



FAMILY HANDBOOK

2019-2020

SCHOOL DIRECTOR'S WELCOME

Dear RCCS Parents / Guardians:

On behalf of our faculty and staff, it brings me great pleasure to welcome you to Roseville Community Charter School family! We look forward to working with you to prepare your children for academic excellence in high school, college, and beyond.

RCCS was founded on 5 core values: **C**ollaboration, **H**onesty, **E**xcellence, **E**ffort, and **R**espect (CHEER). Because we believe that these values are necessary to ensure academic excellence and success in life, they are featured within every aspect of our school community. Through a rigorous educational process and an academic setting conducive to learning, our scholars are challenged to develop the human potential that they all possess.

Each day, RCCS scholars are taught by teachers who inspire excellence and who are highly committed to their work as educators. Our teachers represent diverse backgrounds and experiences and bring a high level of enthusiasm and dedication to the RCCS community.

Going forward, we are driven to pursue excellence in all that we do. However, we are also mindful that achieving excellence requires a cooperative effort on the part of scholars, teachers, parents, and the community. Therefore, we ask for your collaboration, cooperation and support as we engage in the most important and rewarding work there is – educating your child.

Thank you for choosing Roseville Community Charter School. It is an honor to serve you.

Yours in Learning,

Dr. Ledford

Dr. Dionne Ledford
Interim Principal



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MISSION

The mission of Roseville Community Charter School is to develop within scholars the character and discipline required to achieve academic excellence in high school, college, and beyond.

Roseville Community Charter School's mission is rooted in the belief that all children can learn and achieve at high levels when provided with high-quality learning experiences within a challenging yet supportive environment. We strongly believe that one's background should not limit their access to an outstanding education that lays the foundation for admission to and success in college and in a 21st century global society. Thus, it is our daily responsibility to prepare every scholar to demonstrate academic excellence in high school, college, and beyond.

Our school model begins with addressing the needs of the "whole child" while setting high academic and behavioral expectations for him / her. The standard of **excellence** is the performance benchmark for all aspects of our school community.



CHEER VALUES

At Roseville Community Charter School, we believe that the following core principles are essential elements of a school that supports the work of scholars and teachers. Our core values are as follows:

Collaboration

We are a community of learners who work together to achieve our common goal of excellence. RCCS believes a strong sense of community and citizenship is vital to the success of our school as it relates to all scholars, staff and parents. As a collaborative community, we will work together to accomplish common goals and provide maximum support to scholars. Scholars will have frequent opportunities to engage in group work, learning the importance of team, and benefiting from the ideas of others. Scholars are encouraged to help one another and encourage their peers to be their best selves. Parents will be asked to participate in their child's education by volunteering to assist within the school community.

Honesty

We are truthful and trustworthy in all situations. Scholars are taught to be honest and take responsibility for their actions and the outcomes they produce. At RCCS, we believe personal responsibility is absolutely central to scholars' ability to thrive academically in high school and college, and must be taught and practiced in early childhood. While we provide a nurturing, structured environment in which scholars are held accountable for their actions, the ultimate goal is for scholars to be able to hold themselves accountable for their actions. This practice begins with learning to be honest and taking responsibility for mistakes. Our scholars are taught to be truthful in all situations and to recognize that mistakes are part of the learning process when we learn to "own" them.

Excellence

We strive for excellence in everything we do, both inside and outside of the classroom. Equally, teachers provide the highest quality instruction and support. Our scholars are taught to see the best in themselves and strive to exceed ordinary standards. RCCS believes that children rise to the expectations set for them by the adults in their lives. Our scholars are held to high academic and behavior standards, and they are taught to believe they can meet the high standards we set for them. Our staff model excellence for scholars and encourage them to be their best selves in everything they do, and scholars are celebrated for excellence.

Effort

Smart is something you can become through hard work and effort. Scholars and staff at RCCS understand that "being smart" is the result of putting forth hard work and effort. We subscribe to the theory of efficacy – we can always know more, do better, and be smarter when we work hard and apply ourselves. Our scholars are taught the difference between *I don't know or understand how* and *I don't know or understand how yet*. We celebrate scholars for putting forth effort and encourage them to keep striving for excellence.

Respect

Respect is a pathway to understanding, collaboration, and valuing ourselves and others. RCCS believes that as scholars learn to value and respect themselves and others, they become open vessels to understanding a broad range of ideas and experiences that will enhance their ability to thrive academically and socially.



THE SCHOOL AND FAMILY CONNECTION

Families play a key role in the educational success of their children. We rely on you to teach your children the value of education, discuss schoolwork and new ideas with your children, check in regularly with teachers and reinforce the RCCS Expectations for Scholars. The expertise, hard work, and creativity of the many family members who volunteer their time are also essential to our development as a school. In this section, you will learn more about how families and staff members can work together towards the ultimate goal: successful, happy children.

Family Rights and Responsibilities

RCCS families have the right to...

- a high quality education for their child, that meets the individual needs of your child, and is provided by a highly qualified teacher.
- be respected without regard to race, creed, nationality, sex, age or social position.
- access information you need to play an active role in your children's education and decision-making at RCCS.
- have a friend or a third-party observer present during any conferences with staff.
- accept or decline any service in accordance with state law without jeopardizing the enrollment of your child at RCCS.
- receive timely attention from staff with respect to any suggestion, question or concern.
- privacy in accordance with state laws with respect to your child's record, progress, services and enrollment status at RCCS.
- file a complaint and follow RCCS grievance procedures.

As a RCCS parent or family member, you are expected to:

- Reinforce RCCS academic and behavioral standards at home.
- Volunteer to serve in some way on a school committee (i.e. Class Parent Comm., Field Trips, etc.)
- Establish a daily routine for scholars.
- Provide a quiet space for scholars to study.
- Provide positive reinforcement of scholar progress and success.
- Discuss academic and scholar work among family members.
- Help scholars with homework.
- Ensure that scholars complete all of their homework every night. If your child begins to get frustrated during H.W. write a note to the teacher explaining where your child
- Work with teachers and staff to plan and reach goals for your child, and share knowledge and observations from home with them.
- Chaperone field trips and volunteer at the school.
- Provide links to summer enrichment opportunities.
- Assist with fundraisers.
- Assist with scholar recruitment.

Family-Staff Communication

Because RCCS provides a different kind of educational program than many other schools, you may have questions about your child's daily classroom work and his or her progress towards learning standards. We encourage you to send notes or emails, schedule conferences, phone school staff and attend school functions in order to fully understand your child's educational experience and progress and provide information that may be helpful for your child's teacher. Families are also welcomed to visit classroom as long as an appointment is made with your child's teacher in advance.

In general, a child's teacher is the first person that scholars and family members should contact with questions, issues, or ideas. If a problem exists that a teacher cannot resolve, the concern should be directed to the Principal.

School and Classroom Visitation

RCCS welcomes visitors to the school, especially parents. However, visitors must be sensitive to instruction, and therefore make sure that visits do not disrupt the work of teachers or others who are instructing or supervising scholars. Parents are encouraged to make appointments in advance to speak to teachers when necessary. All parents / guardians / friends of scholars visiting the school are required to stop at the office for a visitor's pass prior to visiting any classroom.

