

District Information

PowerSchool Contact Information

It is essential for families to keep up-to-date phone numbers, address information, and emergency contacts. If you need to change your information, please contact your school site so PowerSchool information remains current.

Attendance

Absences and tardies affect the learning of all students on campus. Please ensure students are at school and on time every day. Consistent attendance is a key factor in your child's success at school. Please try to schedule appointments before/after school and vacations during school breaks.

Students must attend school daily and remain in school the entire instructional day. Absences are only excused for health reasons, attendance at an immediate family member's funeral, court appearances, or religious holidays.

Students must arrive at school on time. Please check your child's arrival time and help them to be at school on time. Students must check in at the office before class if they arrive after the official start time.

When to Stay Home

Some health concerns may make it necessary for your child to stay home.

Return After 24-Hours	<ul style="list-style-type: none"> • Fever over 100 degrees. A fever means the body is fighting an illness, and your child may be contagious. Before returning to school, children should be fever-free for 24 hours (without fever-reducing medication, such as Tylenol). • Vomiting or diarrhea; children should be symptom-free for 24 hours before returning to school. • Skin rashes. Anytime a student has a rash of unknown origin, the student will be sent home. A doctor should examine the child to ensure that the rash is not contagious before returning to school. For any rash with a fever, children should stay home until the fever is gone for 24 hours. • Prescribed antibiotics. Students should complete a full 24-hour course of antibiotics before returning to school.
Other Illnesses	<ul style="list-style-type: none"> • Persistent, productive (producing mucus) cough. A persistent, productive cough may be indicative of a more severe condition. • Runny nose or greenish-gray colored drainage. • Flu-like symptoms, such as fever, headache, and body aches. • Red eyes with drainage or crusting. It is necessary to have your child checked by a physician to determine if this is contagious and, if necessary, treated before returning to school.

Updated 12/2024

Reporting an Absence

If your child is absent, you must call the attendance line (on your school site's website) or notify office personnel of the absence and the reason for the absence. If a student is absent 11 days or more for illness in a school year, further absences must be verified by a physician. Excessive unexcused absences will be reported to the Student Attendance Review Board. Per district practice, you will be notified via Truancy letters if excess absences occur.

Leaving Early

Students may not leave the school grounds alone during school. If you need to pick up your child during the school day, you must check your child out through the office. Parents/guardians picking students up will be asked to show a photo identification and checked against names identified as students' emergency contacts. A parent/guardian note should be sent to the school informing the office that the student will leave before the end of the school day. The student's classroom will be contacted, and the student will come to the school office to meet the parent/guardian.

Independent Study

Parents/guardians looking to take their student(s) out on short-term independent study for the personal family business must complete the online form. As a reminder, students may use short-term independent study when they are gone for a planned absence of 3-15 days. If a student takes multiple independent studies, they are limited to 15 days each school year. Parents requesting short-term independent study will still need at least five days' notice before taking their student(s) out of school to ensure proper notification to their teacher(s) and provide schoolwork. *Independent Study is not offered during the first week or last two weeks of school.*

[Short-Term Independent Study Request Form \(English\)](#)

[Short-Term Independent Study Request Form \(Spanish\)](#)

Medications

Students may not have medications (including over-the-counter medications such as Tylenol and cough drops) in their possession on school grounds or during any school-sponsored event unless indicated by the student's physician on the RCS D medication form (please see information below). District policy requires that medications must be stored in the school office and that both parent/guardian and physician sign a form specifying dosage and administration time. Forms are available on the [website](#) or in the office. Trained staff members will administer or supervise medication administration.

Self-Carry Medications:

Some medications (e.g., inhalers for asthma) may be carried by the student if indicated by the student's physician on the RCS D medication form and cleared by the school nurse.

Behavior and Discipline Policy

We follow the Positive Behavior Intervention and Supports (PBIS) framework in Roseville City School District. Children need to have clear expectations for their behavior and be acknowledged for their positive behavior. Each school site has a set of unique school-wide rules and positive reinforcement

Updated 12/2024

systems that are explicitly taught to all students. Expectations for the rules are defined on all areas of the campus and are in effect while on campus, during all school and PTC-sponsored activities, and on school buses.

When students violate the expectations, behavior is managed by all school staff, including meal duty supervisors, teachers, and administrators. Staff may provide appropriate consequences. More serious behavior errors will be referred to the office, and the student will conference with an administrator. If a more serious behavior occurs and your child is sent to the office, you will be notified by a school administrator promptly with either a phone call or email.

