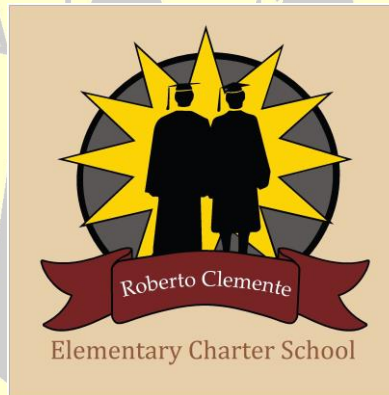


**Roberto Clemente Charter School  
Elementary School**

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

**2021-2022**

**Student/Parent Handbook**



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## General Information

### Mission

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

### Community Spirit

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

### School of Choice

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

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

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

### Objectives

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

1. To instill a strong sense of responsibility towards oneself and society.



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

## Academics

### Student Grading

RCECS utilizes a standards-based grading system following the PA Core Standards. The grading system is similar to the one in use by the Allentown School District and shows subject areas, and standards or skills in a number of academic content areas. How students are evaluated in each class depends upon a number of factors determined by the course, the curriculum, and teacher requirements. Students can earn the following performance level distinctions in their academic core content courses:

#### Performance Levels (Academic Content Courses)

**4- Advanced:** Excels beyond the standard

*Student demonstrates an in-depth understanding of the standard*

**3- Proficient:** Meets the standard

*Student demonstrates a satisfactory understanding of the standard*

**2-Basic:** Approaching the standard

*Student demonstrates a partial understanding of the standard*

**1- Below Basic:** Struggling to meet the standard

*Student struggles to demonstrate an adequate understanding of the standard*

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

#### Qualities of a Successful Learner (Learning Behaviors)

**E: Exceeds Expectations**

*The student independently and consistently performs above grade level expectations for learning behaviors*

**M: Meets Expectations**

*The student currently performs at or near grade level expectations for learning behaviors*

**B: Below Expectations**

*The student is not yet performing at grade level expectations for learning behaviors*



Students will be assessed on the “qualities of a successful learner” using a variety of assessment tools. Student attendance rate may also impact student scores. Qualities of a successful learner include the following:

### Responsible Learner

- Organizes time, task, and materials
- Listens attentively
- Follows directions
- Completes class work
- Completes and returns homework
- Seeks help when appropriate

### Respectful Learner

- Follows RCECS Code of Conduct/ School Rules
- Exercises self-control
- Shows consideration for others

### Active Learner

- Displays a positive attitude
- Works well in various settings
- Works well collaboratively

### Student Report Cards

Report cards are issued quarterly. A student who earns below a 3-Proficient in any subject area may be required to attend the after school tutoring program and/or the summer program. Each student will be evaluated on a case-by-case basis. Report cards are a record of student academic achievement. Teacher comments are included during each quarterly report card. Report cards will be sent home with the student in a yellow envelope upon the conclusion of the marking period. RCECS parents/guardians are expected to: review their child’s report card, sign the report card envelope, and have your child return the envelope to their homeroom teacher. It is important that RCECS parent(s)/guardian(s) review and discuss their child’s report card with their child, teachers, as well as with the school counselor, and/or principal when necessary.

### Marking Period Dates

- First Marking Period..... September 7 – November 11, 2021
- Second Marking Period..... November 12, 2021 – February 1, 2022
- Third Marking Period..... February 2 – April 11, 2022
- Fourth Marking Period..... April 12 – June 15, 2022

### Outstanding Debts

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

### Homework Policy

**All RCECS students are required to read 20 minutes every night and have a parent or adult sign their “Read & Respond” form.** This is a daily expectation. If a student does not complete his or her Reading homework, the student will be provided with a time during the school day to complete it. Students must make up all missed assignments due to an excused absence. If a student fails to make up any assigned work, it will be recorded as a zero unless a valid excuse is provided.

### Multidisciplinary Project (MDP)

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

### Special Education

Special education classes are available at RCECS. RCECS follows the inclusion model for Special Education students. Teachers or parents who feel a child is exceptional and in need of a special program may submit a written request for an evaluation. It is the responsibility of the parent to inform the school if an IEP exists. Visit the school’s website RCECS for more information.



## Programs and Services for Children with Disabilities

### Child Find

RCECS utilizes a multidisciplinary team that includes the parents to determine eligibility, type of support, and related services (if applicable) that a student might need based on the results of the initial evaluation.

### Instructional Support Team

Students who are struggling in their core subjects will receive interventions and will be monitored by the Instructional Support Team. If there is little to no progress, the students will be referred for an instructional support team evaluation. If a child is found to be eligible for special education services as defined by IDEA, an Individualized Education Plan (IEP) is created by the instructional support team. The instructional support team, or also known as the IEP team, is made up of different professionals depending on the needs of the students. Members of the team are the parents, the student (if of transition age), teachers, counselor, principal, or assistant principal, and/or other professionals who may know the student well.

The parents of the student have the right to be notified of and to be invited to participate in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which the school may hold an IEP team meeting even if the parents refuse or fail to attend the IEP team meeting.

IEPs must contain: (1) present levels of academic achievement and functional performance (This is the baseline that give us a starting point for your student.); (2) areas of academic/behavioral needs that must be addressed in the IEP; (3) for students who are of transition age (turn 14 years old academic year addressed by the current IEP), the transitional grid must be completed with services and activities that will help student achieve post-secondary goals; (4) measurable annual goals which cover specific areas of skills deficit that will be targeted for instruction and progress monitoring; (5) progress monitoring (how and how often the student will be monitored to ensure that they are on track to achieve the academic/behavioral goal); (6) any related services and possible supplementary aids; (7) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities; (8) accommodations that are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and (9) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications. Special education services are provided according to the educational needs of the child, not the category of disability.

Types of service that may be available, depending upon the child's disability and needs include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) autistic support; and (5) multiple disabilities support. General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, among others as determined by the academic needs of the student. Roberto Clemente follows an inclusive model, meaning that students are in the least restrictive environment with non-disabled peers unless the student's academic needs require additional academic support.

For students who are eligible for extended school year services as determined by their IEP team and in accordance with Chapter 711 regulations, they will receive academic services during the summer. Additionally, starting when a student turns 14 during the academic year of the current IEP, the team (including the student) must include appropriate and measurable postsecondary goals. Transition services that will facilitate reaching the transition goals must also be included. Beginning not later than one year before the child reaches the age of 21, which is the age of majority for education purposes under Pennsylvania law, the IEP must include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of 21.



## Services for Students Protected by Handicapped Services

Other Than Special Education Services under Section 504 of the Federal Rehabilitation Act of 1973, some school-age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualifies under the applicable laws. Roberto Clemente Elementary Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, we provide to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws. These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Roberto Clemente Charter Elementary School or the parent may initiate an evaluation if they believe a student is a protected handicapped student.

## English as a Second Language Program

English as a Second Language (ESL) programming is available at RCECS. RCECS adheres to federal and state policies and procedures regarding English language learners (ELs). RCECS utilizes "sheltered" English instructional methods. All ELs receive language supports through ESL teachers and through content-area teachers. Students may be screened for ESL services based on the Home Language Survey filled out by parent(s)/guardian(s) upon enrollment into the school and/or on a review of student records. Visit the school's website for more information.

## Summer School Policies

### Grading System

Students will be required to attend the summer school program if the student is not progressing at grade level in a core subject area. A student who is progressing below grade level or who is not demonstrating an understanding of the PA Core standards at the student's grade level will be required to attend summer school.

### Offered Core Subject Areas

Every effort will be made to offer students the core subject areas they need during the summer program. Core subject areas will take priority over those subjects in which a student is progressing on grade level or has reached content standards. Students who are not progressing at grade level in two or more core academic subjects may be considered for retention for the upcoming academic year. Any student, who is not progressing at grade level in a core subject area during the summer, must participate in the after school tutoring program during the following academic year.

## Pupil Services

### School Counselor

Students have the opportunity to work with a school counselor who will assist him or her with academic issues and social concerns. The counselor will be available by appointment during school hours. Please call the main office to make an appointment with the receptionist.

### Elementary Student Assistance Program (ESAP)

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

### Health Services

The health room, staffed with a full-time Certified School Nurse, will be available as needed. Students will be excused from classes to fulfill state health requirements, such as vision and hearing screenings. Students who become ill during the school day should first inform their teacher and ask for a pass to go to the health room. **If your child has a temperature of 100**





**degrees Fahrenheit or higher, you will be contacted and expected to pick up your child in a timely manner.** You must also keep him or her home until they are fever free for 24 hours without the use of fever reducing medication. If the school is unable to locate the parent/guardian, then it will attempt to contact individuals on the emergency contact list. Students who are not deemed excessively ill are encouraged to return to class. If your child is feeling ill in the morning, please keep them home if their temperature is greater than 100 degrees Fahrenheit, they had a fever the previous night, they have vomited, or if they are experiencing diarrhea.

**Please keep your child home, until they are fever free or symptom free, for 24 hours without the use of fever reducing medication.** If you discover your child has lice, please keep them home and treat with an over-the-counter treatment. Contact the RCECS School Nurse to notify the school and to receive information regarding successful re-admission procedures.

### **Health Requirements**

Students entering RCECS are required to have current immunization records as well as physical and dental examination records on file at the school. The Pennsylvania Department of Health revised the required immunizations for school attendance in March 2017. Parents should contact the school nurse to ensure that their child has received all required vaccinations or if you have questions regarding required immunizations or need more information.

### **Medication**

Please contact the school nurse if a physician prescribed medication or over-the-counter medication must be given at school. A parent or an adult must personally deliver it. RCECS must receive signed written permission from the parent and the prescribing doctor for the school to administer any medications to students. The medication permission form must include the name of the medication and instruction for its administration (time and dosage). Medication permission forms are available from the RCECS school nurse.