Parent Advisory

RCCS is a partnership between the school leadership, teachers, scholars and families. Although the job of making decisions about school policy belongs to the Board of Trustees and the Executive Director, family involvement is not only welcomed, but also absolutely necessary for the success of the school. All families are encouraged to participate. Details to follow...

The Advisory:

- Connects families to volunteer opportunities at the school.
- Develops and implements special programs for families.
- Sponsors events for the entire school community.
- Works with the Principal to raise money.
- Works with the teachers and Principal to examine scholars' academic and social progress and discuss initiatives to improve scholar outcomes.

RCCS Staff Members' Commitment

RCCS staff members fully commit to scholars/families in the following ways:

- We will do **whatever it takes** to nurture and strengthen our scholar's creativity, knowledge, and character as we prepare them for success in high school, college, and beyond.
- We will be available to scholars and parents for their concerns by phone or in person.
- We will attend RCCS professional development in the summer preceding and throughout the school year.

- We will live and teach the values of RCCS every day and we will always protect the safety, interests, and rights of all individuals within the classroom.

Parents’/Guardians’ Commitment

Parents / Guardians fully commit to their child (ren) and RCCS in the following ways:

- We will always help our child in the best way we know how, and we will do whatever it takes to make sure he/she is reaching RCCS’ academic and behavioral goals as part of the RCCS mission.
- We will ensure our child is **on time** and **in school every day**.
- We understand that our child must follow school rules in order to protect everyone’s safety, interests, and rights. In every way, I will support the school in addressing ANY behavioral misconduct exhibited by my child(ren).
- We will read and check carefully all papers our child brings home, including homework, every night. We will make sure that we call the teacher when there are problems with the homework.
- We will make ourselves available to the school by returning phone calls, attending scheduled meetings, attending school events and volunteering when there is a need.
- We will ensure our child arrives at RCCS before 7:40 a.m. for breakfast or by 7:45 a.m. for instruction.
- We will notify the school no later than the beginning of the school day if our child will be absent or tardy from school.
- We will ensure our child wears a complete, neat, and clean RCCS uniform every day.

TEACHING AND LEARNING

Philosophy of Teaching and Learning

Rigorous Instruction: Teaching How to Learn

All people learn through experience, practice, and reflection. To learn, one must be continually challenged with new ideas, and inspired and guided to come up with new ideas on one's own. The teacher's role is to guide scholars in this process by:

- linking new ideas and concepts with existing knowledge and interests;
- motivating scholars through the selection of learning materials and the structure of learning activities;
- pushing scholars to challenge themselves;
- modeling thinking and learning, and;
- otherwise ensuring that optimal conditions for learning exist.

At RCCS, we work together to teach children to take responsibility for their own education. This is what we mean by the words "rigorous instruction". We do not expect our scholars to become memorizers of rote facts and information supplied by a lecturing teacher. Instead, we expect that children will be actively engaged in their own learning, and that they will ask good questions that serve to push them further in their own thinking. We require that our scholars become continual learners, developing the capacity to constantly challenge themselves as independent, critical thinkers.

We Have a Highly Qualified Staff

Because we are an innovative and exciting place for educators to work, RCCS has been fortunate in attracting a very highly qualified and carefully selected staff. The *No Child Left Behind Act* (NCLB) requires us to let our families know about the qualifications of each of our teachers if they wish to inquire.

Academic Approach

Balanced Literacy

RCCS uses the Balanced Literacy approach, a proven method, which recognizes the need for both the explicit teaching of skills and the opportunity for children to participate in activities that are designed to build comprehension and meaning. The Balanced Literacy approach at RCCS includes the following key components which specifically address the Common Core State Standards (CCSS):

- Reading Aloud: teacher reads selection aloud to scholars
- Shared Reading: teacher and scholars read texts together
- Guided Reading: scholars read independently and in small groups with observation, guidance, and help from the teacher
- Independent Reading (including sustained silent reading): scholars read texts on their own and with each other

- Modeled/Shared Writing: teacher and scholars collaborate to write text as a group with the teacher as a scribe
- Interactive Writing: teacher and scholars write text together, sharing scribe responsibilities
- Independent Writing (including journal writing): scholars write texts on their own and with each other
- Word and Letter Study: scholars learn about the components of written and spoken language

Guided Reading

Our approach places Guided Reading at the heart of language arts instruction. Guided Reading is central to a balanced literacy approach because it provides the teacher with an opportunity to teach reading strategies in a formal instructional setting. At RCCS, Guided Reading has the following characteristics:

- a teacher works with a small group;
- children in the group are similar in their reading process and are able to read about the same level of text;
- teachers introduce the story and assist children’s reading in ways that help to develop independent reading strategies;
- each child reads the whole text;
- the goal is for children to read independently and silently;
- the emphasis is on reading increasingly challenging books over time;
- children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment.

Why Don’t We Use a Reading Textbook?

Because RCCS uses the Balanced Literacy approach with Guided Reading groups, we do not have a standardized textbook in any grade. Instead, we have a library of “leveled books” that teachers choose for guided reading based on the reading strengths, weaknesses, and interests of each guided reading group. The Balanced Literacy approach is ideal for meeting the needs of scholars of diverse skill levels and abilities, as well as, scholars with Limited English Proficiency, since teachers can group and regroup children with different needs, providing instruction on specialized skills.

Social Studies

The Social Studies curriculum is designed to teach scholars important concepts about government, citizenship, geography, economics, and history. Classroom teachers use the curriculum, *MyWorld*, aligned with the New Jersey Core Curriculum Content Standards (NJCCCS) and the CCSS, and leveled readers for instruction. Scholars will engage in authentic learning experiences such as interviewing family and community members and role-playing important historical scenes. RCCS also infuses the Amistad Curriculum into Social Studies instruction. The Amistad Curriculum promotes a wider implementation of educational awareness programs regarding the African slave trade, slavery in America, and the many contributions Africans have made to American society.



Mathematics

RCCS uses a school-wide mathematics curriculum series called *Eureka Mathematics* . The curriculum is aligned with standards from the National Council of Teachers of Mathematics, as well as, Common Core State Standards.

Science

The RCCS science curriculum is organized around units chosen to engage scholars through developmentally appropriate hands-on activities that build on their developing science skills. Classroom teachers design their science units with the help of FOSS (Full Option Science System).

Assessing Scholar Progress

Standards for Promotion

RCCS scholars must demonstrate sufficient mastery of material in all subject areas in order to earn promotion to the next grade. Proficiency will be demonstrated by earning an average grade of 80% or higher in every core academic subject — by the end of the final quarter. Scholars whose performance does not meet this standard may not receive a recommendation from their teacher to be promoted to the next grade. At Roseville Community Charter School we believe that all children can learn but are different in their strengths / weaknesses. Each teacher at RCCS is therefore required to plan lessons that are differentiated to target instruction in order to address the varying ability levels within every class.