Discrimination & Sexual Harassment

Our district has strict policies against harassment, discrimination, and sexual harassment. Teachers will discuss these policies and reporting procedures with their students in an age-appropriate way. All harassment reports will be evaluated for Title IX violations if appropriate. If sexual harassment is found following an investigation, the [Title IX Coordinator](#) or designee, in consultation with the Coordinator, shall promptly stop the sexual harassment, prevent a recurrence, implement remedies, and address any continuing effects.

Bullying

Roseville City School District promotes a safe environment for all children and staff. Bullying is recognized as targeted behaviors that are ongoing and pervasive after being reported. Issues of reported bullying will be dealt with immediately to support student and staff safety.

The Board of Education recognizes the harmful effects of bullying on student well-being, learning, and attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel or retaliate against them for filing a complaint or participating in the complaint resolution process.

Dress Code

Parents or guardians of students are primarily responsible for establishing and implementing appropriate dress and grooming standards. All Roseville City School District schools are responsible for establishing a classroom and campus atmosphere that creates the appropriate environment for teaching and learning. The dress code aims to optimize a productive learning environment, protect all students' health, safety, and welfare, allow for self-expression, and ensure all students are treated equitably.

GENERAL DRESS CODE POLICY:

Clothing worn on campus must promote a safe atmosphere conducive to learning.

Students Must Wear:

- A shirt (with opaque fabric in the front, back, and on the sides under the arms) that covers the majority of the torso
- Pants or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts)
- Undergarments must be covered at all times
- Shoes

Students May Wear, as long as these items do not violate the General Dress Code policy above:

- Hoodies and hats (including beanies) must allow the face to be visible to staff and may be worn indoors at the discretion of the adult supervisor
- Religious headwear
- Ripped jeans, as long as underwear and certain body parts are not exposed
- Tank tops and shorts
- Slides or sandals, as long as appropriate footwear for PE is worn

Students Cannot Wear:

- Images or language that depict weapons or violence
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia, any illegal item or activity, or gang activity
- Hate speech, profanity, or images or language that are overly sexual in nature
- Images or language that creates a hostile or intimidating environment
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face (except as a religious observance or for health purposes)
- Blankets in replacement of jackets or sweatshirts

If a student's attire, clothing, jewelry, accessories, or appearance violates the dress code outlined above, or becomes a distraction to the learning environment, they may be asked to change and/or a parent/guardian may be contacted. Repeated offenses may result in disciplinary action.

Textbooks

Students should write their names in ink on the front cover of consumable textbooks. Students should show their librarian any significant damage before checking out a textbook. It is recommended to cover all hardbound textbooks.

Students should not loan their textbooks to other students. The student must pay for all lost or damaged textbooks.

District-Issued Mobile Devices (i.e., Laptops, Chromebooks, Tablets)

Students are issued a mobile device (i.e., Laptop, Chromebook, Tablet) during the first few weeks of school for educational use. District-issued mobile devices for elementary students will remain in the classroom; students enrolled in middle school are expected to bring their District-issued mobile devices to and from school fully charged daily.

Updated 12/2024



As with any borrowed school property (library book, music, or sports equipment), a mobile device checked out to the student is the responsibility of the legal parent/guardians and the student to ensure the safety and security of the device. Our goal is to provide an authentic, engaging, and innovative learning environment.

Please carefully review the Responsible Use and Care Guidelines listed below.

1. I received and agreed to the Student Acceptable Technology Use Agreement - BP 6163.4(a) during registration, and available for review from www.rcsdk8.org, under Technology Services, here.
2. I will use my device(s) appropriately, in educational ways, and meet Roseville City School District expectations.
3. I will not add any identification to the device(s) (including stickers, labels, drawings, or other marks).
4. The device(s) must never be left visible in a car or any unsupervised area unattended.
5. The device(s) is to be treated as a valuable object. It should not be thrown, purposely dropped, or abused in any way.
6. The device(s) should not be used in or near proximity of water, household chemicals, or other liquids.
7. The device(s) should be protected from the environment to prevent damage.
8. Pencils, pen tips, and other pointed objects should never be used on the screen.
9. I will only use a clean, dry, soft cloth to clean the device(s), no cleansers or liquids of any type will be used.
10. I will return my device(s) upon request by the Roseville City School District Administration.

