



Parent/Student Handbook

2020-2021

**A tree with strong roots
continues to grow.**



MULTICULTURAL
 EXCELLENCE
 QUALITY-BASED
 hONOR
 SAFETY
 COMMUNITY-BASED
 RESPECT
 COLLABORATION
 MODELS
 PERSEVERANCE
 RESPONSIBILITY
 INTEGRITY
 HABITS
 COMMITMENT
 DIVERSIFIED

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 Mr. Andrew Grantham, Assistant Principal
 Ms. Tiffany Lee, Assistant Principal
 Mr. Mark Learo, CSSC



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Mrs. Stephanie Thompson, Principal
Mr. Andrew Grantham, Assistant Principal
Ms. Tiffany Lee, Assistant Principal
Mr. Mark Learo, CSSC

We are not Spectators. We are members of a TEAM.

September 2020

Dear Parents & Students:

We are delighted to have you at Roberto Clemente School #8!

Our 2020-2021 school year at RC8 is full of promise, rigorous learning and endless opportunities! Enclosed with this letter you will find a supply list, student opt-out form and the book of the month list.

Below is the schedule for half days. K-8 Students will be dismissed at 11:15 a.m. and Pre-K students will be dismissed at 11:30 a.m.

Half Days
October 8th
December 4th
March 5th

We encourage you to follow us on:



@RCSchool8



@RCSchool8

****COVID-19- For more information regarding School #8 COVID Plan-Please refer to the WWW.RCSDK12.ORG website for Roberto Clemente School #8 COVID REOPENING PLAN.**

On behalf of all of RC8 staff members, we hope you have a wonderful school year. We look forward to working with you to provide you a safe and productive learning environment. We know we are stronger together than apart! May this be our best year ever!

Sincerely,

The Roberto Clemente School #8 Staff

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Our Mission

Roberto Clemente School No. 8 is a school where we enjoy the adventure of learning and promote the highest levels of achievement for all.

We respect the school, the people in it and the work we create. We recognize that as a TEAM we are stronger together than we are apart.

Our Vision

Roberto Clemente School 8 strives to provide every student and adult the skills and resources necessary to become active, self-motivated, and lifelong learners. In doing so, we hope to create a culture of inquiry in which learning is cherished and continuous. In order to accomplish our goals, we will commit to the following:

- ☞ *We will design and deliver engaging, exciting, and relevant instruction.*
- ☞ *We will promote creativity, discovery, reflection, and balance.*
- ☞ *We will foster perseverance, integrity, collaboration, and commitment to quality..*
- ☞ *We will cultivate belonging through the development of meaningful and trusting relationships.*

Roberto Clemente School #8 Learner's Creed

As a proud member of the Roberto Clemente School TEAM,
I enjoy the adventure of learning.

I have wonderful ideas which I am not afraid to share.

I take responsibility for my learning, work hard, and respect the
rights of others to learn in a clean and safe environment.

I care about those on my team.

I expect excellence from myself daily and learn from my mistakes.

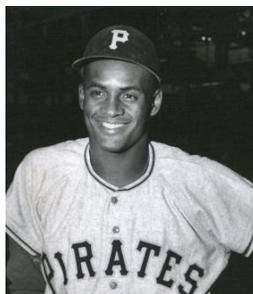
I understand that my team is stronger because each member has
different strengths.

I respect the world I live in, and take pride in my community.

Every day I reflect on the choices I have made.

I am not just a spectator.

I am a member of the TEAM.



"I want to be remembered as a ballplayer who gave all he had to give." –Roberto Clemente

EL EDUCATION DESIGN PRINCIPLES

EL Education is built on ten design principles that reflect the educational values and beliefs of Kurt Hahn, founder of Outward Bound. These principles also reflect the design's connection to other related thinking about teaching, learning, and the culture of schools.

The Primacy of Self-Discovery

Learning happens best with emotion, challenge, and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

The Responsibility for Learning

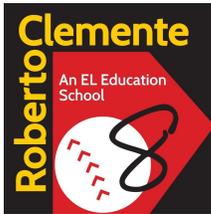
Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

The Having of Wonderful Ideas

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.



Roberto Clemente School #8
WE ARE NOT SPECTATORS, WE ARE MEMBERS OF A TEAM!