Assessment Tools

RCCS uses both state and national tests, Achievement Network interim assessments, and our own benchmark tests (beg. / mid / end) to assess scholar progress towards the standards set by the school (the benchmarks and exit outcomes) as well as those set by New Jersey. This gives teachers better information about each scholar's performance, which helps with planning and instruction.

Report Cards

Three formal reports of scholar progress and report cards are sent home each year, typically in November, March, and June. Families are expected to meet with their child's teacher during Parent /

Teacher Conferences to discuss scholar progress. All parents / guardians are expected to attend parent conferences.

Promotion and Retention Policies

At RCCS, scholars are promoted based on their academic achievements. The school makes every effort to assess the development of the whole child when making decisions about promotion. In this way, RCCS aims to create a climate that ensures the greatest possible success for each scholar.

In order to be promoted, a scholar must demonstrate mastery of a majority of RCCS grade-level benchmarks. **No single benchmark or performance in an individual discipline is decisive, they are considered collectively.**

Teachers will consider the following evidence to determine if scholars are meeting promotional criteria, including:

- Performance on standardized tests such as Fountas and Pinnell (F&P), Literacy Benchmarks, and New Jersey State exams in ELA / Math.
- Class work and classroom performance in English Language Arts and Math (as recorded on Report Cards).
- Attendance, lateness, class participation

Scholars with Individualized Education Plans (IEPs) will be assessed based on promotion criteria outlined in each IEP.

Promotion in Doubt

Roseville Community Charter School will engage parents in the educational process and keep them informed of student progress at regular intervals throughout the year. Teachers will inform parents of student progress through progress reports, parent-teacher conferences, report cards, communication notebooks (where applicable), phone calls and/or letters home. Parents will be notified daily of missing or incomplete homework assignments. Teachers will also notify parents anytime a student fails to pass classroom tests or quizzes. Parents MUST participate in any Intervention & Referral Services Committee meeting scheduled when the teacher observes that a scholar requires additional support (This committee to assists with the development of an action plan for struggling scholars). This is to ensure that families have every opportunity to support their child at home and participate in the creation of intervention action plans. In the event that student performance suggests that the “gift” of another year (retention) would benefit a scholar, parents will not be surprised and will have participated in the decision-making process. Parents have the right to appeal retention decisions in writing but this should be a mutually agreed upon intervention if done correctly. The Principal will meet with the student’s parents and teachers, review the student’s performance, and make a final determination. We will adhere to the following timeline to inform parents about retention decisions:

Timeline for Notification of Retention

	Progress Report	Report Card	Retention Warning Notice	Notification of Retention
Trimester 1	<p>Teacher notifies parent that student is not making sufficient progress.</p> <p>Teacher creates a plan for in-class academic strategies / interventions to supplement regular instruction.</p>	<p>Teacher initiates conference with parent to discuss student’s progress.</p> <p>Teacher continues to implement in-class academic supports.</p> <p>Teacher will refer scholar to the Intervention & Referral Process (I&RS) if in-class interventions are not effective.</p>		
Trimester 2	<p>Teacher notifies parent that student is not making sufficient progress.</p> <p>In-class interventions and strategies continue.</p>	<p>Teacher initiates conference with parent to discuss student’s progress.</p> <p>In-class strategies and interventions continue.</p> <p>Out of class intervention may be implemented.</p> <p>Teacher (with I & RS Committee) revises academic intervention plan, incorporating additional strategies during in-class instruction.</p> <p>Teacher w/ I & RS Committee creates plan for student to participate in an additional period of academic support during the school day.</p>	<p>Parent receives retention warning letter, stating that student’s promotion is in doubt.</p>	
Trimester 3	<p>Teacher notifies parent that student is not making sufficient progress.</p>	<p>Teacher initiates conference with parent to discuss student’s progress.</p>	<p>Two weeks prior to the end of school, the School Leader notifies parent of student’s failure to make</p>	<p>Retention decisions will be reflected on the final report card.</p>



	Academic supports to continue.	Teacher continues to ensure in-class and/or out of class supports continue. Retention decisions will be reflected on the final report card.	sufficient academic progress, and informs parent of mandatory student attendance at the Summer Intervention Program.	Students who do not demonstrate adequate achievement during the Summer Intervention Program may be retained in their current grade if it hasn't been determined that the scholar should be referred to the CST. Two days prior to the end of Summer Intervention Program, the School Leader will provide written notification to parents about academic progress and final retention decision.
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Special Needs

RCCS provides special education services for scholars who have been found eligible to receive Special Education Services, in accordance with state and federal special education laws, the Individual with Disabilities Education Act (IDEA), and the regulations implementing those laws. The Case Manager / Special Education Coordinator is the LDTC and he/she:

- Maintains all special education records in accordance with state and federal law
- Schedules all annual IEP reviews
- Organizes professional development for teaching staff
- Supports teachers in making appropriate curriculum and instruction modifications

Limited English Proficiency

RCCS provides services for scholars with limited English proficiency in accordance with New Jersey regulations and codes associated with this law. The determination of ESL services is made based on a review of the Home Language Survey, parent interview and the administration of the WIDA W-ATP placement assessment. If a scholar scores proficient on the WIDA W-APT placement assessment the



parent is notified in writing. If the scholar is eligible for ESL placement the parent will be notified in writing and the necessary arrangements will be made for ESL service provision. The screening is done within the first 20 days of the new school year or within the first 2 weeks of a new scholar's arrival.

Posting of Scholar Work

RCCS teachers and administrators periodically post exemplary scholar work.

Homework Policy

Our mission at RCCS is to prepare every scholar for academic excellence in high school, college, and beyond! We achieve this by setting high standards from the beginning of their education and maintaining those standards throughout. The following guidelines are our Homework Procedures and Expectations, which ensure a close home/school connection and create life-long study/work habits in our children!

1. Homework will be given on a daily basis, Monday through Friday, beginning on the first day of school. Scholars are expected to complete homework every night.
2. Families should check backpacks each evening for your child's GREEN Homework Folder. All homework and school notices will come home in this green folder.
3. The Left side of the folder is labeled: COME BACK. This side of the folder will have homework assignments, worksheets, permission slips, etc. that need to be completed and brought back to school. This folder is also where parents are expected to place any notes / correspondence to the teacher to ensure he/she sees it (Letters to teacher, book money, permission slips, etc.)
4. The right side of the folder is labeled: STAY HOME. This side will have newsletters and school notices, among other things, for you to review and keep at home.
5. We encourage families to build good work/study habits now.
 - A. Find a comfortable table space for your child to complete their homework. Keep noise and distractions to a minimum. Make sure the area is well lit and they have the supplies they need handy (pencil, pencil sharpener, eraser, crayons, and scissors).
 - B. Please assist your child by giving guidance (explain directions, give examples, etc.) and encouragement, but scholars are to DO their own homework. Homework will be reviewed and checked. We want to see scholar's best effort. We honor and acknowledge honest effort at RCCS.



SCHOLAR LIFE

Community Meeting

Once per week (Mondays), at the start of the day, our entire school community gathers for a Community Meeting. Community Meeting is designed to reinforce the school's norms and core values, and to celebrate and affirm scholars' efforts towards academic excellence. We will use chants, cheers, and statements of affirmation to build and maintain a strong sense of community and high expectations.

