



***Family/Student
Handbook
2021-2022***

58 Oakland Street
Red Bank, NJ 07701

www.redbankcharterschool.com

Phone: (732) 450-2092

Fax: (732) 936-1923 (fax)

Twitter - @rbcnj
Facebook & Instagram – Red Bank Charter School

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Welcome to the Red Bank Charter School!

MISSION

The Red Bank Charter School provides a *secure and nurturing environment* that is conducive to learning and challenges students to achieve *academic excellence*. We believe in the power of *consistent role modeling* as an important teaching tool. All aspects of school life – involving students, teachers, administrators, and parents – are committed to fostering the values of *respect, personal responsibility, and good citizenship*. Within this environment, all children can achieve their highest academic potential.

BELIEFS

Belief 1: All Children Can Learn

Goal: Academic excellence

The RBCS has adopted a comprehensive integrated curriculum rich in activities designed to address the development of the whole child. Grounded in the New Jersey Student Learning Standards to prepare our students for college and careers, the curriculum is supported with numerous opportunities for experiential learning where students apply what they have learned and learn from what they are doing. The small class size allows for modified individualized instruction. Each child has a specific Learner's Individual Plan (L.I.P.) that highlights the principal elements of the subject matter. Student learning is enhanced by enriching activities that best address the child's needs, talents, and learning style. Students, teachers, and parents are involved in constructing the L.I.P. and **each partner shares the responsibility for the child's learning**. Parents, students, and faculty members meet four times each school year to review the student's goals, suggest appropriate adjustments, and assess overall progress. **Charter Chats** between teachers and parents ensure continuous and open communication regarding the student's development.

Belief 2: All Children Must Care About Themselves and Others

Goal: Respect, responsibility

Through curriculum focusing on healthy social decision-making, consistent modeling, and a Code of Conduct developed and endorsed by students, parents, and faculty, all children are given the opportunity to thrive and flourish at the RBCS. The RBCS is firm in its commitment to providing a safe and nurturing environment. To support this positive climate, all children, faculty, and staff are familiar with methods of peaceful conflict resolution and are expected to behave accordingly. The school-wide

Character Education program focuses on defining and modeling our values. As indicated in the **Code of Conduct**, certain conditions are non-negotiable.

Feeling connected and cared about has considerable influence on a child's learning. To ensure individual attention beyond the classroom, the RBCS has adopted a mentoring program called MENTOS. Each child in grades 4-8 meets monthly with a faculty or staff member other than their grade level teacher. Mentors make a special effort to get to know the child informally, developing a trusting relationship where the well-being of the whole child is the primary focus. Serving as the child's advocate, the mentor works with other colleagues and family members to support the child throughout their school experience.

Belief 3: All Children Should Contribute to Their Larger World

Goal: Good citizenship

Learning through service that is linked to curriculum is a bedrock value of the charter of the RBCS. On all grade levels, students participate in activities both in and out of school at satellite locations where they make a positive contribution to their community while applying a piece of their classroom instruction. As well as reinforcing learning, these activities expose children to the value of sharing their talents with others and the impact an individual can have on the larger community. Service Learning spans a variety of organizations and activities throughout the greater Red Bank area, allowing children to sample many different settings where their contributions make a difference. Older students participate in service internships that align with their interests and attitudes. Community partners are an invaluable resource to this program.

Program Components and Strategies

Belief 1 Learning

- Differentiated Instruction
- Learner's Individualized Plan
- Student Quarterly Goal Setting
- Curriculum articulation with RBR HS
- Integration of technology with instruction
- Emphasis on individual intelligences and learning styles
- Extensive use of real-world applications
- Assistive technology
- 1:1 Chromebook Initiative, Grades 3-8
- Emphasis on Performance Tasks

Belief 2 Caring

- RBCS Code of Conduct
- Second Step Character Education Program, K-8
- Quarterly School Culture Surveys
- Responsive Classroom Approach
- Value of the Month
- Peer Mediation
- Social Skills Group
- Buddy Program
- Mentos Program
- Student incident problem-solving process

Belief 3 Sharing

- Formal Service Learning Curriculum K-8
- School-wide service initiatives
- Class-level service projects
- Grade 8 Internships (Capstone Project)
- Community Partner Feedback Surveys

Board of Trustees

Eric Wagner, President

Donna McCourt, Vice-President

Barbara O'Donnell

Anna Maria Pittella

Matthew Damm

Patrick Dorsey

Karen Flores

Roger J. Foss

John LeFever

Head of School: Kristen Martello, Ed.D.

Business Administrator/Board Secretary: David P. Block

Solicitors: Tom Johnston; Perry Lattiboudere

The RBCS Board of Trustees has established its 2021-2022 regular meeting schedule as follows; meetings will be held on the third Tuesday of the month, except where noted*:

*July 6, 2021	Board Retreat 8:30 am to 3 pm
August 17, 2021	6:00PM
September 21, 2021	6:00PM
October 19, 2021	6:00PM
November 16, 2021	6:00PM
*December 14, 2021	6:00PM
January 18, 2022	6:00PM
February 15, 2022	6:00PM
March 15, 2022	6:00PM
*April 12, 2022	6:00PM
*May 10, 2022	6:00PM
*June 14, 2022	6:00PM

TIME AND LOCATION OF MEETINGS:

Regular Session: 6:00 PM Red Bank Charter School, 58 Oakland St., Red Bank, NJ 07701

Administrative Team

Dr. Kristen Martello, Head of School
Ida Jones, Director of Academics and Curriculum
David P. Block, School Business Administrator/Board Secretary
Theresa Shirley, Business Manager
Mike Wood, Facilities Management

Nurse: Nancy Woloszyn
Librarian: Ellen Herman
School Counselor: Matt Strippoli
H.I.B. Specialist: Julisa Frazier