### **Health & Safety (Additional Information)**

Please refer to the RCCS webpage for any possible updates on Health and Safety information and/or policies/procedures.

### **Physical Education Classes**

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

### **Emergency Phone Number**

It is extremely important that the school have a record of telephone numbers to reach parents/guardians in the event of an illness or injury to your child during the school day. Parents must contact the main office regarding updates to telephone numbers and other pertinent information. The school is not responsible for updating phone numbers, addresses, and/or emergency contacts for students.

### **Home and School Association (HASA)**

HASA is an active and ongoing organization at RCECS whose primary objectives include:

1. Promoting a closer relationship between the home and the school in order for parents and teachers to cooperate effectively in the training of the child.
2. Uniting efforts that will secure for every child the highest advantages in physical, mental, and social education.
3. Assist in fundraising activities and special events. Please call (610) 351-4310 to get involved.

\*All raised funds must be deposited in the appropriate and designated account(s). The appropriate and designated account is determined and authorized by RCECS administration.

### **Public Input**

Any parent, resident, or community group shall have the right to present a request, suggestion, or opinion concerning the



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

### **Fundraising**

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

### **Volunteers in School**

Parents/guardians and anyone interested in volunteering at our school, should contact Human Resources regarding required documentation. For more information on clearances visit the volunteer section on the school's website at: [myrccs.com/how\\_to\\_volunteer.html](http://myrccs.com/how_to_volunteer.html)

## **School Procedures, Policies, and Regulations**

### **School Day Hours**

The school day hours for the 2020-2021 school year are **8:30 a.m. – 3:10 p.m.** Please see the detailed schedule below:

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

### **Attendance**

RCECS adheres to provisions for attendance and truancy under Pennsylvania Act 138. Students must attend school from 8:30 a.m. to 3:10 p.m. in its entirety to be considered present for the school day. Regular school attendance is vital to academic success. A student who is absent frequently will not be able to achieve his/her potential ability because of missed work. Therefore, all RCECS pupils are expected to report to school daily by 8:30 a.m., unless they have a legal excuse.

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

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

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

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

**A written request** must be submitted and approved by the Principal **before** the day(s) in order for the absence to be excused:

- Religious holiday
- Educational trip

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

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



Students who are absent with a legal excuse will be permitted to make up any work that was missed. It is the student's responsibility to make up any assignments within a reasonable amount of time. Students who are unlawfully absent, or absent without an excuse, from school will not be permitted to make up any work missed on the day of the absence.

### **Attendance: Truancy**

Truancy refers to when a student has **3 or more unexcused absences** in the current school year. These absences do not need to be in a row. Upon the 3<sup>rd</sup> unexcused absence, a student is considered truant. RCECS will issue a truancy notice to the student's parent/guardian within 10 days of the student's 3<sup>rd</sup> unexcused absence.

### **Attendance: Habitual Truancy**

Habitual truancy refers to when a student has **6 or more unexcused absences** in the current school year. These absences do not need to be in a row.

Upon the 6<sup>th</sup> unexcused absence, a student is considered habitually truant. RCECS will issue a truancy notice to the student's parent/guardian within 10 days of the student's 6<sup>th</sup> unexcused absence. RCECS will also hold a school attendance improvement conference. A written notification will be sent to a student's parent/guardian prior to the conference requesting their attendance at the conference. If a parent/guardian does not respond to the written request, RCECS will attempt to contact them by phone two times. RCECS will still hold a school attendance improvement conference for a student if a parent does not attend the conference. At the attendance improvement conference, RCECS will create a plan to help a student attend school.

After an attendance improvement conference is held and a plan is put in place, if a student has more unexcused absences, RCECS must refer the student to either a school-based or community-based attendance improvement program or Children and Youth Services. In addition, RCECS may file a citation against a student's parent/guardian in district court. RCECS may file a citation for each additional unexcused absence after the initial 6<sup>th</sup> unexcused absence occurred. If a student accumulates 10 unexcused absences, RCECS will issue a "10 Day Letter" to notification to their parent/guardian. **Any student who is absent illegally or unexcused for ten (10) consecutive days will be immediately dropped from the school's rolls.**

Attendance in each class and to school, separately, is necessary for any student to pass his/her classes in each marking period. Students are required to have at least 80% attendance in every class to pass each marking period. In addition, students are required to maintain at least 80% attendance for the full year in order to be promoted into the next grade level. Students are expected to arrive at school at the appropriate time each day. Students who do not arrive on time to school will be subject to prosecution for truancy due to accumulation of missed time at school.

Students must be present at least four hours in a school day to have the day count as a full day of school. If your child must be absent for any reason, we ask that you do two things:

1. Call the school (610-351-4310) between 7:30 a.m. and 8:30 a.m. on the morning of the absence. If the absence continues for more than one day, it is necessary to call every day unless specifically requested not to. If we do not receive a call identifying the reason for an absence, we will attempt to contact the parent/guardian at home or at work to verify the absence.
2. If your child is absent one to three days, then a written note is needed with a detailed reason of your child's absence. The note **must** indicate your child's name, the date(s) of the absence and the reason for the absence. This note **must** have the parent/guardian signature. If the illness continues for more than 3 days, it is necessary to have a doctor's note detailing the reason for the absence. Certain circumstances may warrant a doctor's note before a student will be allowed to return to school.

### **Leaving School without Permission**

Students are not permitted to leave the school building under any circumstances without permission. Students who leave the school and wish to come back on the same day will not be permitted to re-enter the school. Every attempt will be made to contact the parent or guardian of record to notify them that the student has left school. Students who leave school without permission will be subject to immediate suspension.



## Dismissal for Appointments

In the event that medical appointment is scheduled for a student during school hours, a doctor's or parent note will be required to count the absence as legal/excused. Please send a note **(24 hours in advance if possible)** to school with your child specifying the date of the appointment and the time you want your child to be released. If your child has an appointment scheduled during school day hours, we ask that you do the following:

1. If your child has an appointment early in the morning and your child will not report to school until after the appointment, notify the main office in writing, in person, or via phone call, by 8:30 a.m. on the day of the appointment.
2. If your child has an appointment later in the day requiring an early dismissal, notify the main office in writing, in person, or via phone call, by 8:30 a.m. on the day of the appointment.

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

## School Tardiness

All RCECS students are expected to report to their homerooms, no later than 8:30 a.m. Any student who is not seated in homeroom by 8:30 a.m. is considered late/tardy. **If a student arrives at school later than 8:30 a.m., a parent / legal guardian must accompany this student in order for the student to be admitted to school and sign them in the main office.** Students that arrive late to school must report to the main office to receive a late pass in order to be admitted to class. If a student is going to be late to school, a written note is required specifying the reason for the delay.

## Family or Voluntary Trips

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

1. Trips requiring fewer than 3 days of absence – send a note to your child's homeroom teacher in advance of the trip. Specify the nature of the trip and the dates that your child will be absent.
2. Trips requiring 3 or more school days of absence – a request for excused absence must be completed by a parent/guardian in the main office in advance of the trip.

Prior to the student leaving on the trip, the Principal *must* approve the student's absence. **Trips occurring during PSSA testing days will not be approved.** If the student is failing, the trip will not be approved unless it is a family emergency and it is fewer than 4 days. Please note that the parent/guardian assumes all responsibility for the student to make-up all missed work due to an extended absence. It is the student's responsibility to obtain a list of assignments from his/her teachers prior to the extended trip. If a student does not hand in his/her assignments upon return, they may be required to attend the after-school program to complete assignments and/or to recover lost instructional time.

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

1. This Leave of Absence Request must be submitted to the Principal a minimum of 5 (5) days prior to the trip except in an emergency. Parents/guardians will be notified if the request is approved or not.
2. Request will be approved only if it is determined that the trip/tour is of educational value to the students or if there is a documented family emergency.
3. Unless there are unusual or emergency circumstances, requests will not be approved for the first ten (10) days of school or during the state's testing periods.



4. If more than one child is making the trip, a separate request must be submitted to the Principal for each child.
5. No more than ten (10) school days will be approved for an educational trip/tour or family emergency in any school year. Special requests involving extraordinary circumstances or exceptional opportunities for learning should be discussed in person with the Principal well in advance of the requested days of absence.
6. Satisfactory academic achievement and the student's attendance record will be considered in the approval of such a request.
7. Please note that the student assumes all responsibility for make-up work or failure due to an extended absence. It is the student's responsibility to obtain a list of assignments from his/her teachers.

### Arrival Procedures

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

On arrival at school, all students are to enter the designated entrances. Once a student arrives, he/she must either go to his or her homeroom class. No loitering in the halls is permitted. **All students who arrive after 8:25 a.m. must use the Main Office Entrance on Cedar Street.** If a student arrives at 8:30 a.m. or later, a parent/guardian **must** accompany them to the main office to sign them in and for the student to receive a late pass.

### Dismissal Procedures

**It is the responsibility of the parent/guardian to contact the school by 2:00 p.m. if there will be a change to their child's mode of transportation for that day.** If a child normally takes the bus or is picked up by a daycare, a parent must call the school by 2:00 p.m., if their child will not be taking the bus or will not be picked up by their daycare that day.

It is the responsibility of the parent/guardian to contact the school by 2:00 p.m. if a person other than a parent/guardian or emergency contact will be picking up their child that day. This person must show I.D. to a staff member. It is the responsibility of the parent/guardian to contact the school if there will be a short term (more than one day) or long-term change to their mode of transportation.