Every community meeting:

- Is led by scholars and staff
- Celebrates scholar academic / social achievement
- Provides opportunities for scholars to share what they are learning in their classes
- Can include performances prepared by scholars' extracurricular activities
- Enables scholars, parents, families, supporters of the school, and members of the community to see what our scholars are accomplishing.

SCHOOL OPERATIONS

Attendance

Attendance is vital for the well-being of individual scholars and for the school community. For that reason, RCCS enforces the following policy:

- Parents and guardians are encouraged to ensure that their child(ren) regularly attend school and are strongly discouraged from scheduling appointments for their children during school hours.
- Parents or guardians should call the school as early as possible, but no later than 7:15 a.m., if their children cannot be at school for any part of the day.
- Absences are excused at the discretion of the Principal only in the case of a verified illness, religious observance, court appearance, or school-imposed disciplinary action (i.e. suspension).
- Immediately upon returning to school, each scholar must submit to the Office Manager a detailed note signed by a parent or guardian that verifies the date(s) of absence(s) and explains the reasons for absence(s.) **Unless such a note is submitted the day of the scholar's return to school, the absence(s) may be considered unexcused.**
- Five unexcused absences are considered excessive and require meeting with Principal.
- Any student missing 20 or more days of school is in danger of having to repeat the grade and school year.
- RCCS may involve local agencies such as the police, the judicial system, and/or other authorities if a scholar is repeatedly late to school or absent from school. Please do not let this happen.
- A scholar who misses ten or more consecutive days of school without notifying RCCS or who enrolls in another school is subject to being unenrolled at RCCS. In addition, parents must withdraw scholars in writing. Please be mindful of this.

Safety & Security of RCCS Facility

All visitors in the building are required to sign in with the security guard in the lobby and provide identification. After signing in with the security guard, every visitor must report to the Main Office. To ensure the safety of our scholars, the security guard, school aides, and other RCCS staff members frequently monitor the hallways. To see a copy of our school's Safety Plan, please make an appointment see the Director of Operations.

Emergency Evacuation Plan

RCCS has an emergency evacuation plan. In the event that the school needs to be evacuated for, an extended period of time, all scholars and staff will go to Donald M. Payne School of Technology. Families will be contacted as soon as is possible to do from this location and given instructions. Please make sure to keep the school up to date with your contact and emergency contact information.

Scholars and staff are familiarized with emergency evacuation procedures. In compliance with state regulations, RCCS has a minimum of 10 practice fire drills and 10 practice security drills per year.



School Day

The school day begins promptly at 7:50 a.m. and ends at 3:30 p.m. If you are late to pick up your child, you must sign him or her out with the Main Office and if you are consistently late this may result in a small fee each time. Please be on time.

Arrival and Breakfast

Doors open at 7:30 a.m. for breakfast. Breakfast is served between 7:30 a.m. and 7:45 a.m. Breakfast will not be served after 7:45 a.m.

Scholars arriving at school prior to 7:30 a.m. should be **supervised by an adult** while they wait for the doors to open at 7:30 a.m. All children will enter the building through the Gray Street entrance ramp leading to Community Hall. All scholars are expected at school no later than 7:45 a.m. and before 7:45 a.m. IF you want them to have breakfast.

Scholars who arrive later than 7:45 a.m. will be marked as late/tardy. All students who are late must be signed in by an adult. Chronic lateness has a negative impact on scholar performance and is treated as a serious neglect of responsibility on the part of families. Chronic lateness can also affect a scholar's likelihood of promotion.

Lunch and Recess

Lunch period is combined with a short indoor recess and eventually may involve an outdoor recess. When we eventually have outdoor recess in bad weather, recess is replaced by an indoor recreation period. RCCS partners with *Playworks, Inc.* to ensure that scholars are physically active on a daily basis. School lunch and recess times are staggered, and may change during the course of the school year. Lunch and recess are supervised by various members of the RCCS staff.

A code of conduct for appropriate play at recess is strictly enforced. Appropriate play consists of appropriate language, physical contact, and behavior. Infractions are handled in accordance with the Code of Conduct.

***Dismissal**

The RCCS school day ends at 3:20 p.m. for Kindergarten and Grade 1 scholars.

Kindergarten scholars will be dismissed from their classrooms at **3:20 p.m.** and parents will enter from the Orange Street door. Grade 1 scholars will be dismissed from Community Hall at **3:20 p.m.** and parents are to enter using the Gray Street entrance.

Grades 3-4 scholars will be dismissed from Community Hall at **3:30 p.m.** at a designated "line up" location.



PARENTS ARE TO WAIT for Grade 1-4 scholars who dismiss from Community Hall in the PARENTS WAITING AREA of Community Hall until their child’s class lines up at their designated “line up” location. Once their child’s class is situated at their designated “line up” location, parents may then go up to the teacher to sign their child out.

**Please note that dismissal locations may be revised as needed to ensure optimal safety. NOTE: Parents of Grade K scholars will now enter at dismissal via the Orange Street door starting as of Tuesday 9/3/19.*

Staff will only release scholars to family members and friends designated by the scholars’ parent or legal guardian on the “Authorized Pick-up Form.” We will ask for identification from this person if we do not know them. Please inform your child about who is authorized to pick them up.

If an adult family member knows that they must pick up a child early or change his or her normal pick up routine, the adult family member must speak to the Office Manager, either in person or by telephone, before 1:00 p.m. Messages left on the RCCS answering machine are *not* sufficient notice – the adult family member *must* speak with the Office Manager. **In order to ensure safety as scholars transition for dismissal, early pick-ups are not permitted after 3:00 p.m. on regular school days and after 12:00 p.m. on Early Dismissal days, unless it is an emergency.**

Food in School

Sound nutrition is necessary for healthy child development and for school success. Through an independent food provider, RCCS offers breakfast and lunch to scholars each day. These meals comply with the nutritional requirements of the School Breakfast Program and the National School Lunch Program. Menus will be sent home every month.

If you wish to supplement or replace your child’s meals, you may send food from home. However, we do not allow certain foods that are not healthy and do not provide a sustainable source of energy for your child’s demanding school day. **Please remember we are a Peanut Free Environment.**

PLEASE NOTE: The following snacks are not permitted at any time, and will be taken away and returned to parents if brought to school:

- Soda
- Candy
- Gum
- Sunflower seeds
- Highly sugared drinks, such as Kool-Aid, quarter water, or Hawaiian Punch
- Highly sugared snacks, such as cheese puffs, chips, or Twinkies

The following snacks are permitted and recommended:

- Water or 100% juice ONLY
- Sliced fruits or vegetables
- Applesauce (no sugar added)



- Yogurt (low sugar but not diet)
- Whole grain crackers

Chips, cookies, pudding and other dessert items are not permitted at breakfast or lunch. Children will only be allowed to eat responsible portions of foods. Scholars are not permitted to bring or have delivered “fast foods”, and are not able to heat their lunches.

We will continue to encourage your children who are eating school lunches to eat a healthy portion so that they do not go away hungry. If we have any concerns with your child’s eating patterns you will be contacted by your child’s teacher or an administrator.

