School Handbook
2015-2016

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Bobbie Singh-Allen

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John Santin, Principal
Thamesia McNeil, Vice Principal
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Mission Statement of the Elk Grove Unified School District

The Elk Grove Unified School District will provide a learning community that challenges **ALL** students to realize their greatest potential.

ELK GROVE UNIFIED SCHOOL DISTRICT CORE VALUES

Mission Statement of Raymond Case Elementary School

Raymond Case Elementary School is dedicated to the well-being of children and is committed to excellence in their education.

*In order to assist all students in preparing for their future roles in society, the staff will work with the parents to:*

- **Encourage** support, and challenge all students to develop to their fullest potential academically, socially, physically, and emotionally;
- **Ensure** a safe and orderly environment in which all students learn to assume responsibility for their own education;
- **Enrich** our students with a respect and appreciation for living and working in a diverse society;
- **Expect** all members of the Raymond Case community to act as ethical, responsible, and caring citizens;
- **Empower** students to become effective thinkers and life-long learners.
Dear Students and Families:  

Welcome to Raymond Case Elementary School, home of the “Cougars.” We are looking forward to working with you during the 2015-2016 school year. Our staff is very excited about the upcoming year and keeping up the rich traditions and high levels of academic expectations here at Raymond Case.

This year, we are looking forward to our continued partnerships with each family. We are confident that this will be an outstanding year for all our students, and we welcome the challenge to continue to increase the standard of education that we are providing. Raymond Case Elementary School prides itself on preparing students for a successful academic career once leaving our school.

The new school year promises to be exciting and challenging for us all. The teachers have prepared a rigorous and challenging curriculum for every student. The entire staff at Raymond Case Elementary School are dedicated professionals who strive to see each child succeed on our campus.

Our community will come together again to continue raising the standards for Raymond Case Elementary School students. We cannot operate without the continued support of our wonderful community. The PTO is excited about their planned student and family activities. We welcome ALL families to find a way they can support our students by assisting our PTO with at least one of our great events. We encourage you to participate in your child’s education by volunteering or attending parent/family meetings. Remember, you are your child’s first teacher and will always be a very important part of his/her education. We look forward to seeing and working with you throughout the year.

This handbook includes a lot of information regarding our school. Please take time to read and discuss the information in this handbook. Refer to it as questions may arise. A copy of the school handbook will also be included on our school website. After reading and discussing the handbook, please sign the verification form (back green page) and return it to your child’s teacher. Our teachers will ask each child to review the handbook with their family each trimester and send in the appropriate verification form.

Help us to show your “Cougar Pride!”