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

Any student not picked up by 3:15 p.m., will be brought to the main office. Starting at 3:20 p.m. a parent/guardian will have to sign their child out in the main office. **If a student is picked up after 3:20 p.m. three or more times, administration will require a parent conference.**

**The school will not assume responsibility for your child after the school closes.** The police will be notified if the child is not picked up by 5:00 p.m. unless participating in a school sponsored after school activity. Parents/guardians will be notified of these activities and must make arrangements to pick up their child promptly at the end of the session. Students will not be allowed to walk home after dark. Parents must provide transportation within 15 minutes of the end of any activity ending after school hours. The police will be called if a child is not picked up 15 minutes after the end of an activity.

### Emergency School Closing

When it is necessary to delay the start of the school day, dismiss early due to inclement weather, or cancel school completely, announcements will be made on WFMZ-TV Channel 69, [www.WFMZ.com](http://www.WFMZ.com), and on social media. Also, the school will send a message using a voice and/or text-messaging app.



## **Transfer/Withdrawal from RCECS**

If your child will be transferring from RCECS to another school, a parent/guardian must notify the school with a minimum of two-day notice. The parent needs to come to the office and sign a withdrawal consent form. Student will have to return any school-owned materials. When this has been completed, a copy of the withdrawal consent form will be given to the student to take to his/her new school. School officials will then request records from RCECS.

## **Bussing**

Students (K through 5) living 1.5 or more miles, in walking distance, from the school may be eligible for transportation services. Students must adhere to behavioral expectations for the bus to ensure student safety. Students may be suspended from the bus for unsafe and/or inappropriate behaviors. As per the Pennsylvania Department of Education, "transportation is a privilege, not a right." Administration will handle disciplinary measures related to bus incidents. Students riding the bus will be given an additional copy of the bus rules that must be signed and returned by students and parents/guardians.

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

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

## **Bicycles, Scooters, ETC.**

Student's personal transportation including, but not limited to, bicycles, skateboards, scooters, hoverboards, rollerblades, are not allowed on RCECS property. Students using personal transportation to/from school may not keep it on school property during the school day.

## **Video/Audio Surveillance**

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

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

## **Homeless Act: McKinney Vento Act**

### **About Homeless Act-McKinney Vento Act:**

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all homeless children and youth. B.E.C. 42 U.S.C. 11431 outlines procedures for deciding school placement, enrolling students, and



determining responsibility. Federal and state laws make out responsibility clear. With the huge number of homeless children currently attending public schools, we must provide proper educational support and services.

### **McKinney-Vento Act Basics At-a-Glance:**

#### **What is the definition of a “homeless youth” under McKinney-Vento?**

“Homeless is defined as “anyone lacking a fixed, adequate, regular nighttime residence.”

#### **What situations fits this description?**

- Staying in the home of other people due to unavailable housing, financial hardship, or similar circumstances
- Living in motels, hotels, trailer parks (in some instances-examples: leaking roof, no heat, etc.), public places, or campgrounds due to unavailable suitable housing options
- Living in an emergency shelter or transitional housing
- Unaccompanied (not living in direct care of legal parent or guardian) or runaway youth
- Refugee and migrant youth

#### **How does McKinney-Vento help these students?**

The law makes sure that these students receive a free and suitable public education by removing barriers to school enrollment and full basic, daily participation in school activities.

This includes:

- Immediate enrollment
- Free and Reduced School Lunch
- Help from school with any necessary enrollment documents
- Help from school with basic high school graduation needs and expenses (if the student qualifies)
- Help from school with getting basic uniform clothing
- Help from school with basic school supplies
- Help from school with any basic clothing needs
- Help from school setting up transportation service

#### **Where can I find more information for Pennsylvania?**

You can visit the PA Education for Children and Youth Experiencing Homelessness site. You can also contact, Ms. Jessica Kamber, School Counselor and Homeless Liaison at Roberto Clemente Charter School: Elementary School. She can be reached at [jkamber@myrccs.com](mailto:jkamber@myrccs.com) or at 610-351-4310.

#### **Visitor Policy/Security System**

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

1. All visitors/volunteers must check in with the receptionist upon arrival.
2. All visitors must present a form of identification in order to proceed to any area in the school.
3. This form of identification will be retained by the receptionist until the visitor/volunteer exits the school building.
4. Upon the presentation and submission of proper ID, the visitor will receive a pass that must be returned in order to receive ID back.
5. Security personnel or a staff member will escort the visitor to the destination area.
6. Any person picking up a student during the school day must present a valid proof of ID.

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



## After-School Activities Guidelines

1. All school rules are in effect during any after-school program. In order to attend an after-school activity, the student must be present during the school day.
2. There is to be no loitering outside the building after the after-school activity and students are not permitted to leave the activity and come back later.
3. During an after-school activity, the RCECS rules apply as if the student were in school.

## Social Events and Class Trips

The Board recognizes the value of social events and class trips in the enrichment of the total school experience for the student of the RCECS. The Board shall make school facilities available and provide appropriate staff for the conduct of social events within the school facilities which have been approved by the Principal of the school. For social events which take place outside school facilities, approval of the Principal is required.

**For all trips outside the school facility, signed parental/guardian's permission shall be required.** Social events and trips are a privilege. **A student's privilege to participate in a social event and/or trip may be revoked at administration's discretion.**

### Trips Within/Outside Lehigh Valley

1. Trips to museums, zoological gardens, industrial plants, places of historic or community importance, radio and television studios, and to rehearsals or performances sponsored by the school are approved, provided safety for the students and staff is present.
2. Trips to recreational areas, or to any location with swimming or boating facilities, are not approved unless adequate supervision is provided; winter trips including skiing, ice skating, tobogganing, or other sport trips are not approved unless adequate supervision is provided.
3. Trips extending beyond the curfew time of students are not approved; responsible adults must meet students at a designated location when students return from a trip in the evening, and school personnel must remain until all students have been met.
4. Trips that exclude students who cannot meet financial costs are not approved.
5. Trips that are sponsored privately by individuals, including any staff members or groups are not approved; there is to be no dissemination of information, collection of funds, use of class lists, or solicitation of students for this type of activity.
6. Transportation for trips shall be school vehicles or Board approved carriers only. Private vehicles may not be used.

Class trips must be selected with staff recommendation and the Principal's approval, supported by stated educational objectives and a minimum of two-thirds (2/3) student participation. Any exceptions to the above policy must be presented for approval by the Principal or the principal's designee.

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

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

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





## Dress Code Rationale

Dress code is the unwritten, but understood by most members of the society, rules of clothing as an aspect of human physical appearance. Clothing, like other aspects of human physical appearance, has social significance. The dress code has built in rules or signals indicating the message being given by a person's clothing and how it is worn. Choice in clothing can convey social messages.

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

### Dress Code

The dress guidelines are designed to provide students, faculty, and the administration the most conducive working environment. Listed are the uniform requirements for all students.

#### GIRLS

- \*Jumper (No shorter than knee length)
- \*White dress or polo shirt (long or short sleeve)
- \*Navy blue crosstie (optional)
- \*Pantyhose/tights or Bobby socks in navy blue or white (no sweat socks)
- \*Cardigan with logo
- \*Black dress shoes (Heels no higher than 1 inch and no color designs or color soles)
- \*Loose Fitting Khaki Pants

#### BOYS

- \*Khaki pants (no side pockets or cargo pants)
- \*White dress or polo shirt (long or short sleeve)
- \*Navy blue solid tie (optional)
- \*Navy blue jacket or cardigan with logo
- \*Black dress shoes (no color designs or color soles)
- \*Black belt with a small buckle (khaki pants must be worn at the waist line with the belt)

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

### Jewelry and Earrings:

Girls are permitted to wear one small pair of earrings. Hoops must be less than the size of a U.S. nickel. No large hoops are permitted. Boys and Girls may wear one small necklace or bracelet.

### Headbands, Bandanas, and Bows:

Students are permitted to wear a scrunchie, 3-inch bow, or plain headband in the following colors: navy blue, dark green, uniform plaid, black, or white. Bandanas are not permitted. 6-inch bows are not permitted.

If a student comes to school with unacceptable jewelry, earrings, headband, or bow they will be asked to take it off and put it away, or give it to their teacher until the end of the day.

### Personal Appearance:

All students must maintain a clean and neat hair cut or style. It may not follow extreme fashion trends such as spiking or Mohawks or any other fashion considered extreme by RCECS. It must be kept neatly and appropriately trimmed. Students are not allowed to have their hair dyed in extravagant or unnatural colors such as neon, or any other color considered extravagant by RCECS. In addition, all haircuts must be without designs or symbols. For example, boys may not have stars, lines, symbols, or designs shaved into their haircuts. If a student is found to have an inappropriate hairstyle, haircut, or hair color, he or she will be sent home until the hair is changed to meet RCECS expectations.



**If a student comes to school with a haircut design, or unnatural hair colors, the following actions will occur on the day of the offense:**

1. A parent/guardian phone call will be made and someone will have to come pick up the child. They can return to school that day, or the following day when their haircut or hair color, follows school requirements.
2. If a parent/guardian is unable to pick up their child from school, the student will remain in the office for the remainder of the day.

It is not permissible for any student to have a facial piercing. (i.e. no nose, tongue, lip, eyebrow, or any other facial piercing is allowed). No clear or transparent facial piercing is allowed. Visible tattoos are prohibited. Nails must be short.