Habits of Work and Learning (HOWLs)

Habits of Work and Learning (referred to as HOWLs) are a set of **academic mindsets** and **character traits** on which life-long success is built. These mindsets will be specifically taught and emphasized throughout the school year as we work to develop a culture of inquiry where students and adults are active and engaged learners.

PERSEVERANCE	COMMITMENT TO QUALITY	HONOR/ INTEGRITY	COLLABORATION
Keeping at a task even if it is difficult.	Acknowledging that there is always room for improvement.	Doing the right thing independently.	Working together with others.

TEAM Matrix

	HOWLS (Habits of Work & Learning)	Cafeteria	Hallway	Playground	Arrival/Dismissal	Bus
T Take Responsibility	PERSEVERANCE	I can... <ul style="list-style-type: none"> keep my area clean. leave only if I have a pass. 	I can... <ul style="list-style-type: none"> stay in line. go directly to destination. always show a pass when traveling without an adult. 	I can... <ul style="list-style-type: none"> care for equipment and return it when directed. dress for the weather. use stop signals to solve problems peacefully. seek help from an adult when needed. 	I can... <ul style="list-style-type: none"> report directly to my classroom when I arrive at school. report directly to my bus or exit at dismissal. remove my hat, doo rag, or hood before entering my school. 	I can... <ul style="list-style-type: none"> be prepared to board my bus when it arrives at my stop. be prepared to exit my bus when it arrives at my stop.
E Expect Excellence	COMMITMENT TO QUALITY	I can... <ul style="list-style-type: none"> use voice level 0, 1, or 2. stay seated. 	I can... <ul style="list-style-type: none"> use voice level 0 or 1. stay with my crew/team. 	I can... <ul style="list-style-type: none"> share and take turns. line up immediately when signal is given. calmly re-enter school with voice level 0 or 1. 	I can... <ul style="list-style-type: none"> use voice level 0 or 1 when entering and exiting my school. arrive on time to school. wear my uniform every day. 	I can... <ul style="list-style-type: none"> keep my bus clean. follow my bus rules. use voice level 0, 1, or 2.
A Act Safely	HONOR & INTEGRITY	I can... <ul style="list-style-type: none"> keep my hands, feet, and objects to myself. walk. 	I can... <ul style="list-style-type: none"> keep my hands, feet, and objects to myself. walk to the right at all times. 	I can... <ul style="list-style-type: none"> keep my hands and feet to myself. use equipment appropriately. stay in designated areas. 	I can... <ul style="list-style-type: none"> keep hands, feet, and objects to myself. walk in line with an adult to my bus or exit. keep my teacher informed with notes from home. 	I can... <ul style="list-style-type: none"> sit in my seat at all times. keep my hands, feet, and objects to myself. enter/exit my bus in a single file line.
M Model Respect	COLLABORATION	I can... <ul style="list-style-type: none"> follow adult directions and make good choices. be mindful of the feelings and personal space of others. 	I can... <ul style="list-style-type: none"> follow adult directions. take pride in my school displays. smile and/or wave to say hello. 	I can... <ul style="list-style-type: none"> follow adult directions. speak kindly. treat others fairly. 	I can... <ul style="list-style-type: none"> be mindful of the feelings and personal space of others. 	I can... <ul style="list-style-type: none"> keep conversations appropriate. follow adult directions. greet my bus driver when I enter/exit my bus.

POLICIES AND PROCEDURES

INSTRUCTIONAL PROGRAM

Learning happens best with student engagement, challenging assignments and rigor. Students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover that they can do more than they think they can. This celebrates the joy of learning!

School Design

The Roberto Clemente School organizes teaching and learning to take advantage of its size and to support public products, field experiences, and sustained interdisciplinary learning. *These structures, the heart of the EL Education model, include:*