Please notify the School Nurse of any allergies your child may have. You must provide a doctor’s note stating the nature of the allergy. No meal changes will be made without a doctor’s note. Please note that we cannot accommodate all allergies.

Birthday Celebrations

If you are interested in having a classroom celebration for your child, we ask that you follow the “Peanut-Free” policy as described in the “Food in School” section. Classroom parties will take place after 2:30pm or, if necessary, the teacher will designate a time that does not interrupt instructional time to recognize the student and their special day. Classroom Celebrations must be limited to 20-15 minutes. Parents are encouraged to bring in a small snack (cupcake, cookie, fruit snacks, water or 100% juice). **If cupcakes are brought / sent in they must be store bought.** Candy, gum and fast food items are not permitted. Parents can also opt to buy each scholar a gift such as pencils for the class, notebooks for each scholar etc. in honor of their child’s birthday. In order to maintain the organized structure of the classroom we ask that **only 2-3 family members** come into the classroom for the party. Additionally, **balloons and candy bags are not permitted. Thank you, in advance for your cooperation!**

Dress Code

RCCS enforces a Dress Code to create a sense of community and to ensure that scholars focus on learning instead of clothing. Clothing and accessories that could create disruptions or disorder or that do not conform to standards of health, safety, and cleanliness are not allowed. Parents must pick up children who are not properly dressed for school or they can bring the missing Dress Code items to the school as scholars may not be permitted to attend class without the proper uniform. Violation of the dress code may result in disciplinary consequences pursuant to the Code of Conduct. The Dress Code policy is as follows:

Male Scholars

- Hunter green, light yellow, or white long-sleeved or short-sleeved button-down polo shirt **with RCCS logo**. Shirts are to be tucked in and pants should be belted with a black or brown belt.
- Hunter green cardigan sweater (optional) **with RCCS logo**. Hoodies, sweatshirts, or jackets are not allowed while in school, they are permitted for when scholars go outside.



- Khaki-colored dress pants (no jeans, leggings, or skinny pants, no side pockets or loops, no bell-bottoms, no slit bottoms, no cell-phone pockets)
 - Students may not wear khaki pants that are low-rise, flare, bell-bottom, slit bottoms, cargo (more than two front pockets and two back pockets), carpenter, wide-legged, overly tight or baggy, or made of denim or corduroy.
 - NOTE: Khaki-colored shorts will only be allowed on extremely hot school days.
- Black or brown belt (Mandatory)
 - Belts must look professional and must be all black or brown. They may not be overly wide.
- Socks must be solid colors with no patterns or logos.
- Solid color, black, brown, white or gray sneakers and shoes with rubber soles.

Female Scholars

- Hunter green, light yellow, or white long-sleeved or short-sleeved button-down polo shirt **with RCCS logo**
- Hunter green cardigan sweater (optional) **with RCCS logo**. Hoodies, sweatshirts, or jackets are not allowed while in school, they are permitted for when scholars go outside.
- Khaki-colored dress pants, shorts, skort, or jumper
 - Students may not wear khaki pants that are low-rise, flare, bell-bottom, slit bottoms, cargo (more than two front pockets and two back pockets), carpenter, wide-legged, overly tight or baggy, or made of denim or corduroy.
 - Leggings and skinny pants are NOT permitted
 - **Skirt length must be no shorter than one inch above the knee cap.**
 - NOTE: Khaki-colored shorts will only be allowed on extremely hot school days.
- Black or brown belt.
 - Belts must look professional and must be all black or brown. They may not be overly wide.
- Hunter green or tan socks or tights.
 - Socks and tights must be solid colors with no patterns or logos. Black, brown, white or gray sneakers and flat shoes with rubber soles. Sneakers and shoes must be solid colors.

Additional guidelines

- Scholars cannot wear hats, large headbands, jeans, jackets (except when outdoors), baggy pants or excessively tight pants. Scholars may not bring MP3 players, cell-phones, toys or anything else of value from home that can get lost or cause distraction.
- Scholars cannot wear distracting accessories (excessive jewelry, tongue rings, upper ear earrings, nose rings, earrings for boys, tinted glasses, personalized belt buckles, inappropriate sneakers, inappropriate or distracting socks, temporary tattoos, etc.) Scholars may only wear a basic watch.
- **Shirts must be tucked in** and shoelaces must be tied at all times. Scholars cannot alter their uniforms in any way (e.g. writing/drawing, ragging, slicing, cutting, etc.).
- No logos or insignias (e.g., Levi's, Polo, Gap, Tommy Hilfiger, , etc.) of any kind are allowed on shirts, sweaters, pants, ties, shorts, belts, or socks, unless it is the RCCS logo or a small dress pant logo (i.e. Dockers) on the rear pocket. No other logos are allowed.
- Shoes must be flat (no "high heels) for safety purposes. Lights on shoes must be turned off while school is in session. Please note that boots are not part of the RCCS uniform. If a scholar must wear boots to school, they must change into shoes or sneakers upon arrival at school.

- *Cell phones are not permitted, however we understand that some scholars have them in order to communicate with their parents after school. In such cases, cell phones are to be either given to the classroom teacher to be stored until the end of each day OR placed within the scholar's backpack and kept in their locker until the end of the day. No exceptions and we are NOT responsible for any loss of a cell phone. **Please read and understand before you send your child to school at this age with a cell phone.**

Care of Books, Equipment, Instruments, and Property

Any books, pieces of equipment, musical instruments, or other items that RCCS scholars are allowed to take home are the property of Roseville Community Charter School. Any books, musical instruments, or other items that are lost or damaged must be replaced or repaired at the parents' or guardians' expense.

Personal Belongings and Money in School

Scholars may not bring any:

- Games
- Toys
- Playing Cards or Pokemon Cards
- Cell phones or tablets (must be placed into backpack immediately upon arrival)
- Handheld video games, such as Gameboys or Nintendo DS
- Excessive jewelry, large hoops, chokers, etc.
- Figit Spinners

RCCS is not responsible for these belongings while they are in the possession of scholars.

Children should not bring money to school unless we are having a school event which requires making a purchase (i.e. Book Fair, Mother's Day Plant Sale, etc.). In cases such as a school event, parents are asked to place money in a **sealed envelope or baggy with the scholar's name written on it, amount and purpose.**

Teachers and staff are not responsible for money that is brought to school by children.

Technology and Internet Use Policy

Scholars may use school-provided Internet access only under the supervision of a member of the staff.

This is to ensure that scholars' access only educationally appropriate websites while at RCCS.

Parents/guardians will be required to sign RCCS' Acceptable Use Policy at the beginning of the school year.

School Trips and Events Outside of School

School trips are a part of the RCCS curriculum. Parents / other family members are encouraged to come on the trips and serve as chaperones. However, babies, and those siblings, family members, and friends who are under the age of eighteen, are strictly prohibited from accompanying RCCS scholars on school trips. Families are required to sign a permission slip before each field trip.

