier leases</i> | \$ 1,259.80 | 8/12/24 | X |
| 1510333251 | 8/12/24 | LEHIGH COUNTY AUTHORITY ALLENTOWN | | \$ 191.57 | 8/12/24 | X |
| 3140991659 | 8/12/24 | TOSHIBA FINANCIAL SERVICES | | \$ 319.47 | 8/12/24 | X |
| 5727462071 | 8/12/24 | T- MOBILE | | \$ 477.24 | 8/12/24 | X |
| 3324942 | 8/12/24 | US FOODS | | \$ 580.47 | 8/12/24 | X |
| 1000011245445 | 8/13/24 | LINCOLN FINANCIAL SERVICE | <i>Dental/STD/LTD/LI insurance</i> | \$ 6,134.86 | 8/13/24 | X |
| 1524191265 | 8/21/24 | LEHIGH COUNTY AUTHORITY ALLENTOWN | | \$ 215.77 | 8/21/24 | X |
| 1524201783 | 8/21/24 | LEHIGH COUNTY AUTHORITY ALLENTOWN | | \$ 148.30 | 8/21/24 | X |
| 154192817 | 8/21/24 | LEHIGH COUNTY AUTHORITY ALLENTOWN | | \$ 133.09 | 8/21/24 | X |
| 16246208 | 8/21/24 | TOSHIBA FINANCIAL SERVICES | <i>Copier leases</i> | \$ 1,223.49 | 8/21/24 | X |
| 131047-128374 | 8/21/24 | AMAZON CREDIT PLAN | <i>Instructional/Office/IT/Maintenance/Food service supplies</i> | \$ 8,133.23 | 8/21/24 | X |
| 3141184850 | 8/21/24 | TOSHIBA FINANCIAL SERVICES | | \$ 581.77 | 8/21/24 | X |
| 3529729 | 8/21/24 | US FOODS | | \$ 148.60 | 8/21/24 | X |
| 3530049 | 8/21/24 | US FOODS | <i>Food supplies</i> | \$ 2,116.72 | 8/21/24 | X |
| 3530094 | 8/21/24 | US FOODS | | \$ 261.14 | 8/21/24 | X |
| 5077-082124 | 8/21/24 | READY REFRESH BY NESTLE | | \$ 50.00 | 8/21/24 | X |
| 3b-5941-46a9-b | 8/21/24 | AMTRUST NORTH AMERICA | <i>Workers' compensation insurance</i> | \$ 7,484.00 | 8/21/24 | X |
| 70459650 | 8/21/24 | PURCHASE POWER | | \$ 250.00 | 8/21/24 | X |
| 70459671 | 8/21/24 | PURCHASE POWER | | \$ 125.00 | 8/21/24 | X |
| 7825-82124 | 8/21/24 | STAPLES ADVANTAGE | <i>Classroom supplies</i> | \$ 1,069.56 | 8/21/24 | X |
| njr1wxanxswx46 | 8/21/24 | HIGHMARK BLUE SHIELD | | \$ 632.90 | 8/21/24 | X |
| 0494-082124 | 8/21/24 | 4imprint | | \$ 439.32 | 8/21/24 | X |
| 958227 | 8/21/24 | PENTELEDATA | | \$ 429.00 | 8/21/24 | X |
| P-317098109 | 8/29/24 | ZOOM | | \$ 12.79 | 8/29/24 | X |
| Health Insurance Claims (HIC) | | | | | | |
| 1M 7/24-7/30/24 | 8/5/24 | HealthNow | <i>Health Claims-PE 7/30/24</i> | \$ 3,252.85 | 8/5/24 | X |
| 24M 7/31-8/6/24 | 8/12/24 | HealthNow | <i>Health Claims-PE 8/6/24</i> | \$ 82,205.41 | 8/12/24 | X |
| Payroll | | | | | | |
| 667174470 | 8/1/24 | ADP | <i>Payroll services</i> | \$ 1,264.13 | 8/1/24 | X |
| 1W PPE 8/03/24 | 8/9/24 | PAYROLL/TAXES | <i>ACH payroll & taxes</i> | \$ 176,019.73 | 8/9/24 | X |