1. **Expeditions / Project Based Learning:** Students will have an opportunity to participate in Expeditions or Project Based learning activities as an extension of their learning. These are the core experiences within the academic program. Expeditions typically explore content and skills within two major disciplines during an in-depth examination of a compelling topic. Often that topic will start with issues or events of local interest that relate to larger areas of study.
2. **Schedules:** Our academic calendar and daily schedule are organized to promote and support deep, personal, and rigorous teaching and learning. Some specials are taught within a rotating ABCD schedule and the school calendar is organized by marking periods.
3. **TEAM: TEAM** is a daily course that creates teams of students and two adult advisors who meet daily to discuss academic issues, share accomplishments, problem-solve individual or school dilemmas, organize student work for exit portfolios or exhibitions, and prepare students for post-secondary education. Critical to the school's goal of knowing all students well, team both cares for students and holds them accountable while at the same time giving them an opportunity to know themselves and each other better. This is how every student begins their academic day at RC8. There are two caring adults that build relationships with their students and are critically important to supporting our families.
4. **Community Town Hall Meetings *:** One of the core community-building structures at Roberto Clemente School is our once a month community meeting. Please stay tuned for more information via Facebook and Twitter. Community meetings are the only time in the month that all students and faculty members are together and it is an important opportunity for communication and celebration.

5. **Student-Led Conferences** *: We will hold two student-led conferences. The purpose of these is to increase student accountability and autonomy concerning academics and the habits of work and learning (HOWLS). Students will be able to articulate their academic progress with families.

6. **Rites of Passages** *: The transition from 6th grade to middle school and 8th grade to high school are significant milestones in a young person’s life, and the staff at RC8 are hopeful that we have prepared our students to be leaders of their own learning once they leave our community. The purpose of the Rite of Passage is for our eighth grade scholars to demonstrate, through writing, the organization of a portfolio and an oral presentation, that they are indeed prepared to move on to high school with specific reasons and evidence to support their claim. Students in grades 6 and 8 will participate in an experience called Rites of Passages. Students in grade 8 begin working on their essay and presentation in April.

* Due to Covid-19, these activities may not be held during the 20-21 School Year. Updates to follow.

HOMEWORK POLICY

Homework is recognized and encouraged as an extremely valuable activity and as an extension of your child’s learning day. Homework provides excellent opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of students. This has been reviewed and supported by our School-based Planning Team.

Homework at RC8 is...	Homework at RC8 isn’t...
<ul style="list-style-type: none"> ● Connected and relevant to classroom learning or experiences ● A tool to measure students taking responsibility for their own learning ● Independent practice worthy of feedback from teachers, paraprofessionals, and classmates 	<ul style="list-style-type: none"> ● Busy work ● For parents, brothers, or sisters to complete ● Always the same ● A stack of multiple worksheets ● Always the same amount of time per night ● Meaningless ● Disregarded upon return to school

Recommended minimum daily time guidelines for homework are:

Kindergarten	15 minutes
Grades 1, 2, 3	20-30 minutes
Grades 4, 5, 6	30-60 minutes
Grades 7, 8	60-90 minutes

The hybrid model will be implemented in phases beginning with students in Prek-4, k-6 special classes and k-12 specialized programs. Students not in school for the hybrid model will receive instruction through the distance learning model.

Distance Learning PreK – 6

The days where students are scheduled for remote learning, instruction will be an extension of the classroom. Students would be engaged in a variety of learning experiences which may include pre-recorded video of a teacher providing direct instruction, a video of other teachers teaching a skill, a link to an article for a student to read and respond to, a math or science problem set to be worked on and submitted for feedback, etc. The learning platforms will be Seesaw at K-2 and Google Classroom Grades 3-12. A combination of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students.

Hybrid Model 7-8

Week 1 / Week 2: Students come to school four days a week to receive face to face learning. Students will be split into Group A or Group B to provide 50% occupancy and groupings will include grade level, courses, and cohorts. Direct instruction will be delivered to students in small groups within their classroom while maintaining health and safety measures outlined by CDC guidelines. Note: Parent Preference to Distance Learning: students will work 100% remotely and will not come to the building for instruction. Parents need to contact the school as soon as possible to indicate distance learning is preferred.

Distance Learning 7-8

Students in grades 7-8 will follow their typical class schedule in a remote learning environment. Doing so will ensure consistency and continuity of instruction, eliminate conflicts, and build natural breaks (lunch) into the day for students. This also retains planning time for teachers. Class periods will be adjusted to allow for a “screen time break” and transition time between classes. A combination of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students each week.