Students should not loan their District-issued mobile device or power supply to other students. The student may be asked to reimburse the school for any lost, stolen, or damaged District-issued mobile devices and/or power supplies.

Middle school students will check back in their Chromebook before the end of the school year.

Please refer to the [Annual Family Notice](#) for the Student Mobile Device Loaner Agreement.

Student Acceptable Technology Use Agreement

The Roseville City School District recognizes the significance of technology, such as the internet and digital devices, in supporting instructional programs and enhancing student learning. Access to these resources and information is an educational opportunity requiring responsible and appropriate use.

The safe and proper use of network and internet services is a vital aspect of this responsibility under the terms and conditions outlined in the: [Student Acceptable Technology Use Agreement \(BP 6163.4\(E\)\)](#).

Student accounts will not be accessible from 11:00 pm to 5:00 am daily.

Updated 12/2024

Personal Technology

Students in TK-8 may not use cell phones, smartphones, smartwatches, or other mobile communication devices once they have entered campus for the instructional day. Devices must be turned off and placed out of sight during the school day. Students who need to call a parent/guardian may use phones located in the administrative office. Students in grades 6-8 may resume the use of their mobile communication devices after the last period of the day and during after-school extracurricular and sporting activities.

Please see Board Policy 5131.8: Mobile Communication Devices for more information.

Personal Items

Elementary

Personal property, such as toys, stuffed animals, trading cards, etc., may disrupt the learning environment and are not allowed at school or on the bus unless specifically authorized by the classroom teacher or principal. If brought to school without permission, these may be held in the classroom or school office for parent/guardian pick-up.

The student is responsible for backpacks, book bags, purses, and contents, including Chromebooks, chargers, cell phones, and electronic devices. The school and district accept no financial liability for lost or damaged personal property and valuables.

Middle School

Please refer to the site-specific personal items policy.

Bring Your Own Device (BYOD)

Bring Your Own Device (BYOD) is an initiative that enables staff and students of the Roseville City School District to bring their own device from home to enhance their educational experience. This initiative allows for more of our staff and students in the district to have a device to use during classroom instruction. One of the benefits of BYOD is that students are already familiar and comfortable using their own devices. This familiarity allows for maximum learning in the classroom, without having to learn how to use a device.

Please click the link below for additional information on the BYOD initiative:

[Bring Your Own Device \(BYOD\) Initiative](#)

Library

All students are encouraged to check out and take home books from the school library. Students in elementary school have a designated library time which occurs weekly or bi-weekly. Students will be required to pay for lost or damaged materials. Library check-out privileges may be withheld pending the return/replacement of lost or damaged library books and classroom materials.

Visitors

All visitors to a school site must check in at the front office. Visitors will be asked to present a valid state-issued ID, which will be scanned into the system. Upon reading the information, the Raptor Visitor

Updated 12/2024



Management System will check the national database to identify sexual offenders. Once the entry is approved, the Raptor system will issue a badge that identifies the visitor, the date, and the purpose of their visit.

A visitor's badge will not be necessary for those who visit our schools simply to drop off an item or pick up paperwork. All visitors who enter the school intending to travel beyond the main office, or stay for a meeting in the office, etc., will be issued a badge and screened. The visitor badges must be returned to the office after the visit.

It is important to note that the Raptor system only scans the visitor's name, date of birth, and photo for comparison with a national database of registered sex offenders. Additional visitor data from the driver's license is not gathered, nor is the system connected to any other system, such as the Department of Motor Vehicles. Therefore any additional information connected to the visitor's driver's license is not part of the system and is not accessible to any users.

The safety of our students is our highest priority, and the Raptor Visitor Management system provides a consistent way to aid in keeping away people who may present a danger to our students. Therefore, all visitors to the school must be scanned into the system and obtain a visitor badge. In the event of a drill or emergency, the Raptor Management System also allows the school site to know who to account for on campus.

Volunteers

The Board of Education recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the relationships between the district's schools and the community. The Board encourages parents/guardians and other community members to share their time, knowledge, and abilities with students.

There are two categories of volunteers in RCSD.

Category One - Attendance at a class or school event, lunch visit on a limited basis, classroom presenters, clerical volunteer, high school student in a sponsored program, and participation in a school project.

Volunteers in this category must complete the [form](#) on the RCSD website and submit it to the school site before volunteering.

Category Two - Regularly scheduled classroom support, field trip chaperone, and club sponsor/supervisor.