Teaching Assignments

Pre-K: Jessica Hansen and Katherine Herman
Kindergarten: Sherry Delgado and Michelle Fogerty
Grade 1: Colleen Shandrey and Heather Grieb
Grade 2: Julisa Frazier and Angela Sopkiewicz
Grade 3: Patricia Pal (Arango), Angela Sopkiewicz and Siobhan Stratton
Grade 4: Molly Wagner and Prabha Minupuri
Grade 5: HR Joseph Scolaro and Brenda Conni
Grade 6: HR Jessica Maxwell (Dayton) and Elana Pamm
Grade 7: HR Rebecca Porskievies and Lauren Good
Grade 8: HR Nevin Mathis (Salem) and Mike Krug

Math/Sci 5-6: Brenda Conni and Joseph Scolaro
Math/Sci 7-8: Nevin Mathis and Mike Krug

ELA/SS 5-6: Jessica Maxwell and Matt Strippoli
ELA/SS 7-8: Lauren Good and Rebecca Porskievies

Art: Michelle Sciria
Music: Matthew Stevenson
PE and Health: John Chestman
STEM: Brenda Conni
Spanish: K – 4 – Sherry Delgado/5 - 8 – Jessica Hansen
Financial Literacy: Rebecca Porskievies
ESL & BSI: Jayne Moran
Special Education: Elana Pamm
Gifted & Talented: Lauren Good

Child Study Team/Services

School Social Worker-Jill Socha	LDTC-Nisha Diddi
School Psychologist-Sujata Bhagavathula	OT-Nancy Power
Speech Language Therapist-Jennifer Durrue	PT-Pat Dunphy

CHARACTER EDUCATION VALUE OF THE MONTH

Red Bank Charter School has adopted monthly values for Character Education. These shared values guide our attitudes and behavior. Parents are encouraged to reinforce these values at home.

September:	Cooperation
October:	Persistence, Diligence, Perseverance
November:	Citizenship and Service
December:	Acceptance and Fairness
January:	Humor
February:	Courage
March:	Friendship
April:	Honesty
May:	Empathy and Caring
June:	Self-Discipline

STUDENT ADMISSIONS POLICY AND LOTTERY SYSTEM

By Resolution of the Board of Trustees, it is the policy of the Red Bank Charter School that, prior to a lottery, priority in enrollment of students shall be given to the siblings of any student then enrolled who is a resident in Red Bank. It is further Policy that priority enrollment shall be given; first, to the sibling of any Charter School student then enrolled who is a resident of Red Bank; second, to any student who is a resident of Red Bank. Priority within each of the preceding categories following the lottery shall be determined in the order in which the applications are received.

If the number of applicants exceeds the number of places available, we will use a lottery system for selection. Applications are accepted on a rolling basis; however, in order to be considered for the lottery system, applications must be received by the application deadline.

RBCS conducts a weighted lottery as approved by the New Jersey Department of Education. Children who receive types of public assistance will have a 3:2 chance to be admitted.

Documentation for eligibility for this preference based on one of the qualifying factors listed below must be submitted with your application.

Qualifying Factors:

- Child lives in Red Bank public housing
- Child lives in Section 8 housing
- Child/family receive SNAP/TANF benefits
- Child qualifies for free/reduced lunch at his/her current public school

The lottery will use a random selection process conducted by a professional accountant. The lottery will be held at a location that will be accessible to the public for observation. All numbers will be pulled in order to compile a waiting list of prospective students.

Residency procedures as of August 2019: Based on recent court decisions discussed by the BOT at the July retreat, supported by our solicitor Tom Johnston, and guidance provided from Acting Director of the Office of Charter and Renaissance Schools, Julie Bunt, RBCS will operate on the following:

- No changes will occur to the enrollment process of the Red Bank Charter School; specifically, students must be residents of Red Bank in order to be enrolled;
- Once accepted into the Red Bank Charter School, if a student moves out of Red Bank for any reason, they will retain their seat with the Red Bank Charter School until 8th grade unless the parent/guardian decides to transfer the student out. In this situation, students would need to enroll in their district of residence and then transfer to the Red Bank Charter School;
- Sibling preference remains as it has been established in the Red Bank Charter School bylaws and supported by NJ Charter School Program Act: 18A:36A-8. Enrollment preference.

SCHOOL HOURS

TIME	PURPOSE
7:45 am	School Doors Open – students may enter the building and report directly to their classrooms.
7:45 am – 8:00 am	Breakfast program: Students will be provided breakfast the night before to eat at home; however, in the event a child was unable to have that breakfast at home, the school will provide one for them to eat in their classroom.
7:50 am	All students should be in the building – Students are considered late to school if they arrive after 8:00 a.m.
8:00-2:00 pm	PK Session
8:00-4:00 pm	K- 8th Session

Administrative Office Hours

The administrative offices are open from 7:45 am until 4:00 pm.

DROP OFF AND PICK UP FROM SCHOOL

Drop Off

- The Drop Off zone spans the yellow curb directly in front of the school on Oakland Street.
- Cars may line up at the yellow curb to drop off children.
- Cars must move on immediately after the child(ren) reaches the front gate. A teacher will be at the door to ensure they safely and swiftly enter the school.

Late Arrivals

- The door will be locked promptly at 8:00 am
- Late arrivals must sign in at the front desk before proceeding to class.
- Please email (attendance@redbankcharterschool.com) if you know your child(ren) will be arriving late for school

Pick Up

Walkers

- Children who walk home from school or are being picked up via a walking parent/guardian will be dismissed out the side gate on the left.
- Parents/guardians must pick up their children from the side gate. Due to safety concerns, we are asking that no congregation occur outside the side gate in the driveway. Please stay close to the school and exit once you have your child.
- Children will be kept with a teacher until their pick up arrives.