**Gym Uniform**

- Navy Blue T-shirt with printed RCECS logo
- Navy blue sweatshirt with embroidered RCECS logo
- Navy blue sweat pants
- Sneakers (with non-marking sole and tied laces—no open sneakers)
- (a blue, white, black, or gray shirt may be worn under the t-shirt in colder months)

**Shorts and White T-Shirts are NOT permitted**

**Dress-Down Days**

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

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

- |   |   |
|---|---|
| No spaghetti straps, tube-tops or halter-tops     | No tank tops or any sleeveless top or shirt (shoulders must be covered) |
| No shirts that hang below the knees               | No see-through apparel  |
| No see-through ripped jeans/clothes               | No visible stomachs   |
| No inappropriate messages                         | No shorts that are one (1) inch above the knee                          |
| No visible undergarments                          | No pajamas  |
| No spandex or skintight clothing                  | No skirts or dresses shorter than one inch above the knee               |
| No bandanas, do-rags, or headgear (hats, caps)    | No sunglasses   |
| No open shoes, flip-flops, slippers, or open-toes |   |
| shoes, shoes must be securely fastened            |   |

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

**Appointments with School Personnel**

Parents/guardians are encouraged to meet with school personnel (principal, assistant principal, school counselor, teacher, etc.) for answers to questions regarding the progress of their child. Because teachers cannot be called out of class for meetings, it is necessary that parents call the school in advance to schedule an appointment with the appropriate person. Also, please call ahead to schedule appointments to discuss concerns with the principal, assistant principal, or school counselor. The school receptionist will make an appointment.

**Pledge of Allegiance**

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

**Fire Drills**

Directions for leaving the building in the event of a fire drill are available in each classroom. Teachers will inform the



students of all procedures. When the fire alarm is sounded, students must do the following:

1. Remain silent during building evacuation and when returning to the building/classrooms.
2. Follow directions for leaving the building.
3. Stay in line and walk quickly, DO NOT RUN.
4. Be alert and cooperative.
5. Stay with the class with which they left the building.
6. All students/staff will meet in the RCECS parking lot to verify all students are accounted for.

### **Lockdown Situation**

Procedures for Lockdowns are available in all classrooms. As determined by administration, a crisis situation may require a lockdown (staff and students remain in current locations with doors locked). This may be conveyed by Public Address System or Room by Room visitation. **The Lockdown will be removed by the administration only.**

If evacuation of the building must be executed, it is incumbent upon the teacher to lead his/her students in an orderly fashion to the nearest exit. Procedures for Emergency Evacuations are available in all classrooms.

1. The teacher will reassemble the class in the Fire Drill Area or in a designated emergency evacuation area
2. Roll must be taken. Each teacher will take their **Emergency Bag** with them.
3. No one may enter the building until the signal is given by Administration.

### **Hall Conduct**

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

### **Passes**

Students must ask permission before leaving his/her classroom for any reason, including but not limited to: to use the bathroom, travelling to the nurse. Students in grades 3, 4, and 5 must sign out in their classroom lavatory log when he/she leaves the classroom and returns. There will be no exceptions to this rule. Students may also use the bathroom during lunch. The cafeteria attendant will allow no more than two students to leave at a time. Students are required to have a pass to go to the nurse's office/health room.

### **Cafeteria Rules and Procedures**

RCECS will have six lunch periods and one breakfast period. **A morning breakfast will be provided to students from 8:00 a.m. to 8:30 a.m. in classrooms.**

#### **Cafeteria Procedures:**

1. Upon entering the cafeteria, students are to sit down at a table.
2. Once the students are seated and quiet, they will be called to get their lunch.
3. Students must line up quietly to get their lunches and return to their tables to eat.
4. Students are responsible for disposing of their trash in their lunch area. This will be supervised by the cafeteria monitor. Dismissal will occur after everything is cleaned up and the teacher or monitor dismisses the students.
5. Students must be considerate of others. Quiet conversation will be permitted. Loud, boisterous behavior will not be tolerated.
6. Inappropriate behavior will be addressed appropriately according to the disciplinary guideless.
7. Students may not order food from outside sources nor have parents bring lunches during the lunch period.
8. Student lunches brought from home will not be heated.

### **Birthday and Classroom Treats**

**Food Treats and/or beverages for birthdays, parties, or for other reasons are not permitted.** Student health and safety is our utmost priority. Due to food allergies, dietary restrictions, and other health related concerns, food treats and beverages are not allowed to be brought in for students. Food treats include, but are not limited to, cake, cupcakes, brownies, cookies, candy,



or pizza. You may bring in small, non-food related treats for your child's birthday or for other celebrations, such as pencils, erasers or bookmarks etc.

### **Personal Electronic Devices**

Student personal technology items including but not limited to cell phones, tablets, and smartwatches must be turned off and stored in the child's bookbag while on RCECS property, including while riding the school bus. A student may give their personal technology item to a teacher or administrator to store for the day, and it will be returned to the student at the end of the day. Students may be subject to disciplinary measures for failure to adhere to this expectation. RCECS is not responsible for student's personal technology items.

### **Personal Non-Instructional Items**

Students are not permitted to bring toys, games, or other non-instructional items to school. This expectation applies to the school bus as well. If a student brings a toy, game, or other non-instructional item to school, it may be confiscated by a staff member or administrator. The item may be returned to the student or parent/guardian at the staff member/administrator's discretion. Students may be subject to disciplinary measures for failure to adhere to this expectation. RCECS is not responsible for any toy, game, or non-instructional item a student may bring to school.

### **School Telephone Usage**

Students are not permitted to make phone calls to parents/guardians using a school telephone without staff or administrative permission. Please make arrangements with your child regarding pickup for appointments. The student will not be allowed to call for this purpose. **Students will not be removed from class for telephone calls from parents/guardians.**

### **Promotional Pictures**

Parent(s) or guardian(s) authorize the school to have pictures of your child used for promotional purpose unless we receive a written letter from you prohibiting us to do so.

### **Smoking**

PA Act 168 of 1998 prohibits tobacco use by students, employees, and visitors in school buildings, school buses and on school property owned by or under the control of a school. Refer to the Code of Conduct Section for more information regarding students and tobacco.

### **Asbestos Information**

RCECS is asbestos free. The asbestos report is located at the RCCS Administration Building.

### **Technology Resources – Acceptable Use Policy**

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

The Board of Trustees ("Board") provides employees, students, and Guests ("users") with hardware, software, and access to the Roberto Clemente Charter School's ("RCCS") electronic communication system and network, which includes internet access, whether wired, wireless, virtual, cloud, or by any other means. Guests include, but are not limited to, visitors, workshop attendees, volunteers, adult education staff, students, School Board members, independent contractors, vendors, and consultants. Computers, network, Internet, electronic communications, information systems, databases, files, software, and media, collectively called Communications and Information Systems ("CIS"), provide vast, diverse and unique resources.

Access to the RCCS' CIS systems through school resources is a privilege, not a right. These, as well as the user accounts and information, are the property of the school. The Board reserves the right to deny access to prevent unauthorized, inappropriate or illegal activity, and may revoke those privileges and/or administer appropriate disciplinary action.



The CEO and designee will be responsible to build and maintain a school technology infrastructure that is advanced, efficient and resourceful for the RCCS community. The school reserves the right to deny access to prevent unauthorized, inappropriate or illegal activity, and may revoke those privileges and/or administer appropriate disciplinary action. RCCS will cooperate to the extent legally required with ISP, local, state and federal officials in any investigation concerning or related to the misuse of the CIS systems. 47 U.S.C. § 254(1); 24 P.S. § 510; 24 P.S. § 4604. It is often necessary to access users' accounts in order to perform routine maintenance and security tasks. System administrators have the right to access by interception and access the stored communication of user accounts for any reason in order to uphold this policy, accompanying administrative regulation, the law, and to maintain the system. USERS SHOULD HAVE NO EXPECTATION OF PRIVACY IN ANYTHING THEY CREATE, STORE, SEND, RECEIVE, OR DISPLAY ON OR OVER THE SCHOOL'S CIS SYSTEMS, INCLUDING THEIR PERSONAL FILES OR ANY OF THEIR USE OF THE SCHOOL'S CIS SYSTEMS.

Due to the nature of the internet as a global network connecting thousands of computers around the world, inappropriate matter can be accessed through the network and electronic communications systems. Because of the nature of the technology that allows the internet to operate, the school cannot completely block or filter access to these resources.

#### Policy for the RCCS' Website

- a) The RCCS website provides important information regarding the school and its faculty, staff, facilities, policies, school curriculum, instruction, and school programs and activities. RCCS's website may be utilized to promote student and faculty work while protecting the privacy of students and their families.
- b) The Board authorizes the use of its website and webpages for legitimate educational purposes. RCCS employees and students must use the website and webpages in an appropriate and professional manner and shall maintain appropriate professional boundary limits with students and other employees. RCCS employees and students shall comply with the school's Acceptable Use of Technology Resources policy at all times.
- c) The CEO and/or designee shall have the authority to review, approve, revise and remove content on webpages, and to develop and update webpages on the school website, as necessary to enforce this policy.
- d) All materials posted on the school's website and webpages must comply with all pertinent Board policies, including, but not limited to the school's Technology Resources Acceptable Use Policy.

#### Use of School Sponsored Social Media

- a) The Board authorizes the use of school-sponsored social media solely for legitimate educational purposes.
- b) RCCS students must use school-sponsored social media in an appropriate and professional manner and shall maintain appropriate professional boundary limits.
- c) RCCS students shall comply with the school's Acceptable Use of Technology Resources policy at all times.
- d) The CEO and/or designee shall have the authority to review, approve, revise and remove content on school-sponsored social media, consistent with this policy.

#### Limitation of Liability

RCCS makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through the school's CIS systems will be error-free or without defect. RCCS does not warrant the effectiveness of internet filtering. The electronic information available to users does not imply endorsement of the content by RCCS, nor is the school responsible for the accuracy or quality of the information obtained through or stored on the CIS systems. RCCS will not be responsible for any damage users may suffer, including but not limited to, information that may be lost, damaged, delayed, mis-delivered, or unavailable when using the CIS systems. RCCS will not be responsible for material that is retrieved through the internet, or the consequences that may result from them. RCCS will not be responsible for any unauthorized financial obligations, charges or fees resulting from access to the school's CIS.