The Raymond Case Elementary School Staff

DISTRICT PARENT HANDBOOK
2015-2016

The Elk Grove Unified School District’s 2015-2016 Parent Handbook has been distributed to all households in the district. This handbook contains useful information related to district practices and procedures. If you have not received your copy or have misplaced it, please call us.
<table>
<thead>
<tr>
<th>Mr. Santin</th>
<th>Principal</th>
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</thead>
<tbody>
<tr>
<td>Mrs. McNeil</td>
<td>Vice Principal</td>
</tr>
<tr>
<td>Mrs. Prasad</td>
<td>Secretary</td>
</tr>
<tr>
<td>Mrs. Duckworth</td>
<td>School Office Assistant</td>
</tr>
<tr>
<td>Ms. Miranda</td>
<td>School Office Assistant</td>
</tr>
<tr>
<td>Mrs. Chapman</td>
<td>Transitional Kindergarten (PM)</td>
</tr>
<tr>
<td>Ms. Damkier</td>
<td>Kindergarten (AM)</td>
</tr>
<tr>
<td>Ms. Hart</td>
<td>Kindergarten (AM)</td>
</tr>
<tr>
<td>Mrs. Scott</td>
<td>Kindergarten (PM)</td>
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<tr>
<td>Mrs. Teves</td>
<td>Kindergarten (PM)</td>
</tr>
<tr>
<td>Mrs. Virgen-Key</td>
<td>First Grade</td>
</tr>
<tr>
<td>Mrs. Doria/Mrs. Sardo</td>
<td>First Grade</td>
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<tr>
<td>Mrs. Hubbard/Mrs. Hoskins</td>
<td>First Grade</td>
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<tr>
<td>Mrs. Markowitz</td>
<td>Second Grade</td>
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<tr>
<td>Mrs. Moore</td>
<td>Second Grade</td>
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<tr>
<td>Ms. Blackstone</td>
<td>Second Grade</td>
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<tr>
<td>Mrs. Caldero</td>
<td>Second Grade</td>
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<tr>
<td>Mrs. Voqui</td>
<td>Second Grade</td>
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<tr>
<td>Mrs. Widler</td>
<td>Second Grade</td>
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<tr>
<td>Mrs. Casey/Ms. Ramatici</td>
<td>Third Grade</td>
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<tr>
<td>Mrs. Francesconi</td>
<td>Third Grade</td>
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<tr>
<td>Mrs. Milburn/Mrs. Rath</td>
<td>Third Grade</td>
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<tr>
<td>Mrs. Wheeler</td>
<td>Third Grade</td>
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<tr>
<td>Mrs. Armenta</td>
<td>Fourth Grade</td>
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<td>Ms. Justice</td>
<td>Fourth Grade</td>
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<td>Ms. Korvink</td>
<td>Fourth Grade</td>
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<td>Ms. McKibben</td>
<td>Fourth Grade</td>
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<tr>
<td>Mrs. Compton</td>
<td>Fifth Grade</td>
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<td>Mr. Daigh</td>
<td>Fifth Grade</td>
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<tr>
<td>Ms. Hospenthal</td>
<td>Fifth Grade</td>
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<tr>
<td>Ms. Walker</td>
<td>Fifth Grade</td>
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<tr>
<td>Mr. Lopez</td>
<td>Sixth Grade</td>
</tr>
<tr>
<td>Mrs. Outman</td>
<td>Sixth Grade</td>
</tr>
<tr>
<td>Mrs. Perry</td>
<td>Sixth Grade</td>
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<tr>
<td>Mrs. Taniguchi</td>
<td>Sixth Grade</td>
</tr>
<tr>
<td>Mr. Allen</td>
<td>P.E. Teacher</td>
</tr>
<tr>
<td>Mr. Starn</td>
<td>Computer Teacher</td>
</tr>
<tr>
<td>Mrs. Arnst</td>
<td>Learning Center</td>
</tr>
<tr>
<td>Mrs. Wynn</td>
<td>Learning Center</td>
</tr>
<tr>
<td>Mrs. Maddux</td>
<td>Speech/Language</td>
</tr>
<tr>
<td>Mrs. Ramey-Hoppe</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>Vacant</td>
<td>Librarian</td>
</tr>
<tr>
<td>Ms. Dawkins</td>
<td>School Nurse</td>
</tr>
<tr>
<td>Vacant</td>
<td>Food Service Lead</td>
</tr>
<tr>
<td>Ms. Haflich</td>
<td>Food Service Assistant</td>
</tr>
<tr>
<td>Mr. Martino</td>
<td>Lead Custodian</td>
</tr>
<tr>
<td>Mr. Chiu</td>
<td>Night Custodian</td>
</tr>
<tr>
<td>Mr. Hearn</td>
<td>Night Custodian</td>
</tr>
</tbody>
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### 2015-2016 Year at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 13</td>
<td>First Day of School</td>
</tr>
<tr>
<td>August 13</td>
<td>Back to School Night</td>
</tr>
<tr>
<td>September 7</td>
<td><strong>NO SCHOOL</strong> - Labor Day</td>
</tr>
<tr>
<td>October 23</td>
<td>Fall Carnival</td>
</tr>
<tr>
<td>November 4</td>
<td><strong>Minimum Day</strong> – K-6 Report Card Prep Day</td>
</tr>
<tr>
<td>November 11</td>
<td><strong>NO SCHOOL</strong> - Veteran's Day Observance</td>
</tr>
<tr>
<td>November 17 – 21</td>
<td><strong>Minimum Days</strong> for Parent Conferences</td>
</tr>
<tr>
<td>November 20</td>
<td></td>
</tr>
<tr>
<td>November 23-27</td>
<td><strong>NO SCHOOL</strong> - Thanksgiving Break</td>
</tr>
<tr>
<td>December 11</td>
<td><strong>Minimum Day before Winter Break</strong></td>
</tr>
<tr>
<td>December 14 – 1</td>
<td><strong>NO SCHOOL</strong> - Winter Break</td>
</tr>
<tr>
<td>January 18</td>
<td><strong>NO SCHOOL</strong> - Martin Luther King Day</td>
</tr>
<tr>
<td>February 8</td>
<td><strong>NO SCHOOL</strong> - Lincoln's Birthday</td>
</tr>
<tr>
<td>February 15</td>
<td><strong>NO SCHOOL</strong> - Washington's Birthday</td>
</tr>
<tr>
<td>February 19</td>
<td><strong>Minimum Day</strong> – K-6 Report Card Prep Day</td>
</tr>
<tr>
<td>March 1 – 4</td>
<td><strong>Minimum Days</strong> for Parent Conferences</td>
</tr>
<tr>
<td>March 4</td>
<td></td>
</tr>
<tr>
<td>April 25 – June 10</td>
<td>CAASPP Testing</td>
</tr>
<tr>
<td>March 21 - April 1</td>
<td><strong>NO SCHOOL</strong> - Spring Break</td>
</tr>
<tr>
<td>May 30</td>
<td><strong>NO SCHOOL</strong> – Memorial Day</td>
</tr>
<tr>
<td>May 17</td>
<td><strong>Minimum Day</strong> – K-6 Report Card Prep Day</td>
</tr>
<tr>
<td>June 9</td>
<td>3rd Trimester Awards Assemblies</td>
</tr>
<tr>
<td>June 9</td>
<td>6th Grade Promotion (Mrs. Perry/Mrs. Taniguchi)</td>
</tr>
<tr>
<td>June 9-10</td>
<td>Kindergarten Promotions</td>
</tr>
<tr>
<td>June 10</td>
<td>6th Grade Promotion (Mr. Lopez/Mrs. Outman)</td>
</tr>
<tr>
<td>June 10</td>
<td>Last Day of School /Minimum Day</td>
</tr>
</tbody>
</table>

### 2015-2016 Bell Schedule

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-6</td>
<td>8:00 a.m. - 2:20 p.m.</td>
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</tbody>
</table>

**Kindergarten Schedule**

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>AM 8:00 a.m. - 11:20 a.m.</td>
</tr>
<tr>
<td>TK/PM 11:00 a.m. - 2:20 p.m.</td>
</tr>
</tbody>
</table>

**Early Out Thursdays**

- Grades 1-6 Only 8:00 a.m. - 1:30 p.m.

**Minimum Day**

- Grades 1-6 8:00 a.m. - 12:30 p.m.

*Please Note: Classes will not be interrupted during instruction time (except in the case of emergencies)*
COMMON CORE STANDARDS:
Common Core State Standards are coming to EGUSD schools!
The Elk Grove Unified School District is excited about these new standards which will provide
greater learning opportunities for our students. Standards define the concepts and skills that
every child will learn. Our teachers have been trained and are prepared to teach this new
curriculum.

The standards stem from a nationwide initiative to set a clear and consistent progression of
learning across all states. In 2010, the California State Board of Education adopted these
standards with some additions unique to California. These kindergarten through 12th grade
standards provide a progression of knowledge and skills that prepare students to graduate from
high school and be ready for college and careers. The standards are research-based and
internationally benchmarked.

Parents may notice the effects of the Common Core State Standards. One example is that, over
time, students will be able to read, comprehend and analyze more sophisticated text. A teacher
may encourage your child to choose books that are written at a more challenging level. Also,
you may notice more frequent writing assignments. This includes more writing within core
subjects of science and history/social science. In mathematics, parents may see their students
making drawings or models to illustrate or demonstrate their solutions to problems. While the
learning of math facts (for instance, “times tables”) is still important, students will spend more
time working through a solution to a “real-life” problem rather than repeatedly practicing the
same type of problem. (A “real-life” problem might involve designing alternative shapes for a
rabbit pen enclosure if given a limited amount of fencing.)

The National Parent Teacher Association (PTA) has posted resource guides by grade level to
help parents better understand what the implementation of these standards will mean for their
student. To view these resources, visit http://www.pta.org/4446.htm. You can also visit
EGUSD’s CCSS website at http://blogs.egusd.net/ccss/. In addition, we will be providing you
regular updates throughout the year. If you have specific questions about the CCSS as it relates
to your child, please contact your child’s classroom teacher.