Car Riders

- Children who ride in cars will be picked up at the front of the school in the designated area marked by the yellow line on Oakland Street.
- ***Busses will be parked and loaded before cars are able to pull forward in the car line. Please do NOT park your car in the location for the busses. Thank you for your cooperation!***
- Cars will pull up at the yellow curb to pick up children when designated by faculty.
- Drivers must be prepared to wait in a queue if necessary. **Please do not jump the line.** With everyone's cooperation, the wait time should be minimal.
- The assigned dismissal teacher will help the children into the vehicle.
- Once the child(ren) is in the car safely, the driver must pull away to make room for the next car.

Bus Riders

- Children who ride in a bus will load the busses immediately in an effort to move the busses along to allow for the cars to pull up.

Additional Procedures

NO vehicles are to pull into the school parking or driveway lot at morning drop off or dismissal. Again, thank you for your cooperation.

If you need to come into the school at peak hours, park on a side street and walk to the building.

We strongly discourage parents and students from crossing the street in the middle of the block.

Please do not wave your child across the street or cross with them in the middle of the block. Cross only at the corners in the crosswalks where there are crossing guards.

You must notify the office, either with a phone call or in writing, of any change in the transportation arrangement for your child for the day **at least one hour before dismissal time**. Otherwise, in the interest of safety, we will not dismiss the student.

BUS TRANSPORTATION

Bus transportation is arranged through the Red Bank Borough Board of Education. Bus passes are distributed to eligible students at the beginning of every school year.

In the interest of safety and acceptable conduct, students must maintain good behavior at all times both at the bus stop and while riding the bus. ***The Code of Conduct applies both in school and on the bus.*** Poor conduct on the bus can place students' safety at risk. The following are the basic rules for bus conduct:

1. Fasten your seatbelt and remain in your seat while the bus is in motion.
2. No eating or drinking on the school buses.
3. Keep all parts of your body – hands, arms, head, legs, etc. – inside the bus. Do not extend them out the windows. **No exceptions.**
4. We will follow the NJ State Guidance regarding face coverings while riding the bus.

Consequences of Violations of Bus Conduct

- The first bus violation will result in a **warning**.
- The second violation will result in a **one week suspension from the bus**.
- Upon a third violation, the student's **bus privileges may be revoked for an extended period of time including the potential for the remainder of the year**. The parent will then be responsible for providing transportation.

GENESIS

Genesis is our school management system. Parents are responsible for knowing how to access this important informational system as it provides access to your child's attendance, grades, discipline, school forms, update emergency contacts, and more.

From the school website, under the scrolling photos, is a square button, with a capital "G", labeled, "Parent Portal." Select this button and it will take you to the login page. If you do not know your login information, please call the main office or ask your child's teacher.

SCHOOL ATTENDANCE POLICY

The following information is being provided to be proactive in supporting all students in maintaining regular attendance. Not only does NJ State law require that all children attend school regularly, students who attend school regularly are more likely to demonstrate better study habits, achieve high grades, and enjoy school to a greater degree than students who are often absent or late. Regular and prompt attendance is necessary in order for a student to progress with his or her class(es). A major factor in a student's lack of progress in school is often irregular attendance. Something important happens each period, each day. It is important that all students are here. Students and parents/guardians should be fully aware that what goes on in the classroom cannot be duplicated through make up work. When a student is absent, the educational experience of all the students in the class can be diminished. Regular and constant school attendance helps develop responsibility and self-discipline.

Children who are ill certainly need to attend to their health issues, and contagious illnesses need to be remedied at home and not be shared at school. Please email the school at attendance@redbankcharterschool.com to advise of any absence from school.

According to the NJ School Register, students can only be identified as:

- Absent
- Present
- Excused for Religious Holiday
- Home Instruction

Student attendance will be monitored on a regular basis. Parents/Guardians should be aware of the following:

- An informational letter will be sent at 5 absences/tardies;
- A second informational letter will be sent at 10 absences/tardies;
- A third informational letter will be sent at 15 absences/tardies which will require a mandatory meeting with the Head of School to establish an action plan promoting regular attendance;
- In the event a child reaches 20 absences in any given school year, a mandatory call will be placed with the Division of Child Protection and Permanency, as well as, a mandatory referral to the court system.

Late Arrivals and Early Dismissals

Late arrivals and early dismissals are as disruptive to the education process as absenteeism. It is the responsibility of each student to arrive at school on time. Any student arriving later than **8:00 am** is considered late and must be issued a late pass from the main office.

Parents/guardians picking up their children are required to provide proper ID to office staff.

Family Vacations

We understand that there will be times when family vacations can only be scheduled while school is in session; however, we strongly discourage families from scheduling family vacations during the school year as these days are considered unexcused absences.

We respectfully request that families schedule such important, often educational experiences, during the school's vacation times. In the event that such arrangements are not possible, the office and respective teachers are to be notified in advance of the absence.

EMERGENCY SCHOOL CLOSINGS

Blackboard Connect Communication System

The Blackboard Connect Communication System promotes communication between the school and home, and will allow us to contact every home within minutes. RBCS will be using the system to inform you of important events, weather emergencies and to provide information in case of crisis.

Early School Closing

During the course of the school year, school may have to close early due to inclement weather or some other emergency. As we learned over the course of the previous year, learning may need to pivot to virtual instruction at a moment's notice. The Blackboard Connect system will be used to alert all families of an early closing or need to move to virtual instruction. Students will not be released early unless contact with the family has been made. It is important for the office to have a work or cell phone number where you can be reached.

Delayed Opening/Inclement Weather Closing

During the course of the school year, it may be necessary to delay the opening of school or close early due to weather and road conditions. Appropriate announcements will be made using the Blackboard Connect system, the Red Bank Charter School website (www.redbankcharterschool.com), and our social media platforms such as Twitter (@rbcsnj) and Facebook (Red Bank Charter School).