**RCECS will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms; and cyberbullying awareness and response.**



Students using the computers at RCCS must follow the guidelines as described below:

1. No unauthorized entry into a file, either to read or change information.
2. No Facebook, Twitter, Instagram, Snapchat, Musicl.ly, or any other social networking sites.
3. No downloading of any files from the Internet, flash drive, or disk not provided by your teacher.
4. No unauthorized transfer of files.
5. No unauthorized use, destruction of, or tampering with another individual's or school's computer.
6. No uses of computers or computer facilities to send, create, or gain access to obscene, abusive, or threatening information (including the Internet.)
7. No chat rooms, e-mail, or instant messaging.
8. No games without permission.
9. No theft of equipment.
10. No duplication, selling, trading, or serial loading of software or manuals with a copyright.
11. No attempting to break into a system, security code, number, or password.
12. No passing security information to others.
13. No attempting to bypass any computer related rule, procedure, security measure, or common sense courtesy.
14. No attempting to insert a non-school, personal disk or flash drive into the drive of any computer unless a competent authority has granted permission.
15. No food or drinks of any kind (including chewing gum) are ever allowed when computers are in classrooms.
16. Computer and A/V equipment schedule and sign out will be managed by the IT department.

Students who violate the technology acceptable use policy or enter unauthorized areas containing technological resources will be subject to appropriate disciplinary action by administration. This may include suspension and/or expulsion.

A. Educational Purpose

1. The CIS has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality personal research.
2. The CIS has not been established as a public access service or a public forum. RCCS has the right to place reasonable restrictions on the material accessed or posted through the system. All staff and students are expected to follow the rules set forth in the school's student conduct regulations and the law in the use of the CIS.
3. The CIS may not be used for commercial uses purposes. This means it may not be used to offer, provide, or purchase products or services through the CIS unless it is approved by a school administrator for educational purposes.
4. The CIS may not be used for political lobbying or link to sites whose purpose is endorsement of political advertising. Nevertheless, the system may be used to communicate with elected representatives as needed and approved by a school administrator.

B. Student Internet Access

1. Students will have access to the Internet under their teacher's direct supervision using a network student account.
2. Students may obtain an individual account with the approval of their parent and the school.
3. The student and the parent must sign an Account Agreement to be granted an individual student account on the Network. This Agreement must be renewed on an annual basis. Parents may withdraw their approval at any time.

C. Unacceptable Uses

1. Personal Safety

- a) Student users will not post or transmit photographs or personal contact information about themselves or other people without prior written parental consent from the parent of the student whose information is being posted. Such consent must be delivered to the child's teacher or principal. Personal contact information includes, but is not limited to: home address, telephone number, school name, school address, and classroom.



- b) Student users will agree not to meet with someone they have met online without their parent's approval and participation.
- c) Student users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

## 2. Illegal Activities

- a) Users shall not attempt to gain unauthorized access to the RCCS CIS or to any computer system through the RCCS system, or go beyond their authorized access. This prohibition includes the following: intentionally seeking information about passwords belonging to other users, modifying passwords belonging to other users, or attempting to log in through another person's account. Further, users may not attempt to access, copy, or modify another user's files. These actions are not permitted and may be illegal, even if only for the purposes of "browsing."
- b) Users shall not attempt to subvert the CIS, impair the functionality of the CIS, or bypass restrictions set by network administrators. Users are also prohibited from destroying data by spreading computer viruses or vandalizing data, software, or equipment.
- c) Users shall not use the CIS to engage in any other illegal act, such as arranging for a drug sale, purchasing alcohol for a minor, engaging in criminal gang activity, threatening the safety of a person, etc.

## 3. System Security Violations

- a) Users are responsible for the use of their individual account if applicable and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person, except that supervisors and/or teachers may require users to provide their passwords.
- b) Student users will immediately notify a teacher if they identify a possible security problem (such as disclosure of their password to another person) and other users will immediately notify the system administrator. No users are authorized to look/solve for security problems, because this may be construed as an illegal attempt to gain access. RCCS must install and maintain anti-virus software on each workstation. Updates, typically referred to as "virus definitions," should be updated as the manufacturer recommends. Such installation and maintenance will be performed by the IT Department.

## 4. Inappropriate Language, Images, and Content

- a) Restrictions against inappropriate language apply to electronic communication including, but not limited to: email, public messages, private messages, and material posted on social media and web pages.
- b) Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, abusive or disrespectful language, images, or content.
- c) Users will not post information that could interfere with the educational process or cause a danger of disruption in the educational environment.
- d) Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- e) Users will not harass another person. Harassment is persistently acting in a manner that distresses or aggravates another person. If a user is told by a person to stop sending him/her messages, they must stop. However, nothing in this paragraph shall prohibit supervisory use of e-mail in connection with school activities and employment. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

## 5. Privacy Violations

- a) Information posted must abide by federal and state law, and all RCCS policies concerning confidentiality and release of information. This applies even if the information to be posted and/or shared does not identify an organization, family or individual by name, but the information may enable someone to identify an organization, family or individual by name.



## 6. Respecting Resource Limits.

- a) Users will use the system only for educational and professional activities.
- b) Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used, and immediately remove the file from the system computer to their personal computer or flash drive.
- c) Users will not post or send chain letters, junk mail, or engage in "spamming." Spamming is sending an annoying or unsolicited message to many people, except that an unsolicited message sent by a supervisor, relating to work activity does not constitute spamming.
- d) Users will limit the size of their stored data to a school-identified storage limit. The system will notify users when they are approaching the limit and users will not be able to store more data once they have exceeded the defined limit.
- e) Users will not send e-mail containing commercial links unless the link is predominantly instructional in nature.

## 7. Plagiarism and Copyright Infringement

- a) Information posted shall comply with the copyright and fair use guidelines promulgated by the U.S. Copyright Office
- b) Users will not plagiarize works that they find on the CIS. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.
- c) Users will respect the rights of copyright owners and not infringe on those rights. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

## 8. Access to Inappropriate Material

- a) Users will not use the CIS to access material that is profane or obscene (e.g., pornography).
- b) Users will not use the CIS to access material that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (e.g., hate literature). For students, a special exception may be made if the purpose is to conduct research related to a specific academic activity, as prescribed by the teacher, and is approved in writing by both the teacher and the parent. School employees may access the above material only in the context of legitimate research related to academic content and is approved by the employee's supervisor.
- c) If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by the school. This will protect users against an allegation that they have intentionally violated the Technology Acceptable Use Policy.

### **Student Responsibilities**

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

1. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Along with the administration and faculty, students have the responsibility to develop a climate within the school that is conducive to wholesome learning and living.
2. No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the right of teachers, students, administrators, and all others who are involved in the educational process.
3. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
4. It is the responsibility of the student to:
  - a. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.





- b. Be willing to volunteer information in matters relating to the health, safety and welfare of the school, community, and the protection of school property.
- c. Dress and groom to meet fair standards of safety and health and not cause substantial disruption to the educational process.
- d. Assist the staff in operating a safe school for all students.
- e. Comply with the Commonwealth of Pennsylvania laws as well as local laws.
- f. Exercise proper care when using public facilities and equipment.
- g. Attend school daily and be on time to all classes.
- h. Make up work when absent from school. The student is responsible for asking teachers for missing work.

**Notice Concerning Public Input**

As a student of RCECS, you have the right to make use of RCECS's public input procedures. The following questions and answers should give you the basic information you may need:

1. When may I communicate with school officials?
  - a) If you believe that your rights have been violated.
  - b) If you have constructive input that you may want to share.
  
2. A person may also communicate with school officials if any one of the following occur:
  - a) If a person feels he/she has been subjected to any form of physical, verbal, humiliating or frightening punishment of any kind.
  - b) If a person feels he/she has been subjected to any act of sexual abuse including any visual, verbal or physical conduct of a sexual nature.
  - c) If a person feels he/she public input should be first directed to the Principal/Assistant Principal in a timely fashion.

**Parent Responsibilities**

The most important responsibility of parents is being an active participant in their child's education. **RCECS parents/guardians must complete 10 hours of student support.** The student support hours include attending parent and family events including, but not limited to: back to school night, parent/teacher conferences, Hispanic Heritage Night, and other school activities. Parents/guardians that do not complete the hours may lose their child's slot/seat for the following school year. Please speak to the principal for special arrangements. Parents/guardians and the school must work together in order for the students to succeed. Parents/guardians must be active in the student's education. Parents/guardians who wish to obtain a copy of the policies and procedures manual must make their request in writing. You will receive a reply within 10 business days.

**Title I School Parent Involvement Policy Checklist**

**LEA Name: Roberto Clemente Charter School**

**School Name: Roberto Clemente Charter School**

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

|  | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|
| The School Parent Involvement Policy was developed with and agreed on by parents of Title I children.                                | <b>X</b>   |           |
| The Policy was distributed to all parents of Title I children.   | <b>X</b>   |           |
| The Policy was written in an understandable format and provided in a language parents can understand.                                | <b>X</b>   |           |
| The Policy describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy. | <b>X</b>   |           |



|   | YES | NO |
|---|-----|----|
| The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.   | X   |    |
| The Policy states that parent meetings, including parent conferences, will be held at different times during the day.   | X   |    |
| The Policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meeting and training sessions.                  | X   |    |
| The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. | X   |    |
| The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.   | X   |    |

|  | YES | NO |
|--|-----|----|
| The Policy describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.   | X   |    |
| The Policy states that the school ensures that information related to school and parent programs, meetings and other activities will be sent to the parents of participating children in a format and in a language the parents can understand.  | X   |    |
| The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.  | X   |    |
| The Policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. <i>Applies only to schools operating a Schoolwide Program.</i>  | X   |    |
| The Policy describes how the school involves parents in the joint development of the School Improvement Plan under Section 1116. <i>Applies only to schools identified for School Improvement.</i>   | X   |    |
| The Policy describes how the school will provide parents of participating children with timely information about the Title program.  | X   |    |
| The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.             | X   |    |
| The Policy describes how the school will provide assistance to parents in understanding the State's academic content standards and student achievement standards local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. | X   |    |

### Title I District Parent Involvement Policy Checklist

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

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



## Disciplinary Actions

Any disciplinary action taken by the school is intended to benefit the student by improving attitude, safety, and subsequent behavior. The disciplinary options available to the school are regulated by law and school policy. The disciplinary option chosen depends on (1) the nature of the offense, (2) the nature of the student's previous behavior, and (3) stated policy or precedent based on previous actions. Potential disciplinary actions include: detentions, denial/removal of privileges, in-school suspensions, out-of-school suspension, administrative review, judiciary review, and expulsion.