ARRIVAL/DISMISSAL (Please Note)

- Students should not report to school before 7:30am.
- **Student day is from 7:30am to 2:00pm.**
- In order to have a smooth and safe dismissal, parents are required to follow these procedures.
 - **If there is a change in your child's normal dismissal routine (i.e. not taking bus home) you must notify the main office by 11:45am.**
 - **If a parent is picking up a child, the parent must come to Exit 1 to sign the student out**
 - Once dismissal begins, students will not be removed from the bus.
- Due to Covid-19, Parents / Visitors will not be allowed in building. In the event a visitor must come inside the building they must be logged and screened.
- The YMCA is our partner and has an afterschool program you may want to consider until 5:00pm. The YMCA start date is tentatively slated for mid-October.

ATTENDANCE GUIDELINES - Attendance Counts!

Returning to School after an Absence:

- A note from a parent/guardian which includes the following information must be provided to the main office on the first floor when returning to school following an absence:
 - Date(s) of absence
 - Reason
 - Parent/Guardian signature
 - Telephone number where parent/guardian may be reached

Late to School:

- Parents can bring their student to Exit 1 to sign in.
- For an excused tardy, a note from a parent/guardian which includes the following information must be provided to the attendance office:
 - Date and Time of arrival
 - Date of tardiness
 - Reason for tardiness
 - Parent/Guardian signature
 - Telephone number where parent/guardian may be reached

Early Dismissals:

- Upon arrival to school, a student needing to leave school before the end of the regular school day should bring a note to the main office indicating the following:
 - Time of dismissal
 - Date of dismissal
 - Reason for dismissal
 - Parent/Guardian signature
 - Telephone number where parent/guardian may be reached

- The student must receive an early dismissal pass and the early dismissal request will be verified by the school.
- Parents must come to Exit 1 and ring the bell for dismissal. Students will be brought to the door.

Tardiness:

A student is tardy when they enter after the official start time of 7:45 am. Parents should bring their students to sign in at Exit 1 upon arrival and cannot be admitted to class without a completed late slip.

ANNOUNCEMENTS

Daily announcements will begin at approximately 7:40 am. All students are encouraged to stand for the Pledge of Allegiance (students may abstain for religious reasons). All students are expected to recite our Roberto Clemente Mission statement each day.

CLASSROOM CALLS

To limit classroom interruptions all calls will be transferred to voicemail. In the event of an emergency, the main office will contact the student's administrator.

ADDRESS CHANGES/TRANSPORTATION

All student change of addresses (proof is required) and phone numbers must be given to the office as soon as the change is known.

VISITOR POLICY

All visitors to RC8 must enter the building through exit 1 and 2 and sign-in at the main office immediately. The following procedures must be followed when visitors enter the building:

****Due to CoVID-19-**

Parents / Guardians and Visitors will not be allowed in the building. In the event of an emergency and a visitor must come inside the building after administrative approval, they must be logged and screened. All individuals entering the building must wear a face covering.

Visitor Screening Location:

- **Visitor screening location will be Exit 1.**

Until Covid-19 restrictions are removed, please see the above statement. Any questions please contact the main office.

- All visitors to the building must be given a name tag to wear while in the building. The name tag must contain the name of the visitor, the date, and the time of entry, and the name of the person signing in the visitor.
- The visitor must be escorted to their final destination.
- All visitors must be escorted back to the main entrance to sign-out in the main office and to exit the building.
- When parents/guardians visit the school for a disciplinary conference or return from suspension conference, only the parent or guardian may enter the building.

WE ARE NOT SPECTATORS, WE ARE MEMBERS OF A TEAM!

- No one other than the parent or guardian is permitted in the building unless approved in advance by the Principal.
- Parents or guardians are always welcome, but unscheduled visits are not encouraged. All visits should be arranged in advance by calling the appropriate school administrator and work collaboratively with the teacher.
- Alumni or former students will not be permitted to visit during the school day. They must make prior arrangements to visit after hours.

VOLUNTEERS

Please contact our Parent Liaison, Lakita Pradia @ 262-8888 ext. 1170 to review our volunteer policy and complete the necessary forms.

****Due to CoVID-19- volunteers will not be allowed to support. This will be readdressed when Covid-19 restrictions have been lifted.**

BUILDING SECURITY

Building doors are always locked. Students are not to open the doors during the school day for anyone.

BUILDING GROUNDS

It is our collective responsibility to make our campus beautiful and to keep it clean. We will continuously showcase student work, achievements, awards and important information.