Fire/Security Drills

Each month the school will conduct one fire drill and one security drill. Homeroom teachers will review the expectations of each of the drills at the start of the school year as well as post a map of approved evacuation routes in each room.

ACADEMIC PROGRAM

The philosophy at RBCS is to develop the most intellectually and emotionally stimulating learning environment possible for its students through a living curriculum grounded in the essentials of the standards, the three beliefs of the charter, and the individual needs of each child.

We assume the responsibility for educating the *whole child*. It is essential to address all the intelligences; to provide a robust, rigorous curriculum in all the core content areas including the

arts, and to provide support services and co-curricular activities to ensure that all children flourish.

GRADING

PK: Teaching Strategies GOLD is an authentic, ongoing observational system for assessing children during their Pre-K year. **Teaching Strategies GOLD** is based on objectives for development and learning that include predictors of school success and are based on school readiness standards.

The components of the report card include:

Social Emotional	Physical
Language	Spanish Language (if applicable)
Cognitive	Literacy
Mathematics	English Language Acquisition

K-2: Will utilize the 4, 3, 2, 1 system as follows:

- Very Good (4) = Student excels in the knowledge of and independently applies grade level concepts, skills and strategies
- Good (3) = Student understands and applies grade level concepts, skills, and strategies
- Satisfactory (2) = Student is beginning to understand grade level concepts skills, and strategies
- Needs Improvement (1) = Student does not understand grade level concepts, skills, and strategies

Grades 3-8:

90-100	Student consistently exceeds objectives
80-89	Student consistently meets objectives
70-79	Student meets objectives with room for improvement
Below 70	Student consistently fails to meet objectives

Character Education, Service Learning, and Special Areas (PE/Health, Art, Music, World Language & STEM)

Grades K-8 will receive a report card grade using the following:

- O = Outstanding
- S = Satisfactory

GN = Growth Needed

Progress Reports

Progress reports are sent home mid-marking period and reflect a student's academic progress in each subject area.

Report Cards

Report cards are issued quarterly, following the end of each marking period, and are reviewed at Learner's Individual Plan (LIP) conferences.

Homework Guidelines

Homework is a required assignment to be completed outside of class. It is reinforcement and necessary preparation in a given subject area assigned by the teacher. Since encouraging greater student responsibility for doing homework is an ongoing objective, each teacher will review the guidelines with their students and parents during the L.I.P. conference.

AFTER SCHOOL PROGRAM

After school support with assignments, study skill techniques, and organizational strategies is available for all students through the Study Buddies Program and in the Extended Study Buddies Program. The Study Buddies Program is available Monday through Friday from 4 pm to 5:00 and the extended program until 5:30 pm.

SUMMER INSTITUTE/EXTENDED SCHOOL YEAR

RBCS traditionally holds a 5-week summer program for all students. The summer program ranges annually from students engaging in cross-age groups participating in experiential learning workshops to focusing on targeted specific learning needs of those who attend. The Summer program also includes a 5 week School Readiness Skills program for incoming Pre-Kindergarten and Kindergarten students.

The Red Bank Charter School Summer Institute has been recognized as a Best Practice in extending the school year by the Effective Practice Incentive Community (EPIC) program.

AWARDS, HONORS AND RECOGNITIONS

Charter Champions

Each month there is a ceremony celebrating the special achievements of one or two students in each grade. The entire school population and the families of the honored students are invited. The family is normally contacted a few days before the ceremony so they can plan to attend the ceremony.

Academic Awards

Awards are conferred at the end of the school year to students in grades K-8 for outstanding achievement in the core content areas and demonstration of character and service. An awards

ceremony is held in June. Parents will receive notification from the teacher if their child is receiving an academic award.

Eighth Grade Honors

- Valedictorian - the student with the highest Grade Point Average (GPA);
- Salutatorian - the student with the second highest GPA;
- Count Basie Performing Arts Award – the student recognized for their commitment and passion for the performing arts;
- CCO Humanitarian Award - the student recognized for actions that demonstrate a genuine commitment to caring about others;
- David C. Apy Service Learning Award - the student recognized for actions that demonstrate contributions to their larger community;
- Meredith S. Pennotti Vision Keeper Award - the student recognized by the faculty and administration for seeing, feeling and acting on the dream that is the mission of the Red Bank Charter School.

ATHLETICS

The Red Bank Charter School offers a comprehensive athletic program. Students in grades 5-8 are invited to sign up for athletics. We offer:

- Fall Boys & Girls Soccer, Boys & Girls Cross Country
- Winter Boys & Girls Basketball
- Spring Baseball, Softball, Co-Ed Tennis

Physicals

Physicals are required before participating in a sport. Physical forms can be picked up at the nurse's office or downloaded from the website. Please contact Nurse Nancy Woloszyn via email: n.woloszyn@redbankcharterschool.com if you have any questions about the forms.

Communication

Communication is done exclusively through the Remind App. Coaches will give athletes and parents the code for each individual sport. Parent concerns shall be directed first to the coach.

Athletic Awards

Awards are conferred at the end of the school year recognizing those students who excel on the Red Bank Charter School athletic teams. An awards picnic is held at the end of May. Each athlete will receive a certificate of participation in each sport they joined. In addition, three awards (Most Valuable Player, Most Improved, Spirit) will be awarded for each sport.

Two awards are given solely to 8th grade athletes:

- David Prown Athletic Commitment Award - presented to one male and one female 8th grade athlete who embodies the idea of perseverance and dedication
- Blue Storm Award – presented to one male and one female 8th grade athlete who demonstrates the characteristics of leadership, commitment, motivation and enthusiasm

SUPPORT SERVICES

RBCS continues to provide for the needs of all of our children on an individual basis. The goal for students with educational disabilities is to support them in the least restrictive environment. To this end, consistent with policy, students with educational disabilities have additional services and instructional options available to them from the Child Study Team (CST) and teachers of the handicapped per their I.E.P.