Health and Safety

Illness and Injury

If your child exhibits any of the following symptoms, please keep him or her home from school:

- A fever of 100°F or higher
- Vomiting
- Loose bowel movements
- Difficulty breathing
- Open or draining cuts or sores
- Severe coughing, runny nose, or other cold symptoms
- Rash or hives
- Symptoms of Pink eye
- Symptoms of Lice, ringworm, or other contagious conditions
- Is in pain

If your child exhibits any of the above symptoms, you will be required to have your child picked up from school immediately. Please remember that this policy must be strictly enforced to ensure the safety and health of all scholars and staff at RCCS. If the immediate family cannot be reached, the school will contact one of the family members or friends listed on the Emergency Contact form.

If your child becomes sick or is injured at school, appropriate first aid will be administered if required, an accident report will be filled out (in the case of an injury), and you will be notified by phone. School administrators will determine whether a child should be returned to class or sent home.

If your child has been running a fever, your child should not attend school. Your child must be fever-free for at least 24-hours before returning to school. In addition, if your child is sent home with a fever, they must be fever-free for at least 24-hours before returning to school.

In the event of serious illness or injury requiring emergency care, RCCS will contact emergency services (911).

Medication

All medication to be administered at school, including both prescription and over-the-counter, should be clearly labeled with the scholars' name and accompanied by written directions from a physician that are consistent with the labeled directions for administration. Written permission from a parent or legal guardian to administer the medication in school is also required. All medication must be administered by a staff member. Medication may not be transported via school bus or kept in scholars' possession, but must be taken to school by an adult family member and handed over to the appropriate staff member.

Proof of Immunizations and Records

As required by law, scholars must show proof of immunization. Parents must provide updated health records every year. Children who cannot provide proof of records will not be able to attend RCCS. Scholar health records are maintained confidentially and separately from other school records.

Allergies

Parents are required to alert RCCS to any allergies a scholar has, and provide medication, if necessary, to prevent severe allergic reactions. This includes allergies to foods, plants, animals, medicines, and other substances. A doctor's note must be submitted in order for the school to administer any prescription medications.

Conditions Affecting Bathroom Use

Any medical condition, which may affect the frequency of your child's bathroom visits, should be brought to the attention of his/her teacher.

Mandated Child Abuse Reporting

RCCS is required by law to report suspected cases of child abuse, based on the existence of certain symptoms, characteristics, and circumstances. All reports are confidential and will be maintained in confidential and secured files apart from the scholar's records.

CODE OF CONDUCT

Scholars are expected to follow a code of conduct that recognizes the rights of all to learn, enables teachers to instruct effectively and permits all members of our school community to be safe from verbal and physical abuse. This year, the code of conduct includes specific consequences for various infractions that may occur at Roseville Community Charter School, from minor problems to severe misconduct. Please go over this chart carefully with your child and explain it to him or her so that you both understand not only what type of behavior is not allowed at Roseville Community Charter School, but also what the consequences of misbehavior are.

All scholars are expected to follow school-wide expectations and the rules of their classroom. RCCS teachers know the importance of “sweating the small stuff” – small behaviors – so that more serious ones do not occur. Examples of behaviors that will be addressed immediately by the teacher include:

- Talking or making comments while the teacher or a peer is talking
- Putting one’s head down in class or slouching
- Calling out without permission
- Tapping the desk or chair
- Making faces or trying to get scholars to laugh at them
- Playing with an object or one’s hair
- Leaning backwards in one’s chair
- Being loud in line, touching others, or playing during transitions
- Pouting when not called on or when not getting one’s way

In-classroom consequences may include, but are not limited to, things such as:

- Reminder of rules/warning
- Reflection area; possible written reflection
- Removal of privileges
- Apology of action: have scholar develop and complete a consequence appropriate to the infraction, such as community service
- Phone call or note home
- Public apology
- Sending scholar to another classroom for a break

If a scholar is demonstrating a pattern of more serious behaviors in the classroom, teacher will work with the Principal or other school leaders to develop a series of interventions and consequences for the scholar. Examples of such behaviors include:

- Disrespect of peers (teasing, name calling)
- Bullying, threats, intimidation, provoking other scholars
- Incidents of minor physical contact (such as an isolated poke, shove, or kick)
- Disruptive behavior
- Defiance of school authority (refusal to follow directions, leaving classroom without permission)
- Disrespect of RCCS Staff (includes yelling, name calling, etc.)
- Profanity (using inappropriate or profane language)

Teacher responses may include:

- Individual behavior plans
- Conferencing with scholars
- Further family contact and discussions
- Conflict resolution

Behaviors are classified within a tiered structure, with four categories: Minor Academic Disruptions, Moderate Academic Disruptions, Major Academic Disruptions, and Extreme Academic Disruptions. The table below depicts the school’s Tiered Behavior Classifications:

Behavior Categories	Examples of Behaviors	Process	Disciplinary Options
Minor Academic Disruptions	<ul style="list-style-type: none"> ● Failure to follow instructions ● Leaving seat without permission ● Disruptive behavior ● Talking during a silent period ● Inappropriate handling of supplies (playing with pencils, erasers, etc.) ● Sleeping in class ● Violation of dress code 	<p>There is immediate intervention by the staff member who is supervising the student.</p> <p>Misbehavior requires a teacher to contact parent: conference with the counselor and/or administrator may be needed.</p> <p>A proper and accurate record of the offenses, parent contact, and disciplinary action is maintained by staff member.</p>	<ul style="list-style-type: none"> ● Verbal reprimand ● Change of seat ● Withdrawal of privilege ● Time out for reflection ● Behavior contract/plan ● Contact parent ● Confiscated items will be returned to scholar at the end of the day
Moderate Academic Disruptions	<ul style="list-style-type: none"> ● Inappropriate language/gestures ● Teasing another scholar ● Hitting ● Eye rolling, foot stomping, and teeth sucking ● Spitting ● Disrespect of another scholar or teacher ● Not following teacher’s directives 	<p>The student is referred to the administrator for appropriate disciplinary action.</p> <p>The administrator meets with the student and/or teacher and determines most appropriate response.</p> <p>The teacher is informed of the administrator’s action.</p> <p>A proper and accurate record of the offenses and disciplinary action is maintained by the administrator.</p>	<ul style="list-style-type: none"> ● Parent/Guardian conference required ● Fix-its ● Time out for reflection ● Loss of privilege ● Detention ● Apology of Action ● In-school suspension ● Counseling (social worker) ● Referral to outside agencies