Volunteers in this category must complete this [volunteer form](#) and submit current TB clearance to the school site. Fingerprints must be cleared through the District Office. Volunteers may participate when notified that the TB and fingerprints have cleared.

Volunteers are responsible for the cost of fingerprinting.

The Roseville City School District does not want the expense of fingerprinting to be a barrier for you to participate in your child's education. If financial assistance is needed to cover the cost of fingerprinting, you may obtain an application for Volunteer Fingerprint Assistance from your local school site to submit to the District Office for consideration. You must make an appointment with Personnel Services to verify financial eligibility. Applicants must have a TB clearance and be eligible for the free and reduced meal program to be considered for financial support.

Emergency Guidelines/Drills

To continually provide a safe environment for students and staff and effectively respond to emergencies, the Roseville City School District uses the five actions from the Standard Response Protocol from the I Love U Guys Foundation. These same actions are used in RCSD schools and the Roseville Joint Union High School District. Using the common language from the actions will provide consistency for staff, students, and first responders in our community.

These procedures are introduced to staff and students through training and drills. On-going drill practice is done in a non-threatening way for staff and students to practice the actions. The idea is muscle memory is created through practice, so our brain knows how to respond during an actual emergency.

The five actions include: Evacuate, Secure, Lockdown, Shelter, and Hold. The language is provided to help you understand the school procedures and the knowledge to review these at home with your child.



Evacuate: This action moves students and staff from one location to another. Most commonly this would be used for a fire.



Secure: This action protects students and staff from a threat outside of the campus, and we want the perimeter of our school secured. No one is in or out at this time.



Lockdown: This action protects students and staff from a threat inside our campus and organizes the students behind locked doors and out of sight.



Shelter: This action protects students and staff from extreme weather conditions. Most commonly this is used for earthquakes.



Hold: This action helps clear the hallways and common areas. This may not be needed at sites. Most commonly used if halls need to be cleared for a medical emergency.

If an emergency should occur during school hours, RCSD will send out ongoing and timely

Updated 12/2024

information to parents/guardians.

- Parents/guardians should not call the school. The telephone lines must be open for emergency calls.
- Parents/guardians should also not immediately drive to the school. Access to the school would be for emergency personnel only.
- RCS D will provide parents/guardians with clear directions about an incident and unification as accurate information is available.

Universal Breakfast and Lunch

California has implemented a Universal Meals Program for students. This program allows RCS D to provide free breakfast and lunch each school day to any student who requests them, regardless of their free or reduced-price meal eligibility. You can find monthly RCS D breakfast and lunch menus at rcsdk8.org/nutrition-services.

Family-School Partnership/Parent Conferences/Parent Involvement

In RCS D, we value a solid family-school partnership. The school will keep families up-to-date on information, news, and school events. Families are welcome to volunteer and help at school events through multiple avenues, such as PTC committees, supporting classrooms, English Language Advisory Committee, and Site Council.

Progress Reports/Report Cards

All RCS D students will receive a report card after the trimester ends. Teachers will inform parents of their child's progress in elementary school through student work samples, assessment results, and parent/teacher conferences. In middle school, parents can check grades through the online grading system.

Elementary- Parent-Teacher Conferences

At the end of the first trimester, the parents/guardians of each child will be invited to attend an individual conference with the teacher to discuss their student's progress. Standards-Based Report Cards will be given to parents/guardians at this time. At the end of the second and third trimesters, report cards are sent home or emailed to each student. Individual conferences may be arranged by the parent/guardian or teacher, as desired. Parents are invited to request conferences at any time to discuss the progress of their child/children. Please contact your child's teacher to schedule a conference.

RCS D Elementary Grading Practices

Descriptions for The Elementary Learning Levels

In the RCS D grading system, each learning level has a clear definition and clear performance criteria. The three levels for elementary are Beginning, Approaching, and Proficient. A student who scores proficient in Trimester 1 or 2, means that the student is proficient in what they have been taught and assessed at that time in the year. A score of proficient in Trimester 3 means that the student is proficient in that domain for the year. The three levels allow teachers to provide clarity about a learning target, and the criteria to reach each level. Students can then both self-assess and get specific teacher feedback on areas of strength or areas for growth to improve learning.