ESL and LEP plans follow the guidelines outlined on the NJ Department of Education website. The curriculum emphasizes the state standards in the respective grade levels with a focus on the acquisition of language arts skills and improving and expanding each individual student's background knowledge.

Individual performance on state assessments and teacher recommendations are used to identify students who would benefit from receiving Basic Skills instruction in Language Arts and/or Mathematics.

An Intervention Resources and Services (IR & S) Committee responds to referrals from teachers or parents and functions according to established guidelines. The Committee reviews documentation and suggests intervention strategies including referrals to outside agencies, and conducts timely follow-up sessions. A school social worker provides counseling support services for all students and families.

A Spanish-speaking faculty member serves as liaison and is available to support the Hispanic parents.

A School Culture Coordinator/Counselor is available to students for support academically, socially, and emotionally throughout the school day.

EXPECTATIONS FOR SCHOOL CLIMATE AND STUDENT BEHAVIOR

Red Bank Charter School students are expected to behave and conduct themselves in a manner that will contribute to the development of an orderly community of learners.

We believe that positive student attitude and positive behavior are key elements to effective learning. It is important to teach students that their attitudes and actions can be directly related to their academic success.

With support and assistance from school staff and family members, all students have the capacity to demonstrate actions that build an effective school culture and enhance individual learning.

Code of Conduct

Each class will generate a list of acceptable behaviors for their students. School is about learning. Disruptions stop the learning process for both the student and the class. As a result, the student creating the disturbance will make up that lost learning time. In addition, the teacher will discuss the situation with the student and suggest ways of improving the behavior. The teacher will also discuss the student's behavior with the parents during their Charter Chats.

Behavioral Expectations

Purpose: To ensure a nurturing and safe environment for students to learn while incorporating academic and social-emotional skills so students can do their best learning. To prevent the likelihood that behaviors will escalate or reoccur. To provide guidelines for students and school personnel regarding preventative measures and responses to behavior.

Student Rights:

Teachers will set high expectations and teach students how to meet them. Establish a safe classroom with routines that promote autonomy and independence using positive reinforcement and respect. Build a sense of community and shared purpose. Set classroom goals and reflect/discuss the success in meeting these goals. Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.

It is critical to have high expectations for all students, including your student who has a disability, unless there is an identified need in the student's Individual Education Plan (IEP). Any change in expectations for student behavior is determined through the IEP process and should be clearly stated in the student's IEP.

Students will be given an opportunity to reflect on their behavior, discuss related issues and concerns in private and given an opportunity to change. Teachers will treat students with courtesy, respect and with an understanding of individual needs. Corporal punishment will not be used. Administrators can become involved in a situation when they feel it is appropriate.

Referrals will be made to provide appropriate interventions if appropriate.

Conferences will be scheduled to discuss concerns with other teachers, administrators, and parents.

Students and their parents will receive advance notice of behaviors that could result in suspensions.

Behavioral Supports, Interventions and Strategies:

- Build a rapport with the student. Student-teacher conference.
- Parent conference, teacher-teacher conference, administration conference.
- Provide a behavior contract.
- Restrictions or loss of privileges.
- Reward positive individual and class behavior regularly, providing natural positive rewards.
- Provide a variety of accommodations and strategies such as:
assistance with skills, organization/time management strategies, positive support plan, movement breaks, leadership opportunities, selective seating, extra time, identify student

strengths, opportunities for calming techniques, self-regulation, time for self-reflection and/or 1:1 discussion with a teacher, provide mentors, provide supervision or support during unstructured time, consistent use of responsive classroom language.

- Incorporate Responsive Classroom techniques, Pyramid Model and Positive Behavioral Supports.
- Use Ambassadors as role models.
- Teach and model self-reflection.
- Provide a Safe Space, with supplies available, for students to reflect, decompress, and self-regulate.
- Provide mindfulness techniques to help manage emotions and behavior.
- Role play and model using “I” messages to promote good communication.

*If positive support, strategies and accommodations haven’t worked, temporary and appropriate deprivation of privileges such as participation in sports and other activities may occur.

*Students may be referred to the school nurse to rule out medical issues, or referred to the I&RS Committee, and other I&RS resources to develop further strategies.

REMEDIATION AND RESPONSES

<u>Violation</u>	<u>Initial Responses</u>	<u>If interventions continue not to work</u>
<p><u>Tier I:</u></p> <p>Inappropriate language</p> <p>Putdowns</p> <p>Disrespect</p> <p>Horseplay</p> <p>Destruction of school supplies</p> <p>Defiance of authority</p> <p>Failure to wear school seat belt</p> <p>Misuse of computers</p>	<p>Verbal Discussion & Reprimand, Natural Consequence, Notify Parent, Interventions, Apply self regulation techniques</p> <p>Work missed must be made up.</p> <p>Other Response Options:</p> <p>Reflection response example “shut up”, find 10 other ways to ask someone to hush. Use Reflection cards as a tool</p> <p>Release time: Go to Safe Space to cool down, use self regulation strategies and get back into a good state</p> <p>Computer: take computer use “course” for homework</p> <p>Defiance: reflect on why feelings of defiance were projected</p>	<p>Report to administration for follow up</p> <p>Follow up with parent & I&RS committee</p> <p>Write up incident report if appropriate</p> <p>Late to school: Saturday school or after school detention to make up for missed time.</p>