### Denial of Student Privileges

Privileges must be earned. They will be withdrawn for improper behavior. The length of denial depends on (1) the nature of the offense and (2) the previous behavior of the student. Privileges can be denied from one day to the entire year, depending on the circumstances.

### Suspension from School

Suspension is the temporary exclusion from school and all school-related activities for serious and/or repeated infractions of school rules. Students suspended from school are excluded from all school activities including field trips, assemblies, and all extra-curricular activities. The length of the suspension can run one to ten days, depending on the nature of the infraction. Parents will be notified in writing of their child's suspension. ***The student must be accompanied by a parent/guardian upon re-entering the school after a suspension.*** Suspension should be the last resort taken to redirect student misbehavior. Students cannot be on school grounds or surroundings while on suspension. If the suspension exceeds four days, the parent/guardian has the right to request a suspension hearing.

### The following actions may result in immediate suspension:

- Fighting (all students involved, regardless of who started the fight)
- Assaulting a staff member, student, or visitor to RCECS
- Sexual harassment
- Cutting class (leaving the school premises)
- Writing on walls, destroying school property or any other type of vandalism
- Possession of a weapon(s), drug(s), or sexual content(s)
- Refusal of direct order from administration and staff (insubordination)
- Violating established school bus rules or any other school provided transportation rules. (Fighting, possession of drug(s), assault, and/or possession of weapon(s))

### Expulsion from School

Expulsion is the permanent exclusion from school. Such action is approved by The Board upon the recommendations from the Principal and CEO. Recommendation for expulsion may be repeated misconduct, theft, illegal drug activity, inciting a riot, actions that endanger the welfare of others, assault upon a staff member and vandalism.

## Roberto Clemente Charter School: Elementary Anti-Bullying Policy

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

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or



perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

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

**Bullying** is defined as intentional electronic, written, verbal, visual, or physical act and/or series of acts directed at another student or students that is severe, persistent or pervasive and has the effect of doing the following: (1) Substantial interference with a student's education; (2) Creation of a threatening environment; (3) It occurs within an interpersonal relationship where there is an imbalance or power (e.g. one person is physically larger, stronger, mentally quicker, or socially more powerful); (4) Substantial disruption of the orderly operation of the school. This includes cyber bullying. Students who are being bullied are encouraged to promptly report such incidents to a teacher, school counselor or building administrator.

The Board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

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

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

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

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

**Factors for Determining Consequences include but are not limited to:**

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



## Factors for Determining Remedial Measures:

### Personal:

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

### Environmental:

- |  |                       |                              |
|--|-----------------------|------------------------------|
| -School climate  | -Social relationships | -Community activities        |
| -Neighborhood culture  | -Family situation     | -Student-staff relationships |
| -Social-emotional supports   | -Behavioral Supports  |                              |
| -General staff management of classrooms or other educational environments      |                       |                              |
| -Staff ability to prevent and de-escalate difficult or inflammatory situations |                       |                              |

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

Remedial measures shall be designed to: *correct the problem behavior; prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. Staff, administrators, and/or the school counselor may be involved with consequences and/or remedial measures. The consequences and remedial measures may include, but are not limited to, the examples listed below:

### Examples of Consequences:

- |  |                                     |
|--|-------------------------------------|
| -Temporary removal from the classroom        | -Out-of-school suspension           |
| -Referral to Principal or designee           | -Police notification/contact        |
| -Loss/denial of school privileges            | -Administrative Review              |
| -Classroom or administrative detention       | -Judicial Review                    |
| -In-school suspension during the school week | -Expulsion as approved by The Board |

### Examples of Remedial Measures:

#### Personal:

- |  |  |
|--|--|
| -Peer support group  | -Positive Learning and/or service experiences    |
| -Peer mediation  | -Corrective instruction (problem solving skills) |
| -Support from school counselor   | -Referral to ESAP team                           |
| -Support from in-school community services                                 | -Parent conferences                              |
| -Supportive discipline to increase accountability for the bullying offense | -Student behavior contract                       |

#### Environmental: (Classroom, School Building)

- |   |  |
|---|--|
| -Peer support groups                                      | -Development of a general bullying response plan                       |
| -Targeted use of monitors (e.g., hallway, cafeteria, bus) | -General professional development programs                             |
| -Modifications of schedules/adjustment in hallway traffic | -Parent conferences  |
| -School climate improvement                               | -Adoption of research-based bullying prevention programs               |
| -Involvement of parent-teacher organizations              | -Modifications in student routes/patterns traveling to and from school |
| -Involvement of school-based community organizations      |  |



- Supportive reflection for the bully on the offending behavior, maintaining an emotionally-neutral and strength-based approach.
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying.

- Disciplinary action for school staff who contributed to the problem
- Police notification/involvement

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

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

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

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

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

The Board requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The Principal shall develop an annual process for discussing the school's policy on harassment and bullying with students and staff. RCECS shall incorporate information regarding the policy against harassment or bullying into the RCECS School Employee Training Program and the Student/Parent Handbook.

### **Sexual Harassment**

Sexual harassment of students or school personnel physically, verbally or in writing will not be tolerated. Forms of sexual harassment include the following:

- Verbal - such as derogatory comments, jokes, or slurs, and sounds
- Physical - such as touching, pinching, patting, grabbing, or brushing up against another, impeding or blocking movement of another
- Visual- Inappropriate gestures, body language, or pictures

Any individual who feels he/she has been subjected to any act of sexual harassment including any visual, verbal or physical conduct of a sexual nature may communicate immediately with the Principal/CEO for further investigation. Any individual who is found to be guilty of sexual harassment will be subject to appropriate discipline, including expulsion from school.

### **Mandated Reporter**

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



## Roberto Clemente Charter School: Elementary Code of Conduct

It is impossible for teaching and learning to take place in classrooms unless good order is maintained. All students have the right to an education; however, they do not have the right to disrupt the educational process.

According to Pennsylvania School Code 24 Ps 13-1317 teachers and school administrators are acting “in loco parentis” (in place of parents/guardians). As such every teacher, assistant principal and principal in the public schools shall have the right to exercise the same authority as to conduct and behavior over the pupils attending the school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians or persons in parental relation to such pupils may exercise over them.

Each student is to be properly prepared for each class with books, supplies and assignments. Students must be at their assigned seats and have books, notebooks, and other learning tools on the table no later than 8:30 a.m. No student is to leave the classroom without the permission of the person in charge.

The teacher will handle discipline for Level 1 infractions of school/classroom rules in the classroom. Administration and/or the school counselor may also be involved in addressing Level 1 infractions. Teachers will maintain accurate documentation for student infractions of school rules. All staff members have the ability to address, document and report infractions or problems to the office. All students are required to report infractions of school policy to the administration.

### Disciplinary Guidelines

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

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

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

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

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

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



The discipline of students is the responsibility of the school while the student is on school property and/or on school conducted field trips, school bus or other school sponsored activities. Students are required to abide by the discipline codes off the school. The administrators of the school will determine the consequences for misconduct by students. Four levels of misconduct are identified. Examples are provided with specific procedures explained. It is understood that a student's right to Due Process will be honored.

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

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

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

### **Definition of Terms**

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

**Behavior Modification Counseling** – The school helps the student understand the causes and ramifications of his/her misconduct and develops with the student a specific plan for changing behavior. The school counselor coordinates with parent/guardian, teacher and principal to provide support to the student.

**Behavioral Contract** – A written document which stipulates behaviors which are permission for the student and the consequences for failure to comply with the terms of the contract, foremost of which will be dismissal from the school.

**Cooperative Behavior** – The willingness of a student to work with staff/students in a reasonable and helpful manner.

**Copying/Cheating**-Using material that is not original to the student. A teacher reasonably suspecting copying/cheating may require the student to rewrite the work or simply give the student a "0." A willing accomplice to copying/cheating is treated as if he/she committed the offense.

**Distributing** – Deliver, sell, pass, share, or give any alcohol, drug, or mood-altering substance, as defined by this policy, from one person to another or to aid therein.

**Drug/Mood Altering Substance/Alcohol** – Shall include any alcohol or malt beverage, any drug listed in Act 64 (1972) as a controlled substance, chemical, abused substance or medication for which a prescription is required under the law and/or any substance which is intended to alter mood. Examples of the above include but are not limited to beer, wine, liquor, marijuana, hashish, chemical solvent, glue, look-alike substances, and any chemical or pills. Students are not permitted to have or take any prescription or over-the-counter medications on school property.

**Drug Paraphernalia** – Includes any utensil or item which in the school's judgment can be associated with the use of drugs, alcohol, or mood-altering substances. Examples include but are not limited to syringes, razor blades, roach clips, water pipes, and bowls.

**Forgery**-A copied signature, document, or pass etc. Forging excuse notes, late passes, or hall passes may be punished by suspension based upon administrative discretion.