LANGUAGE ARTS:
The language arts program involves teaching reading, writing, listening, speaking, spelling and
grammar together so that each can reinforce the other. Student’s skills in one area will provide
the foundation and support for learning in every other area. The language arts program is
based upon standards and benchmarks for reading, writing, listening, speaking, spelling and
grammar for every grade level. The grade level standards also reflect the most current research
in how children learn to read and write and are aligned with the Common Core Standards.
Teachers use a variety of materials as they help children to achieve these learning benchmarks.
These materials include the Open Court reading program (K-6), library books and computer
programs.

OPEN COURT:
Open Court Reading (2002 edition) is a research-based language arts curriculum for students in
kindergarten through sixth grade. Open Court is directly aligned with both State and District
Reading/Language Arts Standards.
INSTRUCTIONAL PROGRAMS

OPEN COURT (Continued):
The program is grounded in the systematic and explicit instruction of:

- Phonemic awareness – the ability to recognize that words in English are composed of individual sounds. Phonemic awareness is a critical skill on which children build their understanding of phonics.
- Phonics – the ability to connect letters and sounds
- Spelling
- Word knowledge – vocabulary skills
- Comprehension strategies and skills
- Inquiry, investigation, and research strategies and skills
- Writing skills
- Grammar and punctuation skills
- Handwriting
- Speaking/listening.

Open Court lessons at all grade levels are organized in the most logical and efficient way possible for teaching children to read and write with confidence. All strategies are arranged from the simplest to the most complex. Because the lessons and skills build in a logical manner, children are able to grasp complex concepts more easily.

Through Open Court Reading, students will read a wide variety of texts, including both literature and real world informational text. The program materials are designed to meet the needs of all students as they learn to read and comprehend all selections. Teachers are provided with specially-designed lessons and materials to use with students who:

- need extra support with a particular phonics, comprehension, or language arts skills
- are working below grade level and need more intense support
- are working above level and need accelerated instruction
- are learning English and need additional support

MATHEMATICS:
The math program involves mastery of arithmetic skills, the application of these skills, and the understanding of key mathematical concepts. Particular emphasis is placed on providing students with concrete experiences with math concepts. Students in grades Kinder-6th grade use the new Go Math program which is aligned with the new Common Core State Standards.

PHYSICAL EDUCATION:
Physical education instruction consists of a program providing for student participation in psychomotor activities, individual games and group games. Good sportsmanship and a positive attitude are stressed throughout the year. We currently use the SPARK (Sports, Play and Active Recreation for Kids!) physical education program. This program began studying elementary physical education in 1989, and today, the name SPARK represents a collection of exemplary, research-based physical activity/nutrition programs. The original SPARK study was initially supported by the Heart, Lung and Blood Institute of the National Institutes. SPARK is dedicated to improving the quantity and quality of physical activity for children and teachers everywhere and countering our nation’s growing epidemic of childhood obesity. SPARK hopes to accomplish these goals by disseminating materials and services created during and after our seven-year study to schools and organizations throughout the world.
PHYSICAL EDUCATION (Continued):
SPARK elementary physical education has been selected as the intervention program in many important research studies and cited in the Surgeon General’s Report as a “school-based solution to our nation’s health care crisis.” SPARK PE was validated by the National Diffusion Network of the U.S. Department of Education in 1993 and earned “Exemplary Program” status.

Physical Education instruction consists of a program providing for student participation in psychomotor activities, gymnastics, individual games and group games. Good sportsmanship and positive attitude are stressed throughout the year.

After school sports teams may be offered to fourth, fifth and sixth grade students in basketball, Running Club and volleyball. A team representing our school competes against teams from nearby elementary schools.

SOCIAL STUDIES:
The History/Social Science program in the Elk Grove Unified School District is standards-based with an emphasis on both subject content and historical and social science analysis skills. Both the Grade K-5 (Harcourt Publishing Co.) and the Grade 6-8 (Holt Publishers) programs contain strategies for writing, note-taking, critical thinking, vocabulary development, and building success in comprehending expository text. Primary source materials, both written and through media, are included to enhance student engagement in learning about events of the past. The text is available on CD and online for the convenience of students accessing information at home. The online interactive text supports student reading comprehension.

SCIENCE AND COMPUTERS:
Our science curriculum includes the life, earth and physical sciences. Students learn to observe, compare, organize, infer, communicate and apply scientific process by conducting large group, small group and/or individual experiments, demonstrations and investigations. Instruction focuses on critical thinking skills and problem solving in addition to memorization of facts and vocabulary. Students are involved in: (1) Using graphs and charts to portray data; (2) Reading, writing and presenting material orally; (3) Writing, reports and results of experiments and investigations; and (4) Working in cooperative learning groups. Students in grades kindergarten-fifth grade use the MacMillan/McGraw Hill California Science 2008 adoption and our sixth grade students use the Earth-Holt, Rinehart & Winston, 2007 adoption.
# School Programs and Activities

**BACK TO SCHOOL NIGHT**
Raymond Case Elementary sponsors a night for parents to visit the school and learn about our school program for the new school year. The Principal and our PTO will make a short presentation in the MP about our school goals for the new year. Our Back to School Night will be held on August 13th from 6:00 – 7:30 PM.

**FIELD TRIPS**
Students in all grades will have the opportunity to participate in a variety of field trips this year. All field trips are well connected to the standards, and provide enriching experiences that further develop the students’ understanding of and application of the standards. We utilize either district or private busses for all field trips. Parents are encouraged to participate as chaperones for field trips.

**PHYSICAL EDUCATION**
This year, we will continue the SPARK program to improve our physical education instruction. This program will provide our students with opportunities to learn new skills and develop positive health habits that will last a lifetime. The entire staff has been trained in this program that emphasizes health, fitness, and skill development. Students will receive a minimum of 100 minutes of physical education instruction every 10 days.

**OPEN HOUSE**
Open House occurs in the spring. This is a time when parents and students can come together to visit the classrooms to view work and visit with the teachers. This is not conference time. Conferences should be scheduled individually with teachers at other times.

**SCIENCE FAIR**
Each year the Elk Grove Unified School District and Raymond Case Elementary School sponsor a Science Fair in March. Students in grades four through six are required to organize and set up projects based on the scientific process, which can be entered in the grade level competition. Students in other grades are encouraged to participate, also. Winners from the school and district are presented awards. A Science Fair evening is set aside so that parents and students can view all of the completed projects.

**NATIONAL ELEMENTARY HONOR SOCIETY**
NEHS recognizes the accomplishments of students -- the whole child, specifically the full range of a student's academic achievements and the ability to be a responsible student at school, at home, and in the community. It also involves students as members participating in the activities of the chapter; and involving all students through leadership development and service activities, enhancing the culture of achievement in the school. Students who meet the criteria may apply for NEHS. Four areas are taken into consideration: scholarship, responsibility, leadership, and service.