RESPECT FOR OUR SCHOOL BUILDING

Hallways:

Students and staff are expected to “own” the hallways by keeping them clean, safe, and respectful of the learning environment. We are all responsible for the beautiful spaces at Roberto Clemente School #8. Teachers and staff will be out in the hallways during passing periods and students are expected to adhere to our standards of decorum (no yelling-refer to voice level chart, greeting one another and visitors, helping those who may need assistance, picking up litter and trash). Students and staff are to be quiet in the hallways. Students, teachers, and paraprofessionals have the right to teach, work, and learn without interruption from noise in the hallways. All foot traffic must stay to the right of each hallway’s center line. Students should always have a standard pass to travel in the hallways.

Language:

All members of the school community are expected to adhere to the highest levels of respect for one another and to use appropriate language. We assume positive intent at

RC8. Language that demeans, insults, harasses, or humiliates another member of the community will not be tolerated. The following guidelines should be used in choosing the forms of communication that accurately capture our thoughts and feelings without violating another person's sense of identity or self:

- Use school appropriate language.
- Respect the diversity and differences of each other at RC8. We celebrate and welcome all!
- Please be aware that in public spaces (hallways, classrooms, etc...) your language affects more than just the people with whom you are talking and reflects on Roberto Clemente School #8.

Gum:

Students are not permitted to chew gum in school.

DRESS CODE

- ****Due to COVID-19-Please review your child's belongings before coming to school. It is recommended to leave any non-essential items at home.**
- **Face covers must be worn whenever an individual is within six feet of another person and in all communal areas. Encourage face cover wear at all times.**
- Attire must be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that stocking caps, —doo rags, bandanas, hoods and hats (other than hats or scarves mandated by verifiable religious requirements or verifiable medical reasons); unbuttoned dress shirts or sport shirts; and extremely brief garments such as muscle shirts, half shirts, tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate and not permitted. For school purposes, exposure of navels or stomach areas; bare chests; or cleavage are not appropriate and not permitted.
- Ensure that underwear is completely covered with outer clothing, and that pants or slacks are cinched with a belt of appropriate size for the student's waist.
- Footwear must be worn at all times. Footwear that is a safety hazard, ie: slippers / houseshoes, will not be allowed.
- Hats are not to be worn in the classroom, study halls, assembly rooms, cafeterias, or internal hallways except for a medical or religious purpose.
- **Clothing / facecovering** may not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, disability, or sexual orientation.
- **Clothing / facecovering** may not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

CODE OF CONDUCT

Please refer to the *TEAM Matrix for school-wide expectations (p. 8)* Additional Details on the [RCSD Website](#).

RESTORATIVE PRACTICES

Restorative practices involve a variety of systems designed to help build relationships, foster a sense of community, and improve discipline by holding everyone accountable. Research has shown that restorative practices help to: reduce crime, violence and bullying; improve human behavior; strengthen civil society; provide effective leadership; restore relationships; and repair harm. Restorative practices include the use of informal and formal processes that proactively build relationships and a sense of community to prevent conflict and wrong-doing. Restorative justice is a subset of restorative practices. Restorative justice is reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs.

At RC8 we engage in restorative practices via TEAM Time and our daily interactions with students, family, and each other. If any student or adult is struggling to achieve effective working relationships with another member of our community, a restorative conference can be arranged by contacting Michele McCortney at 262-8888 ext. 1180. Conferences can be arranged between student groups, between teacher and student, between teaching team and family, and even between staff members. Students who are receiving multiple Office Discipline Referrals may benefit from a restorative conference prior to more significant punitive consequences. Any student returning from an Out of School Suspension will be scheduled for a restorative conference either prior to or upon their return. Parents and teachers will be invited to attend this conference, and all efforts to provide classroom coverage will be made. The goal of these conferences is to rebuild/restore relationships so that all parties can feel comfortable working together towards successful outcomes.

BULLYING

New York State's Dignity for All Students Act (The Dignity Act / DASA) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

Bullying is defined as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is on-purpose, one-sided, and

repeated, (or has the potential to be repeated), over time. Bullying can be physical, verbal, or occurring over the use of social media (cyber-bullying).

If you feel that your child is being bullied or demonstrating bullying behavior towards others, or if your child reports that they are being bullied, please contact RC8's DASA Coordinator Andrew Grantham at 262-8888 for immediate assistance.