<p>Major Academic Disruptions</p>	<ul style="list-style-type: none"> ● Bullying ● Leaving the classroom or school building without permission ● Fighting ● Use of hate speech ● Throwing objects/furniture ● Vandalism/destruction of school property ● Use of abusive, profane language ● Cheating/copying someone else's work ● Inappropriate use of computer by surfing prohibited websites ● Violations that occur on a school bus 	<p>An administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences.</p> <p>An administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action.</p> <p>A proper and accurate record of offenses and disciplinary actions is maintained by the administrator and staff.</p> <p>There is restitution of damages by the parent or guardian of any minor.</p>	<ul style="list-style-type: none"> ● Parent/Guardian conference required ● Out-of school suspension ● Referral to outside agencies ● Detention ● Community Service ● Restitution for vandalism or destroyed property ● Confiscated items may only be returned to parent or guardian ● Expulsion
<p>Extreme Academic Disruptions</p>	<ul style="list-style-type: none"> ● Violence, threatening behavior, or language intended to provoke violence ● Theft/possession/sale of stolen property ● Possession, sale, use, or action under the influence of drugs, alcohol, or any other illegal substances ● Possession/use of a weapon ● Arson ● Assault and battery ● Sexual or racial harassment ● Bomb threat 	<p>Administrator verifies the offense, confers with the staff involved and meets with the student(s).</p> <p>Parents are notified. The student is immediately removed from the school environment.</p> <p>School officials contact law enforcement authorities and assist in prosecuting offender.</p> <p>A complete and accurate report of the student's infraction is immediately submitted to the Board of Trustees for action.</p>	<ul style="list-style-type: none"> ● Parent/guardian conference required ● Suspension ● Expulsion ● Alternate school services ● Other Board of Trustee actions which result in appropriate placement

Harassment, Intimidation, or Bullying

Roseville Community Charter School expects all scholars to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. This type of behavior interferes with a scholar's ability to learn and a school's ability to educate its scholars in a safe environment. Therefore, the school will not tolerate acts of harassment, intimidation or bullying.

The board prohibits acts of harassment, intimidation or bullying against any scholar.

"Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, gender, disability, sexual orientation, gender identity or expression, national origin or ethnicity, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus and that:

- A. A reasonable person should know, under the circumstances, will have the effect of harming a scholar or damaging the scholar's property, or placing a scholar in reasonable fear of harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any scholar or group of scholars in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager, that takes place on school grounds, at any school-sponsored function or on a school bus.

Roseville Community Charter School considers that the best discipline is self-imposed and supports its school culture. At the start of each school year, and throughout the school year, scholars and families are provided with the Scholar Code of Conduct. A variety of school programs and activities recognize and reinforce appropriate behavior, such as Character of the Week awards. During the school year, scholar rights and responsibilities, as well as consequences for not adhering to school policies, are explained and discussed in multiple settings.

Consequences of Acts of Harassment, Intimidation or Bullying

The consequences for scholars who commit acts of harassment, intimidation or bullying shall be varied and graded according to:

- A. Nature of the behavior;
- B. Developmental age of scholar;
- C. Scholar's history of problem behaviors and performance;
- D. Consistent with provisions of N.J.A.C. 6A:16-7.

Classified scholars are subject to the same disciplinary procedures as nondisabled scholars and may be disciplined in accordance with their IEP. However, before disciplining a classified scholar, it must be determined that:

- A. The scholar's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the scholar's needs.

Any staff member that commits the act of harassment, intimidation or bullying shall be subjected to disciplinary charges that could result in either suspension or termination.

Remedial Action for Acts of Harassment, Intimidation or Bullying

The school shall take appropriate remedial action for a scholar who commits an act of harassment, intimidation or bullying that considers:

- A. The nature of the behavior;
- B. The developmental age of the scholar; and
- C. The scholar's history of problem behaviors and performance and that may include the following:
 - 1. A behavioral assessment or evaluation including, but not limited to, a referral to the child study team, as appropriate; and
 - 2. Supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Consequences may entail, among other measures:

- 1. Temporary removal from the classroom
- 2. Suspension
- 3. Referral to the Leadership Team
- 4. Legal action
- 5. Expulsion

Remediation may entail, among other measures:

- 1. Public apology and restitution
- 2. Mediation
- 3. Referral to counseling and/or other support
- 4. Behavior Contract
- 5. Peer support
- 6. Corrective instruction
- 7. Community service
- 8. Parent conferences



Reporting Harassment, Intimidation or Bullying

Any school employee, scholar or volunteer who has witnessed, or has reliable information that a scholar has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

Reports of harassment, intimidation or bullying in any form, which includes but is not limited to, oral reports, written reports or electronic reports shall be taken. The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report.

The board requires that all violations and complaint reports of harassment, intimidation or bullying be investigated promptly by the building principal or his/her designee. All investigations shall be thorough and complete. The building principal shall maintain all reports and records of the investigation on file.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The school shall respond to incidents of harassment, intimidation or bullying on a case-by-case basis. The response may include one or all of the following:

- A. Support programs for victims;
- B. Corrective actions for documented systematic problems;
 - 1. Counseling;
 - 2. Suspension;
 - 3. Expulsion.
- C. Reporting to law enforcement.

Retaliation and Reprisal Prohibited

The board shall not tolerate any act of retaliation or reprisal against any person who reports an act of harassment, intimidation or bullying. Any scholar, school employee, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to either disciplinary and/or criminal charges. In cases where any State or Federal law has been violated, the local law enforcement agency shall be notified.

Dissemination and Implementation

The School Director or designee shall take all necessary steps to publicize this policy, and shall inform scholars and staff that harassment, intimidation or bullying is prohibited on school property or any school-sponsored function. This shall include development of a process to annually discuss the policy with scholars. This information shall also be incorporated into the scholar handbook and employee training programs.

The board shall annually review the training needs of school staff for the effective implementation of this policy and procedures. The board shall also implement locally determined staff training programs consistent with this review.



The board shall annually review the extent and characteristics of harassment, intimidation and bullying behavior in the school's schools, and implement locally determined program, or other responses, if appropriate. These programs or other services shall be planned in consultation with parents, and other community members, including appropriate community-based social and health provider agencies, law enforcement officials, school employees, school volunteers, scholars, and school administrators, as appropriate.

This policy shall be posted on the school website and parents/guardians and scholars notified that the policy is available on the school website.

The School Director shall ensure that the rules for this policy are applied consistently and uniformly, and that all disciplinary sanctions are carried out with necessary due process.

The board shall review all related policies on a regular basis.

Discipline of Scholars with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Special Education Coordinator or from the Principal.

Scholar Searches

A scholar's person and possessions may be searched by a school official provided that the official has reason-able grounds to suspect that the search will turn up evidence that the scholar has violated or is violating either the law or the rules of the school. Under no circumstances shall a search be conducted based solely upon an anonymous tip and/or a rumor that contraband is present. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the scholar and the nature of the infraction. A physical search may only be conducted by a staff member of the same sex as the scholar. Before instituting such a search, except in cases of emergency, the principal shall try to inform the parents/guardians and request their presence.

School personnel shall not conduct strip searches or body cavity searches of any scholars under any circumstances.

Searches for Controlled Dangerous Substances/Drug Paraphernalia/Alcohol/Firearms

Searches conducted by staff when there is suspicion that laws and policies on safe and drug free schools are being violated shall be based on the reasonable grounds required by this policy. The privacy interests of scholars are outweighed by the substantial interest of teachers and administrators in maintaining a drug-free environment in the classroom and on school grounds, and consequently, locker searches and vehicle searches on school grounds need satisfy only the "reasonable suspicion" standard adopted by the courts in T.L.O and State v. Best. When law enforcement officials conduct the search, the more stringent grounds required by law must be applied. See policies 5131.6 and 5131.7.