**RUNNING CLUB**
In the fall, we will have an after school program for children to improve their physical fitness and train for the 2.62 mile Marafun Run on the day of the California International Marathon. Students may stay after school and jog with teachers and parent volunteers to prepare for the run in December.
SCHOOL SITE COUNCIL

The primary role of the School Site Council is to assist in the planning, implementation, and evaluation of our School Improvement Plan (SIP). The School Improvement Plan focuses on enhancing targeted areas of our curriculum and other key aspects of our school environment. This is done through collaborative decision making on the allocation of SIP funds received annually from the state. Our School Site Council is comprised of our principal, 5 site staff members and 5 parents. Meeting dates are announced in the school newsletter, and are open to all parents.

SKILLS FOR SCHOOL SUCCESS

Organization is one of the keys to success in education. This is a program for grades 1 through 6. Binder organization, study skills and responsibility training are all part of this program. Homework and school agendas will be kept in binders. Communication folders will be sent home each Monday and must be signed and returned the following Wednesday. Students in Grades 4 – 6 will maintain a binder including an agenda. Parents should check binders nightly!

A Notebook Patrol will occur periodically throughout the year. Students in first – third grade will be expected to keep a clean, organized desk and have communication folders signed each week. Students in grades 4 – 6 will be expected to have an organized binder with dividers for each subject area, homework written in their agenda, proper heading and an organized desk. Students who meet the criteria will receive a raffle ticket to have lunch with the principal. Parent volunteers assist school staff to monitor the desks and notebooks. If you're interested in assisting, please contact the office.

ACCIDENTS OR ILLNESS

If your child becomes ill or is injured at school, he/she will receive aid and assistance from the school staff. If it is deemed necessary, every effort will be made to involve the school nurse. However, the school nurse is only available on a one day per month schedule.

If it is determined that your child should go home and/or receive additional professional attention, you will be called.

In case of a serious accident, we make every effort to contact the parents or guardian. In order to do this, be sure the office and your child’s teacher has the following current information:

- Parent/Guardian home, work and cell phone numbers.
- Emergency contact person’s name and phone numbers in case the parent/guardian can't be reached

ATTENDANCE/TARDIES

The importance of regular, daily attendance cannot be over-emphasized. State law requires mandatory attendance and research shows that student success is dependent on good attendance. We participate in the No Excuses – Go to School Contest. Children will receive recognition for perfect attendance each month. A bicycle will be given away at the end of the year to a student who’s had perfect attendance for at least one month.
ATTENDANCE/TARDIES
If your child is going to be absent from school because of illness or for a personal reason, please call the office on the day of the absence to let us know.

1. Students are expected to report to class on time. Students who are not in their class upon the 8:00 a.m. bell will be required to fill out a tardy slip in the office.

2. Students who have been absent from school are to bring written excuses from their parents only if they have not contacted the office on the day of their absence.

3. If attendance is a recurring problem, parents will be asked to meet with an administrator and teacher for the following reasons:
   a. Absence without a written excuse or telephone call
   b. Excessive tardies
   c. Truancy, i.e., absence without parental permission
   d. Excessive absences

Families who continue to have attendance problems will be referred to the Student Attendance and Review Board (SARB)

CAMPUS SAFETY PLAN
Raymond Case Elementary School has (as a part of the district – wide plan) a plan that provides guidelines for emergency procedures to be followed in case of an emergency. A Crisis Response Box, containing emergency and first aid equipment is kept in the school office. Additionally, fire, earthquake, and lock-down drills are practiced on a regular basis.

CELL PHONE USE
Student cell phones are only to be on or used during non-instruction time (before or after school). The school does not take responsibility for lost or stolen cell phones.

CLASSROOM VISITATIONS
Parents are always welcome at Raymond Case Elementary School and encouraged to be active partners with their child’s education. All visitors must report to the office when they arrive at Raymond Case Elementary School to sign in and receive a visitor’s badge. An appointment to visit the classroom should be made 24 hours in advance. Please contact the teacher, the office or administration to visit the classroom.

- To attend a school field trip, students must return a correctly completed field trip form by the deadline stated in the accompanying cover letter to their classroom teacher.
- No permission slips or trip donations will be accepted 48 hours prior to the trip.
- Refunds will not be issued unless requested 24 hours in advance of the field trip.
- Parent permission granted over the phone will not be accepted since it is impossible to establish identity.
- All district field trip permission forms will be accompanied by a cover letter explaining important information about the trip (i.e. date, time, cost, etc.).
- Attendance is required on field trip days.
- Classroom instruction will be provided for students who are unable to attend the field trip.
- While on school field trips, students are expected to behave in a safe and responsible manner and follow adult directions the first time. Students choosing to behave otherwise may be subject to the visiting site’s consequences and may lose other field trip privileges. Parents will be notified by the classroom teacher and/or the principal if this should occur.
EGUSD participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. This department is committed to improving the health and academic success of students and offers lunch daily at each school site. Lunches and breakfast are analyzed to ensure that the meals meet the nutritional needs of students and the Dietary Guidelines for Americans.

The lunch price is $2.50 at elementary schools. Breakfast for $1.50. Students may prepay any amount to be applied to the account by going to www.myLunchMoney.com and click Enroll Now. This service will allow parents to view student purchases; set spending limits, and even sends an e-mail when accounts are low. There is a $1.95 charge for each transaction.

Families with more than one student in the school will need to designate the amount of money to be placed into each student’s account. When submitting a personal check for pre-payment, please write your child’s name and PIN on the check.

Families are encouraged to purchase meals in advance using the prepayment system. A la carte items can also be deducted from your child’s account balance. Please indicate “no a la carte” on your check if you prefer that your child not be allowed to purchase a la carte items from their account.

Families may qualify for free or reduced price breakfast/lunch. **To be eligible for free or reduced price meals, you must complete an application each school year.** Once the application is processed, the family will receive notification by mail regarding their eligibility for that school year.

Free and Reduced Price Meals are available, under the National School Lunch Program (NSLP), to all families who believe they may qualify. No more paper applications to complete and return to the school office! Apply online in the comfort and privacy of your own home. It’s convenient, safe, secure and available anytime.

To apply, click on the link below, fill out the application and hit the “Go” button to submit it. You will receive a confirmation that the application has been submitted successfully. Once submitted, the application will be reviewed by the Food & Nutrition Services department. Eligibility determination will be made within 7 to 10 business days. You will receive a letter stating whether you qualify for benefits. Please keep in mind that all meals consumed prior to your application being approved MUST be paid for.