**Judiciary Review** – A formal expulsion hearing from RCECS between school administration, school board members, a student and his/her guardian(s). Parents/student have the right to be legally represented during this hearing. This hearing will focus on behavior patterns and incidents involving the student throughout the current school year. Students who are not expelled will be issued behavioral contract. Judiciary hearing may be held without a student or parent/guardian present if the student or





parent/guardian refuses to attend. Violation of behavioral contracts from judiciary review will result in another judiciary review for expulsion from the school.

**Office Discipline Referral** – A written or online electronic document that states behavioral infractions committed by a student. Teacher should complete this document in a timely fashion after an infraction has occurred and forward a copy of the report to the office. This report should include all necessary information about the incident being reported including, but not limited to, who, when, where, how, level of infraction, number of offences, action taken, parent contact information and any consequences assigned to the student.

**Plagiarism** -The act of claiming the work of another person and calling it your own is plagiarism. A teacher reasonably suspecting plagiarism may require the student to rewrite the work or simply give the student a “0.” A willing accomplice to plagiarism is treated as if he/she committed the offense. Students who are guilty of plagiarism may have it marked in their permanent school record, depending on the severity of the offense.

**Possession** – possess or hold, without any attempt to distribute any alcohol, drug, or mood-altering substance determined to be illegal and/or as defined by this policy.

**Suspension** – Discipline issued by the principal of the school to a student who has broken a school rule. Suspended students and their parent/guardian are required to meet with the principal or his/her designee before returning to school after being suspended. Students who are suspended may not be on school property unless meeting at a pre-determined time, with an administrator. Note: Suspension days may differ from information found in Level Procedures for special needs students.

**Uncooperative Behavior** – is resistance or refusal, verbal physical or passive, on the part of the student, to comply with the reasonable request or recommendations of the school personnel. Defiance, assault, deceit, and flight shall constitute examples of uncooperative student behavior. Students who are found to be uncooperative will be placed on a behavioral contract. Violation of a behavioral contract will result in either administrative review or judiciary review.

At any time in the discipline process, parents/ guardians, staff members, and/or school administration may request a conference of concerned parties for the purpose of examining the problem(s), posing possible solutions, and reviewing progress with a plan for improvement in the student’s conduct. For a student with an IEP, this conference could take the form of a Multi-Disciplinary Evaluation (MDE) meeting, which could result in recommended changes in the Individualized Education Program (IEP). Regardless of whether the conference is informal or an MDE, one possible outcome of the conference is a Behavioral Contract.

Normally a student will not be dismissed from the school for Level 1 misconduct, but that could happen if eventually the misconduct is seriously disrupting the education of other students or consuming an unreasonably large amount of the school’s, teacher’s and/or administration’s time. Consequences for all level violations may change based on the frequency and/or severity of the violation(s).

### **Violations and Procedures**

The term **violations** refers to the non-adherence to RCECS expectations for conduct. The term **procedures** refers to the manner in which violations of school expectations may be investigated, documented, communicated, and resolved. It also refers to the disciplinary measures that may be taken by staff/administration in regards to the violation. The list of violations and procedures in this Code of Conduct is not exhaustive.

#### **Level 1 Violations:**

Actions that interfere with the orderly operation of the class will be handled by the classroom teacher until the behavior is frequent or serious enough that it disrupts the learning environment of the classroom or the school. Administration and/or the school counselor may also be involved in Level 1 Violations.

#### **Examples of Level 1 Violations include but are not limited to:**

- Lack of courtesy and respect to staff/students
- Public display of affection
- Classroom disruption
- Uniform violation
- Failure to complete assignments
- Disruptive in the hall (running, shouting, etc.)
- Uncooperative behaviors
- Eating or drinking in class and halls



- Throwing items (resulting in no injury)
- Misuse of RCECS' CIS system
- Neglect of responsibility (return of excuse notes, forms, etc.)
- Insubordination (including, but not limited to refusal to remain in or go to assigned area)
- Deliberate misuse of school equipment
- Student playing with toys/non-school items
- Horseplay

**Level 1 Procedures:**

Examples of Level 1 procedures may include, but are not limited to:

- Immediate intervention by the staff administrator
- Submission of an office discipline referral
- Staff member conference with student
- Removal of privileges including, but not limited to: special events, dress-down days, and field trips
- Lunch, recess, or after-school detention assigned by a staff member or administrator
- Administrative conference with student.
- Parent/guardian contact
- School-work assignment.
- Parent/guardian conference with staff and/or administration

**Level 2 Violations:**

Behaviors that are frequent or serious enough to disrupt the learning climate of the class or school. Administration and/or the school counselor will be involved in Level 2 Violations.

**Examples of Level 2 Violations may include but are not limited to:**

- Repeated instances of Level 1 misconduct
- Uncooperative behavior
- Safety violations
- Cutting class.
- Leaving class without permission.
- Forgery of notes and excuses
- Possession of banned material that is not a safety threat
- Public display of affection
- Insubordination
- Disrespectful behavior to students/staff
- Profanity/Offensive language
- Cheating on tests or other assignments.
- Plagiarism
- Throwing Items (resulting in injury)
- Personal electronic device use
- Horseplay (resulting in class disruption and/or injury)

**Level 2 Procedures:**

Examples of Level 2 procedures include, but are not limited to:

- Immediate intervention by the staff administrator
- Submission of an office discipline referral
- Staff member conference with student.
- Removal of privileges including, but not limited to: special events, dress-down days, and field trips.
- Detention (before, during, and/or after-school)
- An informal hearing may be scheduled at the discretion of the parent(s)/guardian(s) or administration.
- Administrative conference with student.
- Parent/guardian contact
- School-work assignment.
- Parent/guardian conference with staff and/or administration.
- Minimum one day in-school suspension**
- Minimum one day out-of-school suspension**

**Level 3 Violations:**

Actions that are directed against persons or property but limited to the degree that they endanger the health and safety of others. Administration and/or the school counselor will be involved in Level 3 Violations.

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

- Fighting
- Use of incendiary devices
- Inappropriate language directed at staff or visitors
- Leaving school property without permission
- Possession of fireworks
- Threats to students
- Harassment/bullying
- Minor vandalism



- Stealing
- Public display of lewd or vulgar gestures or images, including inappropriate computer files

- Endangering others
- Sexual Harassment
- Personal technology device usage

**Level 3 Procedures:**

Example of Level 3 procedures may include, but are not limited to:

- Immediate intervention by staff/administration
- Staff member will submit an office discipline referral
- Staff member and administrative conference with student
- Parent/guardian contact
- Support provided by the school counselor
- Support from school-based community services
- Parent/guardian and student conference with a school administrator

- Behavioral contract
- Required parent/guardian conference before returning to school
- Minimum one day in-school suspension**
- Minimum one day out-of-school suspension**
- Administrative Review
- Judiciary review

**Level 4 Violations:**

Actions which result in violence to another person or property or which pose a direct threat to the safety of the individual or to others in the school. Administration and/or the school counselor will be involved in Level 4 Violations.

**Examples of Level 4 Violations include but are not limited to:**

- Assault/battery
- Arson
- Bomb Threats
- Extortion
- Possession, use of, or transfer of dangerous weapons
- Possession, use of, distribution of tobacco and/or vaping products
- Possession, use of, or distribution of drugs, mood-altering substances, or alcohol
- Threats to staff and visitors
- Terrorist threats
- Major vandalism
- Misuse of fire alarm & safety equipment
- Sexual harassment

**Level 4 Procedures:**

Examples of Level 4 procedures may include but are not limited to:

- Immediate intervention by staff/administration
- Staff member will submit an office discipline referral
- Administration investigation the offense
- Administrative conference with student
- Parent/guardian will be contacted and required to come to Pick up the student
- Parent/guardian and student conference with a school administrator
- Police and/or Children and Youth Services will be notified
- The student and parent/guardian are required to make restitution
- An informal hearing will be scheduled within five days
- Letter sent to the parent/guardian (copies to teacher, school, office, student file)
- Up to ten days out-of-school suspension
- Judiciary Review

**Smoking and Tobacco**

It is a criminal offense for students to possess or use tobacco on school property. Students may be responsible for a \$50.00 fine and court costs.

**Level 4-Drug and Alcohol Situations:**

School officials recognize our responsibility to existing laws and to public demand that our school and school-grounds be free of drugs and drug-related activities during all school hours and events. Students may be searched for suspicious of possessing illegal drugs. In all cases in which drugs are found, students will be disciplined and prosecuted. Students suspected of being under the influence of drugs or alcohol will not be sent home from school without a parent/guardian.



**For Level 4 Situations A. through F. the following measures will occur, including, but not limited to:**

- Immediate intervention by staff/administration
- Staff member will submit an office discipline referral and an anecdotal written record of the incident
- An administrator will investigate the incident
- The student, student's desk, and student possessions will be searched
- Support provided by the school counselor and/or school-based community services will be coordinated with the student's parent/guardian
- Parent/guardian contact
- Parent/guardian and student conference with school counselor and/or administrator
- Children and Youth services may be contacted

**For Level 4 Situations A. through E. the following measures will also occur, including, but not limited to:**

- Parent/guardian will be contacted and must come to school immediately
- Police will be notified
- Up to 10 days out-of-school suspension
- Informal hearing
- Judiciary Review/Formal board hearing for expulsion

**A.** The use of drugs, alcohol or mood-altering substance by a student is suspected, but there is no evidence of violation of laws or school regulations.

**B.** A student possesses, uses, or is under the influence of drugs, mood altering substances, or alcohol while in school or on school property.

**C.** A student is found to be in possession, use or under the influence of drug, mood altering substances, or alcohol while attending any school-sponsored function.

**D.** A student is caught again in possession, use or under the influence of drugs, mood altering substances, alcohol or possesses drug related paraphernalia. (Any second offense)

**E.** A student is distributing a drug, mood-altering substance, alcohol, look-alike drug, or drug related paraphernalia.