| 82 PPE 8/03/24 | 8/9/24 | PA SCDU | | \$ 293.54 | 8/9/24 | X |
| 19 PPE 8/03/24 | 8/9/24 | BERKHEIMER | | \$ 20.00 | 8/9/24 | X |

Roberto Clemente Charter School
Payment List
For the Period 8/1/24 through 8/31/24

| Ref No. | Ref Date | Vendor | Description | Amount | Issue Date | Cleared |
|--|----------|--------------------------------------|--------------------------------|----------------------|------------|---------|
| 879 PPE 8/3/24 | 8/9/24 | VOYA FINANCIAL | | \$ 608.46 | 8/9/24 | X |
| 316 PPE 8/3/24 | 8/12/24 | PENSERV PLAN SERVICES INC | EE/ER 403b contributions | \$ 12,193.57 | 8/12/24 | X |
| 296 2ndQt 2024 | 8/13/24 | P.S.E.R.S.EMPLOYER# 9254 | ER State pension contributions | \$ 180,772.44 | 8/13/24 | X |
| 668048933 | 8/16/24 | ADP | | \$ 557.84 | 8/16/24 | X |
| 51707479 | 8/23/24 | SUSI EPPERSON CONSULTING, LLC | | \$ 350.00 | 8/23/24 | X |
| 51707480 | 8/23/24 | MCKENNA SNYDER LLC | | \$ 507.50 | 8/23/24 | X |
| 668798087 | 8/23/24 | ADP | Payroll services | \$ 1,382.00 | 8/23/24 | X |
| 49 PPE 8/17/24 | 8/23/24 | PENSERV PLAN SERVICES INC | EE/ER 403b contributions | \$ 12,426.60 | 8/23/24 | X |
| 71 PPE 8/17/24 | 8/23/24 | VOYA FINANCIAL | | \$ 623.78 | 8/23/24 | X |
| 82 PPE 8/17/24 | 8/23/24 | PA SCDU | | \$ 293.54 | 8/23/24 | X |
| 19 PPE 8/17/24 | 8/23/24 | BERKHEIMER | | \$ 20.00 | 8/23/24 | X |
| W PPE 8/17/24 | 8/23/24 | PAYROLL/TAXES | ACH payroll & taxes | \$ 181,184.18 | 8/23/24 | X |
| CEO's Account (Central Administration) | | | | | | |
| CC1430780 | 8/19/24 | Pennsylvania Department of Education | Emergency permits | \$ 200.00 | 8/19/24 | X |
| 083024AMAC | 8/29/24 | BJs | Staff relation supplies | \$ 23.30 | 8/29/24 | X |
| 83024AMAC-01 | 8/29/24 | TARGET | Staff relation supplies | \$ 30.10 | 8/29/24 | X |
| CC 45533 | 8/29/24 | Pennsylvania Department of Education | Emergency permits | \$ 600.00 | 8/29/24 | X |
| Principal's Account (Elementary School) | | | | | | |
| | | No Activity | | \$ - | | |
| Principal's Account (Secondary School) | | | | | | |
| 082024TKOB-4 | 8/18/24 | Weis | Induction week supplies | \$ 13.25 | 8/28/24 | X |
| 082024TKOB-5 | 8/18/24 | WAWA, INC | Induction week supplies | \$ 7.99 | 8/28/24 | X |
| 082024TKOB-6 | 8/18/24 | CVS PHARMACY | Induction week supplies | \$ 2.50 | 8/28/24 | X |
| 082024TKOB-7 | 8/18/24 | TARGET | Induction week supplies | \$ 30.64 | 8/28/24 | X |
| | | | | <u>\$ 850,678.49</u> | | |