**Apply Now - link to new 2015-2016 online meal application**

For additional information about meal applications, eligibility, breakfast/lunch menus and Nutrition Education, please contact Food and Nutrition Services at 686-7735 or refer to the district website.
HOME-SCHOOL COMMUNICATIONS

Website
http://www.egusd.net/raymondcase/
We update our website each month. Please refer to our website often for school wide information such as PTO events, teacher links and other information.

Contacting a Teacher
Teachers welcome your notes and calls. Conferences can be easily arranged. Teachers are usually available to accept phone calls either before school or after school. The office will take messages anytime, and the teacher will return the call as soon as practical. All of our teachers are also on e-mail, so feel free to utilize that method of communication as well. Please be sure our office has your current email as well.

If you are concerned about something, talk to the teacher first. Besides you, the teacher has the most direct contact with your child. If the situation is still not resolved, please contact the office to make an appointment with the Principal, Mr. Santin.

TEACHER ASSIGNMENTS
Student’s classroom assignments are based on a variety of criteria. The numbers of students enrolled in school dictate to a large extent the organization of grades and levels within the school and classroom. State law and District policy set the number of students in a classroom.

In each classroom, students are purposely placed with ranges of academic achievement. Because students learn at different rates throughout their development, teachers have developed skills for grouping and regrouping students for learning based on mastery of skills. Whether a combination class or straight grade, it is certain that student success in these classes will be equal. Requests for specific teachers will not be honored.

HOMEWORK POLICY
Homework is an important means of improving learning. It is the major opportunity for students to practice independently and to enrich what they have already learned. Your child’s teacher will distribute a complete description of the district’s homework policy on Back to School Night. Students in grades 4 – 6 will use daily “Agenda Planners”, provided by the school, to record their homework assignments. Parents are asked to review their children’s agendas daily and to ensure that all homework has been completed.

LIBRARY BOOKS
Students visit the library once a week to receive instruction and check out books. Before books are checked out, each child must return a signed permission slip to handle library books promptly and pay for any lost or damaged books. The checkout period is one week. Overdue notices and price of the book are sent home after two or three weeks. Please respond quickly and promptly on payments of lost books.

LOST AND FOUND
Lost and found items are kept in large containers in the multi-purpose room. Please write your student’s name on jackets and other appropriate clothing items so they may be returned promptly if found.

WELLNESS POLICY
EGUSD recognizes the strong link between student health and learning and maintains a district-wide Wellness Policy promoting healthy eating and physical activity. The Wellness Policy focuses on improving health and preventing childhood obesity by creating a school environment where healthful food choices predominate and physical activity is part of every day. As part of the Wellness Policy, the following items are discouraged at school: Sodas, candy, chips, etc. All snacks should be nutritional. We encourage students and families to choose healthy treats to be included in sack lunches.
MEDICAL INFORMATION

ADMINISTRATION OF MEDICATION FOR PUPILS

- Procedures for administration of medications at school are listed in the Education Code 49423; it sets forth procedures which must be followed if school staff are to accept the responsibility for administration of medication: Notwithstanding the provision of Section 49422, any pupil who is required to take medication during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school receives (1) a written statement from the physician detailing the method, amount and time schedule by which such medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement. (E.C. 49423)

- No medication (prescription or non-prescription – including aspirin, cough drops, etc.) will be dispensed to students or allowed on the school site without the appropriate form being completed and on file in the school office. If the physician requires a portion of a tablet, pill, etc. be dispensed, the parent(s) is responsible for dividing the tablet into the prescribed size.

- Students requiring medications at school shall be identified to the school by parent/guardian and physician. Students observed by school personnel administering unauthorized medications to themselves, or other students, will be reported to their parent/guardian (A.R. 4141.21 (a))

  All student medication must be in the original container, clearly labeled with the student's name and will be securely locked in the school office.

- Students may not carry medication on their person unless a physician has specified it on the students “Authorization of Administration of Medication” form. Exceptions will be made for these students only.

- Parents are required to provide written verification from physician to the school of any change in medical condition. Physician may fax forms to the school to authorize medication changes.

- The "Authorization for the Administration of Medication by School Personnel" must be updated annually or when ever any changes are made in the treatment plan.

OTHER HEALTH CONCERNS

The health of your child is important to all of us. Students who have definite signs of colds or other illnesses should not be sent to school. The parent of a student with a communicable disease should notify the school by telephone as soon as the illness is diagnosed. The school telephone number is 681-8820.

HEAD LICE POLICY

Head lice are tiny bugs that live on the hair and scalp. They are transmitted from one person to another by direct contact or on shared combs, hair brushes or hats. They can also be acquired from upholstered furniture and bedding.

If your child is found to have head lice:
1. He/she will be sent home.
2. You will be given a letter explaining treatment and care.
3. Your child may not return to class until they have been cleared through the office.
### PARENT INVOLVEMENT OPPORTUNITIES

At Raymond Case Elementary, we realize the power and potential of parents being involved in their children’s education. **We welcome and encourage you to actively participate in your child’s education.** A parent volunteer questionnaire will be sent out the first week of school to provide our families opportunities to support Raymond Case Elementary School. The following chart is designed to help you identify the areas in which you could become involved:

#### CLASSROOM

**Classroom Instructional Volunteer**  
Contact your child’s teacher

**Assist with PTO Fund-raisers**  
Watch the school newsletter and notices sent home with your child

**Classroom Support from Your Home**  
Assist with misc. preparation activities

**Be a Special Presenter/Guest Speaker**  
Share a hobby, career, etc.  
Contact your child’s teacher

#### SCHOOLWIDE

**PTO Member**  
Join and participate in monthly meetings and various school activities.

**Participate on the PTO Executive Board**  
Elected Positions

**Notebook Patrol**  
Volunteer an **hour a month to help monitor desks and student notebooks.**

**Participate in the School Site Council**  
Elected Positions

**Volunteer for a special event**  
(Heart Harvest Run, Fall Carnival, School Olympics)

### PARENT-TEACHER ASSOCIATION (PTO)

Parents are an important part of the Raymond Case Elementary School family. We strongly encourage parents, grandparents, and other interested community members to join our organization.

PTO General Meetings are regularly scheduled. Look for meeting dates in the PTO monthly newsletter.