<p>Leaving the classroom without permission</p> <p>Breaking School Uniform/Face Covering</p> <p>Late To School</p>	<p>Putdowns: immediately rephrase in constructive way or must be followed up with a positive message to person instead (1 wrong followed by 1 right)</p> <p>Leaving the classroom: loss of ability to leave the classroom alone; must be accompanied by staff member</p> <p>Dress Code: Must Change; Call home if repeated; talk with admin</p> <p>Late to school: talk with student; parent; lunch detentions</p> <p>Loss of privileges</p> <p>Complete ABC chart for information</p> <p>Refer for more support- I&RS, school based counselor, etc</p> <p>Speak to staff team and/or administration</p>	
<p><u>Tier 2:</u></p> <p>Minor destruction of property</p> <p>Harassment, intimidation or bullying</p> <p>Making threats</p> <p>Physical disrespect</p> <p>Cursing or vulgar language</p> <p>Cheating</p> <p>Forgery</p> <p>Disrespect directly to teacher</p> <p>Refusal to wear a</p>	<p>Verbal Discussion & Reprimand, Natural Consequence, Notify Parent, Interventions, Speak to Administration, Apply self regulation techniques</p> <p>Write up incident report if appropriate</p> <p>Work missed must be made up.</p> <p>Refer for a HIB investigation</p> <p>Instant zero grade for cheating</p> <p>Refer for more support- I&RS, school based counselor, etc</p> <p>Refer to Perform Care or other support service</p> <p>Other Response Options:</p> <p>In School Suspension</p> <p>Reflection activity</p>	<p>_Report to administration for follow up Follow up with parent and I&RS Committee</p> <p>In School Suspension</p> <p>Loss of team sport participation privileges</p> <p>Saturday Detention</p>

<p>face covering</p>	<p>Property: do some type of community service for the school or the person - breaks a pencil, sharpens all pencils in classroom/school (excessive)</p> <p>Cheating: younger grades: loss of privilege; older grades: research legal consequences of plagiarism or cheating</p> <p>Vulgar Language: find 10 ways to express self other than in disrespectful ways</p> <p>Making Threats/Physical Disrespect: Police action as per school policy -non truthful threats - phone call home to alert parents? Less severe than policy but still “scared straight” idea?</p> <p>Loss of privileges</p>	
<p><u>Tier 3:</u></p> <p>Vandalism, destruction of property</p> <p>Assault to peer or staff person</p> <p>Fighting</p> <p>Stealing</p> <p>Weapons</p> <p>Skipping or leaving school</p> <p>Use of drugs/alcohol</p> <p>Smoking</p> <p>H.I.B.: Depending on severity of incident; examples include disregard to personal space; making someone feel uncomfortable</p>	<p>Verbal Discussion, Notify Parent, Possible Suspension, and Police Involvement, speak to Administration, meet with parents</p> <p>Referrals to Perform Care or other support service</p> <p>Write up incident report</p> <p>In School Suspension</p> <p>Refer for more support- I&RS, school based counselor, etc</p> <p>Loss of participation privileges in sports, other school events with administration guidance</p> <p>Response Options:</p> <p>Police Action for all (local enforcement) In-school or out of school suspension will include reflective essay/project on severity of incidents</p> <p>Fight: sent home & one day suspension</p> <p>Assault: police action and suspension (days based on severity) minimum of 2 days in-school suspension</p>	<p>Report to administration for follow up</p> <p>Follow up with parent and I&RS committee</p> <p>Write up incident report</p> <p>In School Suspension</p> <p>Police action if determined appropriate</p> <p>Suspension</p> <p>Expelled after 3 separate incidents</p>

	<p>Skipping school: in school suspension with required school work being completed AS WELL as a reflective essay/project on value of school time</p> <p>Drugs/Alcohol/Smoking: in school suspension with required school work being completed & reflective project on effects/damages of substance being used</p> <p>H.I.B.: Complete Incident Report; HIB Investigation</p>	
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Suspension Policy

In regard to the suspension or expulsion of young students PK to 2nd grade, RBCS will follow [Public Law, 2016, Chapter 45; 18A:37-2c](#):

For students in grades 3 to 8: The Head of School has the authority to temporarily suspend a student from school following severe misconduct, as authorized in the Red Bank Charter School Handbook. Parent conferences with the Head of School will be mandatory before a student is re-admitted following a suspension.

Any student who commits an assault on a teacher, administrator, trustee or other employee or volunteer of the Red Bank Charter School will be suspended from school immediately. In keeping with the law, any and all illegal and/or criminal behavior will be reported to the local police department by the Head of School.

DRESS CODE

Students must maintain a uniform dress code throughout the entire day. If a child is not dressed properly for school or physical education activities, **the school will contact the parent to bring appropriate clothes.**

For ALL Students	Colors
<p>Dress Uniform</p> <p>Short or long sleeve Polo Shirt (with RBCS logo optional), khaki shorts or pants, long uniform skirt for girls with navy top under. Navy Sweatshirt or Sweater. Dress Shoes.</p>	<p>Navy Khaki</p>
<p>Gym Uniform</p> <p>Short sleeve navy shirt (with RBCS logo optional), grey or navy mesh shorts, Navy sweatshirt and navy nylon gym pants for winter.</p>	<p>Navy or Grey Shirt Navy or Grey Shorts</p>
<p>Shoes</p> <p>Closed toed, solid colored shoe. Solid Vans are accepted. Regular sneakers for gym class only.</p>	<p>Brown, Black, Navy Solid Color</p>
<p>Socks, stockings or tights</p>	<p>Black, White, Navy</p>

Parents are welcome to purchase the uniform components at any location. To assist parents in making the purchase of the required items easier, RBCS is partnering with Tommy Hilfinger for all uniform needs. Go to www.globalschoolwear.com. In the FIND YOUR SCHOOL section, please enter either your Partner School Code REDB01 or search by school name. For full details regarding the ordering process via Tommy Hilfinger, please visit the school website.

TECHNOLOGY

The primary purpose of the Red Bank Charter School’s electronic communications network and technology is to support and enhance learning and teaching that prepares students for success. Providing access to technology is an investment in the future of both our students and faculty and directly supports the Red Bank Charter School’s mission of celebrating individuality, appreciating cultural diversity, mastering conflict resolution, and insisting on accountability by all as the foundation for good citizenship.