CELL PHONE & ELECTRONIC DEVICE POLICY FOR STUDENTS

The Rochester City School District prohibits the use of electronic devices by students in our schools that violate the Code of Conduct. These devices include, but are not limited to: cell phones, iPods, mp3 players, and video games (*Code of Conduct - Section 5300.03*). *We collect student's electronics daily and they are returned at the end of the day.*

Kindergarten through 6th grade

First and foremost, we are asking that students leave electronic items at home.

In the event that a student brings one of these banned items to school,

- The items **must be turned in to the teacher** upon entering the classroom.
- The item will be locked away securely in the classroom.
- The item will be returned to the student at the end of the day.
- The student will be reminded to keep these items at home.

7th & 8th Grade

First and foremost, we are asking that students leave electronic items at home.

In the event that a student brings one of these banned items to school,

- The items **must be turned in during scanning** upon entering the building.
- The item will be locked away securely.
- The item will be returned to the student at the end of his or her day.
- The student will be reminded to keep these items at home.

If a student does not turn in their electronic device, the device will be confiscated and turned in to the appropriate administrator. The student will be sent home with a note informing parents that they must come into the school to pick the device up. In addition students who refuse to follow these instructions will receive consequences determined by administration. This may include suspension.

DISCIPLINE POLICY AND NON-NEGOTIABLES

Procedures:

- Disciplinary procedures will afford students with their appropriate due process rights. Students will have an opportunity to present their version of the relevant events to school personnel authorized to impose a disciplinary penalty.
- All students will have the right (or option) to use Restorative Practices to right their wrongs, while still being held accountable for their behavioral choices; Documentation of student disciplinary incidents will be maintained by the school until the students' graduation.
- Parent/guardian will be notified if any disciplinary actions are determined.

Interventions:

The ranges of consequences that may be imposed for infractions to the code of conduct are:

- TEAM Intervention Meeting
- Visit to the Cool Down Zone
- Verbal Warning
- Written Warning
- Conference
- Parents are notified
- Home Visits
- Referral to Other Resources
- Behavioral Contract
- Mediation
- Detention
- Peer Jury
- Interruption from Transportation
- Interruption from Participation in Athletic Events
- Interruption from Social or Extracurricular Activities
- ATS-Alternative to Suspension
- Out of School Suspension
- Long-Term Out of School Suspension
- Expulsion from ALL RCSD Programs

Non-negotiable Expectations:

- I can attend school every day and arrive on time.
- I can dress appropriately every day. Leave all outer clothing in your locker/cubby and abide by the dress code at all times.
- I can be prepared for learning every day. I can bring my classroom supplies and all of my homework.
- I can do my homework each night that it is assigned, and make sure it is complete and ready for review at the next class.
- I can leave all electronics devices, cellular phones, and/or any other items not related to academic instruction out of all classrooms.
- I can be respectful of all school property and the property of others. I can keep all areas of the school clean.
- I can always behave in a manner that protects the rights, interests, and safety of all members of our school community. I can act responsibly; make correct choices and smart decisions.
- I can choose to NOT engage in physical violence, bullying, or verbal abuse. I can choose not to fight.
- I can always be respectful and courteous to any adult or visitor in the building.

- I can properly prepare for all assessments. Study for all of my tests and quizzes. I can work diligently to complete all projects.

EMERGENCY DRILLS

Fire Drills:

Fire Drills are scheduled at various times throughout the school year to help prepare for an actual emergency. Section 807 of the Education Law directs school officials to instruct and train students by means of drills so that they may, in a sudden emergency, be able to exit the school building in the shortest time possible without confusion and panic.

During an emergency evacuation all students must:

- Follow the directions posted on the Fire Alarm Card in their room.
- Not go to their lockers.
- Move in an orderly fashion as they follow their teacher out of the appropriate exit.
- Proceed out to the sidewalk along the perimeter of the school grounds.
- Remain with their teacher and stand quietly in an orderly fashion during the entire drill.
- Stay with their teacher and group as they return to the building.

Lockdown Drills:

Lockdown drills will be conducted throughout the year in accordance with Section 807 of Education Law.

In the event that an emergency occurs that requires the building to be placed in lockdown, parents/guardians will be notified via robo-call.