This association cannot operate without parental support. You are **needed!** Please share your talents!!!
RECOGNITION, HONORS AND AWARDS

TRIMESTER AWARDS ASSEMBLIES
Awards Assemblies are held at the end of each trimester. Students receive recognition for academic achievement, academic effort, and other special recognition. Parent invitations are sent home in advance so that parents and family members can attend the assembly when their child is being recognized.

Golden Cougar Award: Grades 3-6
Criteria: Straight A’s in all required academic subjects (reading, writing, oral communication, spelling, mathematics (two sub-areas), history/social science, science)

Silver Cougar Award: Grades 3-6
Criteria: A’s and/or B’s in all academic subjects listed above.

Incredible Cougar Award: Grades 1-2
Criteria: A’s and/or B’s in all academic subjects listed above.

Cougar with Character: Grades 1-6
Criteria: Students are selected by the teacher. These are students who exhibit the EGUSD Unity Goals which include: displays mutual respect toward others, works collaboratively with others to solve problems, and contributes to a safe and peaceful school environment.

Principal’s Award: Grades 1-6
Special award for use at teachers discretion. Examples of categories for recognition include tremendous improvement, consistently super attitude in class, consistently strong effort, etc.

Citizenship Award: Grades 3-6
(Awarded in the classroom)
Criteria: All E’s and G’s on the Citizenship/Work Habits portion of the report card.

Perfect Attendance: Grades K-6
(Awarded in the classroom) Criteria: 100% daily attendance throughout the trimester. Please note that any lates or early dismissals will disqualify the student for this award.

REPORTING TO PARENTS

PARENT/TEACHER CONFERENCES
Mid-trimester, teachers send reports to parents about the progress of students who are falling below expected goals. These Progress Reports are only sent home if the student is not making appropriate progress. If you have questions regarding a progress report, please call your student’s teacher.

REPORT CARDS
We have a minimum of three reporting periods to parents during the school year. Two reports are by parent-teacher conference. Additional conferences are encouraged as the need arises. The Elk Grove Unified School District has implemented a “Standards – Based” report card for all students. All students in grades K – 6 will be assessed based on a grouping of standards. The “Standards” marks will indicate if the student is working above, has met, or has not yet met the grade level standards.

Each student in grades 3 – 6 will be graded with a traditional “A – F” grade in each general subject, and students in grades 1 and 2 will receive “A, B, C, or N” grades, in addition to marks that indicate progress toward meeting standards. If you have a question or concern regarding your child’s progress, please do not hesitate to contact your child’s teacher.
Parents who drop-off or pick-up their student(s) before or after school, please drive with the utmost caution when nearing the school and especially when entering the parking lot. Please do not park and leave your car unattended unless it is in a marked parking space. Also, thank you for not parking in the bus or red zones.

**Arrival:**

We encourage all parents to coordinate carpools and “walkpools” to help reduce the amount of traffic around the school. Parents may drop off students from 7:45 – 7:55am in the “Parent Lanes” closest to the school fences. Please pull up near the H Wing building. If you are using the bus parking lot, then please drop your child by the green gate. Please keep in mind that the school buses have priority in the back parking lot.

Students should not arrive at school prior to 7:45, as there is no supervision. Breakfast opens at 7:25am and only students who are eating breakfast will be allowed to enter through the office. Students who arrive to their class after 8:00am, must check in at the office and get a tardy slip.

**Dismissal:**

School ends daily at 2:20pm. Parents may pick up their children in front of the office or at a designated meeting location. The students waiting to be picked up should be in front of the school along the “white line”. Parents are encouraged to park off campus and walk up to greet your child by the office. Parents are not allowed to leave their car while along the yellow or red curbs. For safety purposes, students will not be allowed to walk out to any vehicle in the parking lot without an adult. Please help us to ensure our students’ safety by adhering to these dismissal rules. Thank you!

**Student Check Out**

Any parents, guardians, etc., picking up children before regular dismissal times must first go to the office and sign them out. Early dismissals will affect student’s attendance record. Persons should be identifiable to the child. Teachers will direct the child to the office for check out. Parents or their representative must sign the student out on the clipboard that is located on the counter in the school office. Any person picking up a child must be listed on the child’s Emergency Card, over 18 years old and show a photo I.D.

**Student Registration**

Registration for the 2015-2016 school year is taken throughout the school year. Kindergarten registrations for the 2015-2016 school year will be taken beginning on January 5, 2016.

**Student Safety**

For our children’s safety, students are not allowed on campus earlier than 30 minutes (7:30) before their starting time. Students should leave school promptly upon dismissal. We do not have supervision for students who arrive too early or stay late. In addition, students are not to leave school grounds without permission.

**Student Study Team**

The Student Study Team (SST) is a collaborative effort to provide resources to support students having either academic or social difficulties in regular classes. The team meets at the request of a teacher or parent for a concentrated problem-solving meeting. During the Student Study Team Meeting, either recommendations and/or a comprehensive action plan will be formulated in an effort to resolve concerns about student progress. A brief follow-up meeting may be scheduled to assess progress, make further recommendations and evaluate success and resolution.
SUPPLIES
Based on Education Code Section 40011, the following are appropriate “supply” requests.

Teachers may request:

• School supplies which support classroom learning (i.e. pencil pouches, subject dividers, binders, highlighter pens, whiteboard markers, extra paper for homework)

• Snacks for kindergarten classrooms and classroom parties

• Cash donations for book clubs

• Cash donations for field trip transportation

• Cash donations for school camps such as 6th grade Science Camp, etc.

• Classroom projects in which students will bring items home to keep (holiday presents, Mission project, Science Fair project)

• Personal hygiene items (i.e. tissue)

TEXTBOOKS
Each student is issued a numbered copy of the textbooks for his/her grade at the beginning of the school year. She/he is individually responsible for these books for the year, as well as for any library books that the student checks out. If a book is lost or damaged, the student will have to pay the full or partial price, depending on the original condition of the book when issued to the student. It is very important that you and your child discuss his/her responsibility for these textbooks. We recommend that you tell your child to check at the end of each day for his/her textbooks. If a book is missing at that time, the class and the teacher can assist in locating the book. If a student waits until several weeks later, the chances for finding the book are slim. All textbooks are expected to be covered.