Internet Content Filtering Policy and Use of Technology

UNDESIRABLE MATERIALS: RCCS will take all possible precautions to restrict access to undesirable materials including, but not limited to, installing content filtering software/hardware solutions on its network or using an Internet provider, which uses content filtering software on its equipment to screen all Internet web sites by URL and/or by keyword search. However, scholars must also accept responsibility for restricting access to these materials. Scholars who gain access to undesirable Internet materials must report it to their teacher.

SECURITY: Scholars must not allow others to use their network accounts (both Internet and School accounts). Network storage areas may be treated like school lockers. Designated school personnel may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school file servers would always be private.

E-MAIL: Scholar use of email on school computers is not permitted without approval from a teacher or the Principal.

CHAT AND USER GROUPS: Scholar use of chat and user groups on school computers is not allowed without approval from the classroom teacher.

COPYRIGHT AND CITATIONS: Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited. The use of Internet sources without proper citation constitutes plagiarism.

DOWNLOADING: Downloading from the Internet without approval from a teacher is not allowed.

PRIVATE INTERNET PROVIDERS: Scholars may not use school computers to access private Internet providers.

TELEPHONES: In the event of an emergency, scholars may be allowed to use school telephones, but only at the discretion of school staff members.

GENERAL INFORMATION

Contact Information

Roseville Community Charter School

540 Orange Street

Newark, NJ 07107

Telephone: (973) 483-4400

Fax: (973) 483-0770

Web Address: www.rosevillecharter.org

General Email: info@rosevillecharter.org

Principal - Dr. Ledford's Email: dledford@rosevillecharter.org

Director of Operations - Ms. Greene's Email: ngreene@rosevillecharter.org

Cancellation Due to Poor Weather Conditions

In the event of poor weather conditions, RCCS school updates may be found on News 12, ABC, and RCCS' website. RCCS follows the same cancellation decisions as Newark Public Schools—if NPS is closed, RCCS is closed. Families can also call the school main office and listen for the inclement weather greeting. In addition, RCCS will send an automated broadcast to all families indicating any delayed openings or cancellations. Please ensure the office has your most updated contact information.

School Dismissal Times

Monday through Friday, school ends at 3:30 p.m. Unless a parent/guardian contacts the school, and the school has granted permission, no scholar is dismissed early from school.

School Breakfast, Snack, and Lunch Policies

All scholars who arrive between 7:30 a.m. and 7:45 a.m. are provided with breakfast. Scholars may bring a healthy lunch from home or eat lunch at school. Please remember that we are a Peanut Free Environment. Please do not provide snacks or meals, which contain peanuts.

Also, RCCS participates in the National School Lunch Program, which provides free or reduced price lunches to eligible scholars. Applications and eligibility criteria are provided to all parents.



Health Policies

If the RCCS staff determines that a child needs to see a doctor or has a contagious illness, the school requests that parents/guardians take the child home. If a scholar requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), authorization to dispense medication form must be provided. The medication must be given to the School Nurse by a parent/guardian in the original container.

Any scholar who carries an asthma inhaler with him must provide an Authorization to Dispense Medication form stating that the scholar needs to carry the inhaler with him and a second inhaler that is kept in the nurse's office. Scholars with serious injuries will be taken to the hospital for emergency medical care and the parent(s) or guardian(s) will be notified immediately.

Medical Records

The school is required to have the following medical forms on file:

1. New Jersey School Health Record documenting a physical exam in the 12 months before the start of the school year, up-to-date immunizations, and vision, hearing, and scoliosis screenings.
2. Authorization to Dispense Medication form including instructions and signature of the physician who ordered the medication and signed by a parent/guardian; this is required for the school to dispense any medication.
3. Health Information Form that includes a scholar's emergency contacts, names of health care providers, insurance information, and permission to initiate emergency medical treatment if a parent/guardian cannot be reached. A scholar may be prohibited from attending school if this has not been submitted.

Anti-Discrimination Policy

RCCS does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition no person shall be discriminated against in admission to RCCS on the basis of race, sex, color, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement, as required by M.G.L. c 71 P89(1); 603 CMR 1.06(1). Finally no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by RCCS on the basis of



race, sex, color, religion, national origin, or sexual orientation as required by M.G.L. c.76 p 5. Any discrimination can be reported first to the School Director and/or the Board of Directors.

Harassment Policy

RCCS is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators certified and support personnel, scholars, and other individuals at school or at school-sponsored events are unlawful and are strictly prohibited. RCCS requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

Harassment includes communications such as jokes, comments, innuendos, notes, display of pictures or symbols, gestures, to other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is communication that is unwelcomed, intimidating, hostile or offensive.

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary or other decisions affecting a scholar.
3. Such conduct interferes with an individual's job duties, education or participation in extra-curricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, scholars, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by RCCS. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Directors, subject to applicable procedural requirements.



Complaint Procedure

An individual who has a complaint against school policy or another member of the school community should address that complaint in writing to the School Director. The School Director will respond verbally or in writing. If the grievance is not resolved to the complainant's satisfaction through informal discussion with the School Director, the complainant may submit a formal, written grievance to both the School Director and the Board Chairperson within five (5) business days after meeting with the School Director or his/her designee. The written grievance must recite the matter that was originally submitted informally to the School Director and must explain the basis for the complainant's dissatisfaction with the decision previously rendered.

Building Security

All visitors to RCCS, including parents and guardians, are expected to register at the Security Desk upon entering the school.

RCCS maintains the right to deny entrance to any individual whose presence in the school might threaten the safety of scholars or staff or disrupt the academic environment.

*The Roseville Community Charter School Family Handbook is subject to change at any time. Roseville Community Charter School's administration will make its best effort to inform scholars and their families of any and all significant changes made to the Family Handbook.

PARENT/SCHOLAR SIGNATURE PAGE
Roseville Community Charter School
2019 – 2020

Dear Parent(s)/Guardian(s) and Scholars:

This handbook was developed as a guide for scholars and parent(s)/guardian(s) and to answer commonly asked questions that come up during the course of a school year. Our goal is to create a positive educational atmosphere of learning where rules are enforced firmly, fairly, and consistently to all scholars. We ask that you familiarize yourself with this handbook by reading it and ask that you sign this page as evidence that you are aware of our policies and procedures. This form is part of the scholar registration process at Roseville Community Charter School and must be returned as a condition of enrollment. Signing below is evidence that parents and scholars have or will read and understand the contents of this handbook. **It also grants permission for school photographs or videotapes to be used in media presentations that are made available to other educational institutions or through a cable television station or network. Parents understand that their child’s image, name, work product, school, and grade may be revealed in the presentation(s) but that no other information about their child or his/her schoolwork will be revealed without prior consent.**

Please sign and return to school NO LATER THAN Wed. Sept. 4th. Thank you!

Signature of Parent/Guardian

Date

Signature of Scholar (Gr. 3-4)

Date

Print Name of Scholar

Grade of Scholar

_____ **Check here ONLY if you do not want your child photographed and on the internet. NOTE: We will have photos of scholars on our school website, class websites and within our school newsletter only.**