Students must:

- Move away from all doors and windows.
- Not allow anyone in or out of the room, with the exception of the Principal/Principal Designee or a uniformed officer (no passes, no movement).
- Do not use the telephone unless you need immediate medical assistance.
- Remain calm.
- Follow teachers' directions and be helpful.

CAFETERIA

Due to Covid-19, all students will be eating in their classrooms. This will be reviewed when the Covid-19 restrictions are lifted.

While in the cafeteria each student is expected to:

- Remain seated
- Behave appropriately
- Throw away his/her trash
- Remain in the cafeteria until dismissed
- Leave all drinks and food items in the cafeteria



Students: If you are given a pass to leave the cafeteria, you are expected to finish eating beforehand or should be picked-up and escorted by a staff member.

Parents: You are welcome to have lunch with your child. Please sign in the main office prior to reporting to the cafeteria.

LUNCH SCHEDULE (30 minutes)

Grade 2, 3 & 6	10:10-10:40	Grade K & 5	11:20-11:50
Grade 1 & 4	10:50-11:20	Grades 7 & 8	12:10-12:40

PASSES

- Students should not be sent anywhere in the school without a Standard PASS that is properly filled out and signed. Staff and faculty members are responsible for completing the pass with the following information clearly written in ink:
 - Student's name
 - Destination
 - The time
 - Teacher's signature

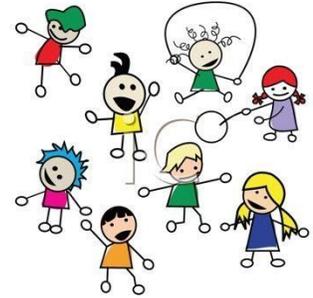
Given our commitment to creating a safe learning environment for all students it is essential that:

- Students who are creating a health or safety risk to the learning environment need to be addressed in a fashion that ensures 100% supervision.
- We have a responsibility to ensure the safe transition of students from one setting to another.
- Therefore, students will not be sent out of a classroom until a specific plan or connection with another adult (SSO, support staff, or administrator) has been established and CONFIRMED.

RECESS

****Due to COVID-19- Students and staff will remain 6 feet apart as much as possible.**

All students, K-8 are scheduled for a recess period with their classroom teacher. Students are expected to come to school with appropriate outdoor clothing to participate in recess, weather permitting (including during the winter). There are occasions on particularly cold days when recess will be held inside. Please talk to your child about acceptable, safe recess behaviors; whether it's on the playground, on the field, or in the classroom. See the TEAM Matrix for guidance on these expectations.



PARENT TEACHER ORGANIZATION

Roberto Clemente is very fortunate to have an active Parent-Teacher Organization (PTO). All parents and staff are invited to join the PTO. You'll find that the parents that lead the PTO are friendly and very helpful. PTO meetings are held regularly. Everyone is invited to attend (you do not need to be a member to come to the meetings). Check the website calendar for upcoming PTO events and come be a part of the fun! Please send e-mail inquiry to our parent liaison Lakita Munden, at Lakita.Munden@rcsdk12.org or call her at 262-8888 ext. 1170. All are welcome and we encourage your participation!

RC8 Social Media

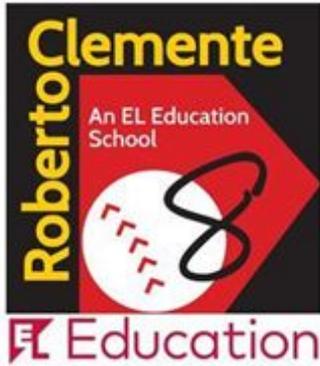
Please visit our RC8 Facebook page at www.facebook.com/RCSchool8 and Twitter www.twitter.com/RCSchool8 for school updates and photos of school activities.

REPORT CARDS

Report cards are sent home in November, January, April, and June - the last day of school.

SCHOOL CLOSING INFORMATION

If school must be closed because of weather conditions or other emergencies, the District will make the decision to close as early as possible. Local television and radio stations will be contacted to relay the information.



“Any time you have an opportunity to make a difference in this world, and you don't then you are wasting your time on Earth.”

-Roberto Clemente



@RCSchool8

Roberto Clemente School No 8



@RCSchool8

Roberto Clemente 8



<https://www.rcsdk12.org/8>