TELEPHONE USAGE
The school phone is for business purposes. Students are permitted to use the school phones for emergencies only (illness, injury, etc.). Special arrangements for out-of-school activities or for transportation should be made prior to school. Forgetting homework is not deemed an emergency.
TRANSPORTATION
We encourage all families to utilize the school buses to provide to and from school transportation for your child. Students must be registered through the EGUSD Transportation Dept. in order to ride the school buses to/from school. “Register to Ride” forms are available in our school office and at Back to School Night. In order to help provide a timely service for all students on the bus, Elk Grove Unified buses drop all students, including kindergarten students, at their bus stop, even if an adult is not present to meet them. The EGUSD requires a letter from a parent or guardian if they wish to have the presence of an adult before dropping off a student. Letters should be addressed to the Transportation Department/Bus Driver. Also, students who regularly ride the bus will automatically be placed on the bus after school unless they bring a note from home stating otherwise. If a student is to be dropped off at a different stop, a note from home needs to be sent with the student. This includes students wanting to go home on another bus with a friend. The parent of the child being visited should also write a note to confirm that they are aware of the visit.

It is always a good practice to meet your child’s bus, but children should know how to get home, or to daycare, on their own for those times when parents may not be able to meet them.

RIDING THE BUS SAFELY
Proper and safe behavior on the bus is required whether going to or from school or on a field trip. The driver and/or teacher will explain and enforce the rules of proper behavior. Any student who rides the EGUSD school bus must abide by the guidelines set by the District. At the opening of school, all students are given copies of the bus rules (see next section). The bus driver will issue citations if rules are not followed. The Principal supports the bus drivers in their attempts to provide the safest environment. Bus safety includes the time the student goes to the bus stop and returns home form the bus stop after school. Bus safety rules apply to the bus stop. If a fight occurs at the bus stop, a student can be suspended from school in addition to receiving a bus suspension.

Bus Discipline Process
The normal progression of penalties for violations of the rules and regulations on the bus are as follows. This applies whether a student pays for bus transportation or not.

1. First Violation: Warning by the Principal/notification to the parent.
2. Second Violation: One day suspension from riding the bus/notification to the parent.
3. Third Violation: Five days suspension from riding the bus/notification to the parent.
4. Fourth Violation: Ten days suspension from riding the bus/notification.
5. Fifth Violation: Suspension from riding the bus for the remainder of the year/notification to the parent.

In cases of severe misconduct, students may be assigned penalties more severe than provided for in the normal process. All other EGUSD rules and regulations, together with their penalties, shall apply to conduct on buses and/or traveling to and from the bus stop.
Students are required to:

1. Arrive at the bus stop five (5) minutes before the bus is scheduled to arrive.

2. Use only his/her own appropriate bus stop.

3. Stand or sit safely while waiting for the bus to arrive.

4. Arrange for the transport of live animals, insects, and reptiles to or from school by other means than on the bus.

5. Refrain from transporting hazardous or destructive objects of any kind, such as glass objects or containers, sharp or pointed objects, skateboards or ball bats.

6. Respect the rights and property of others on the bus and at the bus stop.

7. Avoid all rough play while at the bus stop, on the bus or when getting on or off the bus.

8. Always enter and leave the bus through the entrance door, except in emergencies.

9. Remain seated, facing forward with feet, legs and other objects clear of aisle while the bus is in motion.

10. Keep all parts of the body inside the bus.

11. Keep windows closed unless otherwise instructed by the bus operator.

12. Remain quiet at railroad crossings.

13. Help keep the bus safe, and free from litter by not eating or drinking on the bus.

14. Be courteous and respectful to the bus operator, other students and passersby.

15. Obey the request of the bus operator, and give proper identification when requested.

16. When requesting to leave the bus at other than the student’s appropriate bus stop, the student must give the bus operator a written request, signed by the parent/guardian and approved by the site administrator and/or his/her designee prior to boarding the bus. In addition, students will need to pay for the transportation, if s/he does not have a paid bus pass.

17. Always cross in front of the bus when it is necessary to cross the street.

18. Not use profane language, obscene gestures, create excessive or unnecessary noise.

19. Not damage or deface any part of the bus, tamper with the radio, controls, emergency exits or other equipment, shoot or throw any objects inside/outside or at the bus or in any way endanger the safety of others.
ACCELERATED LEARNING/GIFTED AND TALENTED EDUCATION (GATE)
The accelerated learning program of grades 4 - 6 is designed for pupils demonstrating a willingness to be challenged to learn, with greater depth in curriculum, beyond that of the grade level standards. The Accelerated and Gifted and Talented Education (GATE) services will be delivered through differentiated instruction within the classroom during the school day. Students who are proficient or advanced and demonstrate a desire and ability for accelerated instruction will be provided with that opportunity within the regular instructional programs. Open Court Reading/Language Arts, Scott Foresman Mathematics, and Science programs contain specific instruction for enrichment. A parent information night will be held in September detailing our new Accelerated Learning Program.

ENGLISH LANGUAGE DEVELOPMENT
We provide English Language support for those students who are learning English as a second language. Support is provided primarily in class, through a variety of instructional strategies. We also have Bilingual Teaching Associates on campus during specific times each week, which provide in-class support for students as well as providing home-school communication for our second-language families.

WIN Time (What I Need)
Starting the second month of school, students are grouped for the first 35 minutes of each day according to their reading level or English Language Development level. Students may be assigned to a different teacher for this first block of time each morning. The goal is focus on the students’ individual reading/language acquisition skills.

SCHOOL NURSE
The health program at Raymond Case Elementary is administered by a qualified school nurse who provides the following services: vision and hearing screening; obtaining medical information and keeping records of each student; providing nutritional and dental health education; and acting as a Student Study Team member. Please note that the school nurse is only on campus 3 days per month.

SCHOOL PSYCHOLOGIST
The school psychologist administers psychological tests, consults with teachers and parents on learning disabilities and/or social emotional problems and counsels students. A conference is always held with parents whenever direct services are provided. Please note that the school psychologist is not on campus on Fridays.

SPECIAL EDUCATION - RESOURCE SPECIALIST
The Resource Specialist (RSP) provides instruction and services to students who have been identified by the Student Study Team. To qualify, these students must exhibit learning disabilities in one or more of the academic skill and/or psychomotor areas. The instructional plans based upon individual testing/evaluation.

SPECIAL EDUCATION - SPEECH/LANGUAGE SPECIALIST
The Speech and Language Specialist screens all children referred by teachers or parents. In addition to working with children who need speech or language therapy, the specialist assists teachers with students whose primary communication disability may be in the auditory comprehension or processing areas. All testing and evaluations are individualized and begun only with prior parental consent.
**POSITIVE BEHAVIOR INTERVENTION SUPPORTS**

**STUDENTS’ GOAL**
The students at Raymond Case Elementary School will understand and model the meaning of kindness and mutual respect for each person in our school community. Our students will recognize and follow through with their personal roles in building a stronger sense of community on our campus.