Updated 12/2024

Beginning	Approaching	Proficient
<p>The student may demonstrate a few elements of the standard.</p> <p>The student may need extensive prompting, scaffolding, or support.</p> <p>Errors and/or mistakes do impede demonstration of meeting the standard(s).</p>	<p>The student can demonstrate some elements of the standard.</p> <p>The student may need prompting, scaffolding, or support.</p> <p>Errors and/or mistakes may impede demonstration of meeting the standard(s).</p>	<p>The student can consistently demonstrate they are meeting the standard(s) taught and assessed.</p> <p>The student is able to demonstrate the standard independently (exceptions for when the standard calls for guidance or support).</p> <p>Errors and/or mistakes do not impede demonstration of meeting the standard(s).</p>
Standard Not Met		Standard Met

Elementary Learning Behaviors

We believe learning behaviors are important and should be reported separately. Students are graded on six behaviors: Academic Perseverance, Engagement, Work Completion, Problem-Solving, Cooperation, and Self-Management.

Standards		Description
Work Behaviors	Academic Perseverance	<input type="checkbox"/> Learns from mistakes, persists through all tasks, asks for help when needed.
	Engagement	<input type="checkbox"/> Actively listens, stays on task, and participates in class.
	Work Completion	<input type="checkbox"/> Completes best work in a timely manner, completes work with minimal prompting.
Social Behaviors	Problem-Solving	<input type="checkbox"/> Uses problem-solving skills to help solve problems both in and out of the classroom.
	Cooperation	<input type="checkbox"/> Works well and respectfully interacts with others, works with others to complete a task.
	Self-Management	<input type="checkbox"/> Consistently follows classroom and school rules, manages self and space.

Updated 12/2024

RCSD Middle School Grading Practices

Descriptions for The Middle School Learning Levels

In the RCSD grading system, each learning level has a clear definition and clear performance criteria. The four levels are **Beginning**, **Approaching**, **Proficient**, and **Mastery**.

Beginning (1-2)	Approaching (3-4)	Proficient (5-6)	Mastery (7-8)
<p>The student may demonstrate a few elements of the standard.</p> <p>The student may need extensive prompting, scaffolding, or support.</p> <p>Errors and/or mistakes do impede demonstration of meeting the standard(s).</p>	<p>The student can demonstrate some elements of the standard.</p> <p>The student may need prompting, scaffolding, or support.</p> <p>Errors and/or mistakes may impede demonstration of meeting the standard(s).</p>	<p>The student can demonstrate that the standard is met to a sufficient level of consistency, depth, or precision.</p> <p>Errors and/or mistakes do not impede demonstration of meeting the standard(s).</p>	<p>The student can demonstrate that the standard is met to a greater level of consistency, depth, precision, or originality.</p> <p>Errors and/or mistakes do not impede demonstration of meeting the standard(s).</p>
Standard Not Met		Standard Met	

The four levels allow teachers to provide clarity about a learning target and the criteria to reach each level. Students can then both self-assess and get specific teacher feedback on areas of strength or areas for growth to improve learning. The goal is for all students to reach **Standard Met** (Rubric Score 5, 6, 7, 8). Each subject has an overall grade. The grade is determined by averaging the scores of the domains.

Middle School Learning Behaviors

We believe learning behaviors are important and should be reported separately. Students are graded on two behaviors: Engagement and Work Completion. Students receive scores of Rarely (R), Sometimes (S), or Consistently (C). This is reported halfway through and at the end of each trimester.

	Rarely (R)	Sometimes (S)	Consistently (C)
Engagement	Student rarely engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).	Student sometimes engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).	Student consistently engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).
Work Completion	Student rarely completes quality work in a timely manner.	Student sometimes completes quality work in a timely manner.	Student consistently completes quality work in a timely manner.

Updated 12/2024

Formative/Summative

Formative assessments are used to understand where a student is in the learning progression and the next steps to improve learning. Summative scores are used to determine whether students have learned what they were expected to learn. Think of formative as practice and summative as performance.

Middle School Extracurricular Activity Eligibility Policy

Students participating in school-sponsored extracurricular activities shall demonstrate positive learning behaviors. Students are expected not to have a total of four or more "Rarely" scores (Buljan, Chilton, Cooley) or five or more for IB Schools (Eich). Students are expected to meet school-wide behavior expectations outlined in the school handbook. The athletic director, club advisor, or principal designee shall validate if the student is meeting school-wide behavior and learning behavior expectations. If students do not meet the above criteria for participation in extracurricular activities, the student has the right to appeal the decision to the site administration.