**F.** The student has a drug, mood-altering or alcohol related medical emergency.

**Procedures:**

- Standard health and first aid procedures will be followed
- Student will be transported to a medical facility at the expense of parent/guardian
- Police will be notified
- Up to 10 days out-of-school suspension
- Judiciary Review/Formal board hearing for expulsion

Should a student be charged with any drug offense, which allegedly took place off school property, and after school hours, the principal will interview the student and parent/guardian to determine the role the school must take. Be assured that any student whose presence, in the opinion of the principal or CEO, constitutes a threat to the health, safety, and morals of other students and/or interferes with the educational process of this school can reasonably expect to be recommended for suspension and/or expulsion. RCECS reserves the right to search a pupil's pockets or any possession (including but not limited to purses, gym bags, jackets, coats, parcels, packages or other containers) to discover or confiscate any prohibited materials. There should be reasonable grounds for suspicion.

**Level 4-Weapons Policy**

**Definitions of Terms**

**Weapon-** Defined in the Pennsylvania Crimes Codes 18 Pa. C.S.A. Section 912 as follows: "Any knife, cutting instrument, cutting tool, num-chuck, stick, firearm, shot gun, rifle, any other sharp instrument or implement capable of inflicting serious injury."

**Possession of a weapon -**When a weapon is found on the person of a student, in a student's desk or possessions, or under a student's control, on school property or at any school activity (including any school activity held away from school property), or when the student is traveling to or from school property or a school sponsored activity, or when the student is on a school bus or vehicle or other transportation service sponsored by the school.

**School Property-**All buildings, facilities, parking areas and ground owned or under the control of RCECS



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

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

### **Reporting Possession of a Weapon**

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

### **PROCEDURES:**

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

- Immediate intervention by staff/administration
- The weapon or item considered to be a weapon shall be immediately confiscated and secured
- Parent/guardian will be contacted and must come to school immediately
- Administrative Investigation
- Student, student's desk, and student's possessions will be searched
- Police will be notified
- Up to 10 days out-of-school suspension
- Judiciary Review/Formal board hearing for expulsion
- The administration shall recommend expulsion from school for a minimum of one (1) year. Any student found to be in possession of a weapon in violation of this Policy is subject to mandatory expulsion for a minimum of one (1) year.

RCECS shall have the right, for the safety of students and staff, to conduct searches on students, student desks, and student possessions if contraband is suspected. Contraband shall be defined as any and all the following: items prohibited by law, items prohibited to be possessed by minors, any weapons, and any item that has been used as a weapon, incendiary devices, and prohibited electronic devices.

### **Notification of the Allentown Police Department/Law Enforcement Authority When an Incident Involves Children with Disabilities**

- a). If a student with a disability commits an incident of misconduct, school administrators and the Allentown Police Department should take into consideration that the student's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A student with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending.
- b). In the event a student with a disability a mandatory notification offense according to the PA Safe Schools Act, RCECS must provide immediate notification to the Allentown Police Department regardless of the disability. Those notifications will state that the child has an IEP or a service agreement that includes a behavior support plan and may include RCECS' recommendation that police intervention may not be required and that RCECS will act to address the student's behavior need as required by applicable federal and state law and regulations.
- c). In the event a student with a disability commits a discretionary offense and RCECS does not believe that police intervention is necessary, RCECS will address student's behavior need as required by applicable federal and state law and regulations.



- d). RCECS, when reporting an offense committed by a student with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Allentown Police Department.
- e). RCECS when reporting an incident under this section, may transmit copies of the student's special education and disciplinary records only to the extent that the transmissions permitted by FERPA.

**Response and Handling of a Student with a Disability**

- a). RCECS shall invite representatives of the Allentown Police Department to participate in the trainings in the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require immediate intervention, as provided by RCECS's special education plan.
- c). If a student with a disability commits an incident listed in the Safe Schools Act as mandatory or discretionary reporting, RCECS shall respond in a manner that is consistent with the training provided and in accordance with RCECS's special education plan and, if applicable, with the procedures, methods and techniques defined in the student's behavior support plan.
- d). If a student who has physical, mental or health impairments but, is not eligible as defined by Chapter 14 or 711 to special education services and programs, commits an incident listed as mandatory or discretionary in the Safe Schools Act, RCECS, shall respond in a manner that is consistent with the student's service agreement or written agreement between the school and parents.
- e). If a student with a disability, has an IEP that includes a positive behavior support plan, and commits an incident listed as mandatory reporting to local police, RCECS, shall act according to the student positive behavior support plan.
- g). If a student with a disability, does not have a positive behavior support plan, commits an incident listed as mandatory reporting to local police, RCECS shall convene the student's IEP team. At this meeting, the IEP team shall consider whether a positive behavior support plan should be developed to address the student's behavior.



## Handbook Signature Instructions

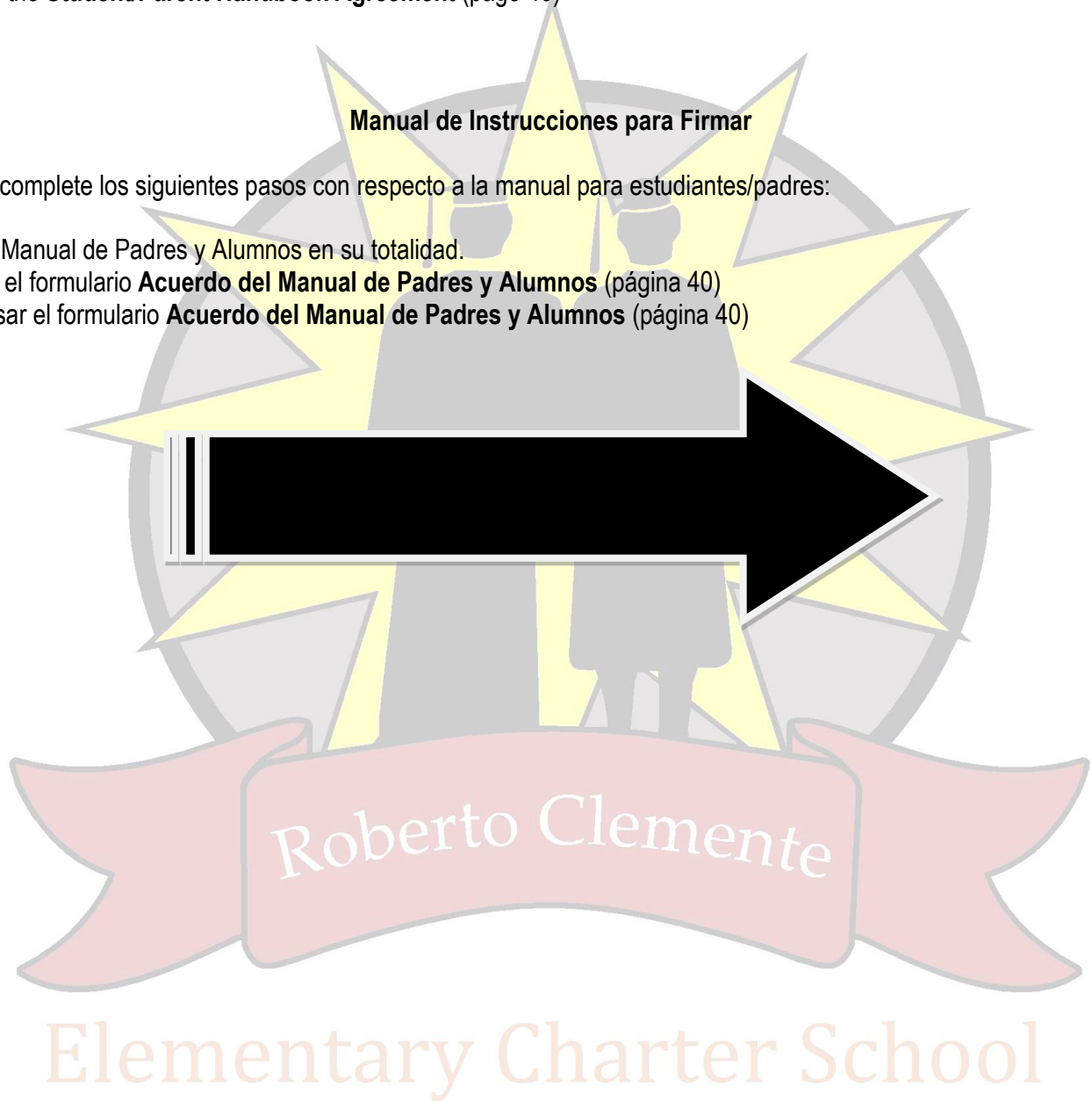
Please complete the following steps regarding the Student/Parent Handbook:

1. Read the Student/Parent Handbook in its entirety.
2. Sign the **Student/Parent Handbook Agreement** (page 40)
3. Return the **Student/Parent Handbook Agreement** (page 40)

### Manual de Instrucciones para Firmar

Por favor complete los siguientes pasos con respecto a la manual para estudiantes/padres:

1. Lea el Manual de Padres y Alumnos en su totalidad.
2. Firmar el formulario **Acuerdo del Manual de Padres y Alumnos** (página 40)
3. Regresar el formulario **Acuerdo del Manual de Padres y Alumnos** (página 40)



**Roberto Clemente Charter School: Elementary  
Student/Parent Handbook Agreement**

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

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

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

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

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

Student Name: \_\_\_\_\_

Grade \_\_\_\_\_ Homeroom Teacher's Name \_\_\_\_\_

Parent(s)/Guardian Name(s): \_\_\_\_\_

Parent(s)/Guardian(s) Signature: \_\_\_\_\_

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

Principal's Acknowledgement: \_\_\_\_\_

**This signed agreement will be placed in student files as proof as both parent/legal guardian and student have read, understand, and agreed to policies described in this handbook.**

Roberto Clemente  
Elementary Charter School