The Red Bank Charter School believes that electronic communication is a tool for life-long learning, and that access to the electronic resources and technologies can promote educational and organizational excellence. We believe responsible use of these electronic resources and technology will enable students and faculty to broaden their knowledge.

Chromebooks

All students, PK to 8, will be issued a Chromebook if they do not already have one. Students must report any issues to a teacher immediately. If a Chromebook is damaged, a report will be filed with an administrator and students may be subject to consequences as per the code of conduct.

1:1 Chromebook and Email Acceptable Use Policy

RBCS uses Google Apps for Education running on an Internet domain purchased and owned by the school and intended for education use. These apps are property of Red Bank Charter School (Red Bank Charter School K 12 Apps for Education) and are subject to audit and monitoring. Your child's teachers utilize Red Bank Charter School K-12 Apps for Education for students lessons, assignments and communication. They are also available at home, the library, or anywhere with Internet access.

Students will have limited email access, they will only be able to send and receive correspondence from faculty and students of the Red Bank Charter School. The student email is filtered to protect from harmful content from inappropriate sites. Google advertising is turned off for Apps for Education users. No personal student information is collected for commercial purposes. The school use of student information is solely for education purposes.

As with Red Bank Charter School Electronic Resources Acceptable Use Policy students and faculty should use the email in a responsible, efficient, ethical and legal manner in accordance with the mission of the school. Use of Red Bank Charter School K-12 Apps for Education that is inconsistent with these policies may result in loss of access as well as other disciplinary or legal action.

Action	Consequence
Damage	If damage is determined, intentional or not, the student is responsible for the repair or replacement.
Vandalism/Intentional Misuse	Loss of ChromeBook for a period of time as determined by the Head of School. Students are responsible to complete all work.
Off-task or Non-Academic Use	First time offense-notify parents - Second offense - after school to make up work - Third & additional offenses - Determined by Head of School
Hacking	Logging into someone else's account (or giving your password) will result in Saturday School.

NUTRITION PROGRAM

RBCS seeks to provide healthy, nutritional school breakfast and lunches. Our goal to cultivate health and fitness is another way of implementing our beliefs and educating the whole child.

Monthly breakfast and lunch menu calendars are posted on the school website.

For information and the application for free or reduced meal benefits, please visit the school website: www.redbankcharterschool.com.

A copy of the Wellness and Nutrition Policy can also be found on the school website.

HEALTH SERVICES

The goal of the health professionals at Red Bank Charter School is to promote a healthy lifestyle for the school community through education and health services. We believe in strong communication between students, families and outside providers to support quality emotional and physical health to optimize the learning opportunities for each child.

Medications

Medications cannot be administered at school without proper documentation. If your child needs medication administered at school, forms are available in the nurse's office. Please do not hesitate to call the school nurse with any questions or concerns.

1. Tylenol and Advil may be given to children in the 4th through 8th grade with a proper signed consent form.
2. Medication, whether prescription or non-prescription, must be in the original container.
3. A doctor's note must accompany any medication specifying what it is for and when and how long it should be given.
4. All medication should be brought to and from the school by the parent.

Visiting Nurse Association (VNA)

Should your child need to be seen for a condition that requires medical attention, we have the service of a Nurse Practitioner from the VNA , who comes in as needed, when available. If you would like to take advantage of this service, a permission form is required.

Screenings

The Nurse will provide yearly screenings for height, weight, BMI, hearing and vision. Scoliosis screenings will be provided for grades 5 and 7.

Mobile Dentist

The Mobile Dentist visits twice per year to provide dental service to our students. They accept most insurance plans and provide grants and reduced rates for those who do not have insurance.

Health Concerns

Please notify the school nurse of any health concerns you may have for your child so they can receive the proper care they need to succeed in and out of the classroom.

Athletic Physicals

Forms are available in the nurse's office. Physicals are valid for one year from the previous date.

GLOSSARY OF RBCS TERMS

The following list is intended to help new RBCS families learn the terms used in our school. Although this type of information is typically learned as you go along, informally, from other parents, teachers or school administration, we felt it was important to assist our new families in knowing the “lingo” as they enter our school community. As always and at any time, please ask your child’s teacher if you have any questions.

Backpack	The “backpack” is a means of communication between RBCS and your family. It is a flyer that often contains important, timely information regarding changes to the school calendar, upcoming school events, fund-raising events, etc. It gets sent home with your child in their backpack (hence the name!).
BOT	The Board of Trustees (BOT) performs a similar function as a Board of Education does in other public schools. There are differences, however, and the by-laws and board minutes are provided on the school website, www.redbankcharterschool.com . BoT meetings are public meetings and are held in the RBCS Library, typically once a month. Check the school calendar for scheduling details.
Book Fair	This is a book sale by Scholastic Books run by the CCO. It takes place at school and normally is held once or twice a year during LIP conferences.
Buddies	RBCS has a buddy system, pairing children across grade levels. Your child may come home talking about his/her “5th grade buddy”, etc. They may have more than one buddy and share various school activities with them.
Charter Champion	Each month there is a ceremony celebrating the special achievements of, typically, two students in each grade. The entire school population attends and the families of the honored students are invited. The family is normally contacted a few days before their child is selected so they can plan to be at the ceremony. The selection is a surprise to the students but often they guess when they see which parents are in school that day!
Charter Chat	This is a means of regular communication between teachers and families. It may take place in person, on the phone, or by email.
CCO	The Charter Community Organization (CCO) is the organization of RBCS families working with the RBCS faculty, administration, RBCS Foundation, and BoT to help raise funds and coordinate volunteers for the benefit of the RBCS learning environment. You may be familiar with PTA or PTO organizations in other schools, which are similar. Every family with a child in RBCS is automatically a member of the CCO. There are no additional forms to fill out - just come and join in at any meeting to find out how you can take part!

	The CCO meets once a month for about one hour. Committees may have additional, separate meetings as needed.
Classroom Parents	This parent (or parents) will communicate with the teacher to help with different events throughout the year, organize the class dinner, and collect money for various gifts or classroom needs.
Dress-Down Day	At various times during the year, there will be dress-down days. Sometimes there are themes (e.g. wear a special color shirt) and sometimes there is no theme. Communication will go out via social media, email, Blackboard, and/or flyer. Attire should always be “school appropriate.” Thank you for your understanding.
Eighth Grade Fashion Show	This annual event provides an opportunity for the 8th graders to shine in both formal and casual wear. The 1st and 3rd grade “buddies” also join in for the casual wear. The 7th grade students and parents assist with the concession stand and silent auction. Traditionally, every grade provides a themed basket for the silent auction. This is a major fundraiser for the 8th grade class trip.
Family/Student Handbook	The official handbook issued by the school, which contains the school mission, operational procedures, rules, policies, expectations for students, and other important information.
Gym Days	Each class has gym multiple days per week and must wear their gym uniform on those days.
Half Day	When school is in session for a half day, this means a 12:00- noon dismissal. Lunch is always served, so if your child brings a lunch from home, be sure to pack one on half days. If the child has gym on a half day, they wear their gym uniform.
Halloween Parade	On Halloween, or the designated day, the entire school will parade around town. We invite families to line the streets to view the parade. Students may wear appropriate costumes to school (no weapons or masks that cover the face).
International Day	A performance task put on by students in grades K-8 with a global reaching theme. Each class researches a country aligning with the theme and immerses the audience in the country while detailing the theme in a unique way. We invite parents and local community members to participate. International Day is held annually.
LIP Conferences	Learner’s Individual Plan (LIP) conferences occur at the beginning of each marking period. Teachers, parents, and students attend to discuss academic and social progress. Check the school calendar for dates and the classroom teacher for scheduling details.
Mentos	Monthly program where students in grades 4-8 are paired up with a current faculty member. Teachers and students build relationships outside of the academic classroom. Activities occur throughout the program to support character and service.

Omni Room	The Omni Room is the all-purpose room at RBCS. It is used for morning community gathering, lunch, meetings, events, and more!
Remind App	Utilization of this app occurs to communicate with parents/students. Your child’s teachers will provide the individual class codes at the first LIP Conference or you can find them on the Faculty section of the RBCS website. Remind is also used for athletics. Coaches will provide individual sport codes.
RBCS Foundation	A non-profit organization that raises funds solely for RBCS.
STEAM Expo	This annual performance task event to demonstrate students’ knowledge gained from STEM projects to parents, students, and visitors. It also showcases student’s work in the visual and performing arts. Check the school calendar for scheduling details.
Used Uniform Sale	This CCO committee organizes the collection of outgrown uniforms and sells them at bargain prices at various sale times throughout the year. Sales are normally held at LIP Conferences and once during the summer. If there is a “uniform emergency” or an otherwise urgent need, you can also contact the school nurse.

HARASSMENT, INTIMIDATION AND BULLYING (HIB)

HIB Coordinator: Dr. Kristen Martello
 HIB Specialist: Julisa Frazier

Harassment, Intimidation and Bullying is any gesture, any written, verbal or physical act, or any electronic communication (single or a series of incidents), that:

- Is reasonably perceived as being motivated by any actual or perceived; characteristic (such as race, religion, national origin, gender, etc.);
- Takes place on school property, at any school sponsored function, or off school grounds (as further explained);
- Substantially disrupts or interferes with the orderly operation of the school or the rights of other students.

And that,

- A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in a reasonable fear of physical or emotional harm to his person or damage his property,
- Has the effect of insulting or demeaning any student or group; or
- Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

PARENT RIGHTS AND SCHOOL RESPONSIBILITIES TO PARENTS

If Their Child is Involved in a Reported HIB Incident:

- Parents must be informed by the principal or designee the same day their child has been reported as a victim or offender in an HIB incident
- Parents of HIB offenders and victims must be provided with the following written information about an HIB investigation affecting their child within 5 days after the results of the investigation are reported to the Board of Trustees (BOT)
 - o The nature of the investigation
 - o Whether the district found evidence of HIB
 - o Whether discipline was imposed or services provided to address the incident of HIB
- Parents may request a hearing before the BOT after receiving the information
 - o The hearing must be held within 10 days of the request
 - o The hearing must be held in executive session to protect the confidentiality of the students
- Parents must be notified of the BOT's written determination to affirm, reject or modify the Chief School Administrator's decision
 - o Made at the BOT meeting following its receipt of the HIB report
- Parents have a right to appeal

The Complete HIB Policy is available on the RBCS website, www.redbankcharterschool.com

RED BANK CHARTER SCHOOL GRIEVANCE PROCEDURES

An advisory grievance committee hears complaints on the part of individuals or groups who allege a violation of the provisions of the school's charter. This grievance committee consists of parents and teachers. The grievance and complaint review process includes:

1. Written description of the grievance, along with any supporting documentation, to be presented by the aggrieved party to the grievance committee no later than one month after the fact;
2. Committee review of the grievance and all supporting materials along with interview of the aggrieved and other relevant parties within one month's time;
3. Committee decision within one week's time or a call for more information, in which case the process starts again with step 2;
4. The advisory grievance committee makes its decision and non-binding recommendations concerning the disposition of the complaint known to the school's Board of Trustees;
5. The Board of Trustees considers the recommendations of the grievance committee at its next regularly scheduled meeting and renders a decision;
6. If the Board decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible;
7. If the aggrieved is dissatisfied with the Board's decision, an appeal may be made to the Commissioner of Education.