We are a **PBIS** school, working with families and the community to prepare our students for individual success and community responsibility by teaching, positively reinforcing and being models of character. Students who exhibit outstanding character are often academically successful as well.

Our **Six Core Character Traits** are:

**CARING, GIVING AND SERVICE**
- to be compassionate, considerate, helpful and understanding of others

**JUSTICE AND FAIRNESS**
- to be open-minded, unbiased, and equitable

**RESPECT**
- to show regard for self, others, property, and the environment

**RESPONSIBILITY**
- to be answerable
- to be accountable for one’s actions

**TRUSTWORTHINESS**
- to earn the confidence of others
- to be reliable and honest

**LEADERSHIP, INITIATIVE, AND TEAMWORK**
- to earn the respect of others
- to take the first step
- to work well with others

**CHARACTER DEVELOPMENT**

**PLEDGE OF GOOD CITIZENSHIP**

1. **We will be Caring, Giving, and Serving.**
   - We will be kind, compassionate and considerate.
   - We will be understanding of others.
   - We will help people in need when possible.
   - We will strive to set a good example.

2. **We will be Just and Fair.**
   - We will play by the rules and be a good sport.
   - We will be open-minded and listen to others.
   - We will not take advantage of others.
   - We will not be selfish.

3. **We will demonstrate good Leadership, Initiative, and Teamwork.**
   - We will work to earn the respect of others.
   - We will set a good example for our peers.
   - We will be willing to take the first step.
   - We will do our part to help other students succeed.

4. **We will be Respectful.**
   - We will listen while others speak.
   - We will speak courteously.
   - We will not damage others’ property.
   - We will follow directions.

5. **We will be Responsible.**
   - We will come to class on time with all required materials.
   - We will complete our homework when assigned.
   - We will be accountable for our decisions.
   - We will try to always give our best effort.

6. **We will be Trustworthy.**
   - We will be honest and tell the truth.
   - We will keep our word and be reliable.
   - We will not deceive, cheat, or steal.
   - We will be loyal to ourselves, friends, family and community.
POSITIVE DISCIPLINE BEFORE INSTRUCTION

BEHAVIOR POLICY
For children to gain the most from their educational experience here at Raymond Case Elementary School, the following shall occur:

- District rules and policies must be followed and enforced. These may be found in your copy of the ELK GROVE UNIFIED SCHOOL DISTRICT STUDENT DISCIPLINE POLICY.
- General school rules and playground rules must be followed to ensure safety and consistency.
- Classroom rules will define clear expectations, logical consequences and positive reinforcement.

All rules and policies have been developed with fairness, respect, and courtesy for students and staff.

PROCEDURES
The teacher has the responsibility at the start of the school year to ensure that students understand the school rules through a teaching process.

The first week of school, parents will be informed of school procedures, rules, and discipline policy and procedures. A parent/school compact will be distributed at Back to School night.

Each trimester parents, students and teachers will be expected to review this handbook and provide verification signatures to the classroom teacher. The verification page is included on the last page of this handbook.

All school staff, including instructional assistants, cooks, custodians, yard duty supervisors, etc. are encouraged to immediately reinforce acceptable student behavior when it is observed. Caught A Cougar tickets will be handed out when students are acknowledged for being character leaders on campus.

PROFESSIONAL STUDENT STANDARDS
In order to develop the skills of a Raymond Case Elementary School Professional Student – the following standards must be maintained at all times.

1. Show Respect for Self and Others and treat all property with respect.
   a. Students shall be courteous by speaking politely to adults and other students.
   b. Students shall not harass, tease, bully or put each other down.
   c. Students shall not instigate other students into fighting.
   d. Students shall take responsibility for their behavior.
   e. Students shall respect the school, school property and the property of all others.

2. Always act in a safe and appropriate manner (Hands Free).
   a. Students shall not fight or play fight, this includes karate, pushing, kicking, tripping, playing tag, biting, grabbing or holding other students.

3. Follow Directions of all School Adults – the first time given
   a. Be courteous and respectful to all adults.

4. Maintain Responsible Student Behavior
   a. Maintain a positive attitude:
      ➢ believe in yourself
      ➢ try your best
      ➢ raise your hand and ask questions when you don't understand.
   b. Come to school prepared to learn:
      ➢ do your homework and read every night
      ➢ learning materials you need shall be ready (pencils, paper, rulers, etc.)
Expectations

Parent Responsibilities
1. Accept the rights of the school and board of education to maintain standards of behavior for all students.
2. Review district discipline guidelines and school rules with your child to make sure they understand school expectations.
3. Get children to school daily and on time.
4. Provide necessary study materials/supplies and provide a suitable situation for study at home.
5. Keep track of scholastic progress.
   (E.C. 35181p, 48290t A Guide to School Discipline K-12, EGUSD)

Student Responsibilities
- Act in a Safe and Appropriate Manner (Hands Free)
- Show Respect for Self and Others and Treat all Property with Respect.
- Follow Directions from All School Adults - the first time given
- Maintain Responsible Student Behavior

Administrator Responsibilities
1. Provide support for teachers as they carry out their discipline responsibilities.
2. Establish and enforce school rules to ensure a safe educational environment.
3. Communicate school rules and consequences to students, parents and staff.
4. Communicate unverified student absences to parents.
   (California Title 5 Section 5551, E.C. 48260.5, A Guide to School Discipline K-12, EGUSD)

Staff Responsibilities
1. Establish an atmosphere in which productive learning can take place.
2. Involve students in activities that increase self-esteem.
3. Teach the district’s standards of behavior.
4. Enforce district policy and school rules fairly and consistently.
5. Involve students in an on-going, self-evaluating process.
6. Communicate regularly with students and parents regarding academic progress and behavior.

The Elk Grove Unified School District
1. The Elk Grove Unified School District has a uniform compliant policy for all district staff and students.
2. The district has a non-discriminatory practice in all district programs and activities for students.
3. In the event you have a complaint regarding gender equity in the Elk Grove Unified School District, contact Human Resources at 686-7795.

This information was taken from the Elk Grove Unified School District 1998-1999 Parent Handbook

Lunchroom Behavior Standards and Expectations
1. Students will be courteous by speaking politely to adults and other students.
2. Students will use acceptable table manners.
3. Students will leave the lunch area and tables clean and tidy.
4. Students will walk at all times in the multi-purpose room.
5. Students will remain seated at assigned tables and will get permission from lunchroom staff to leave tables for any reason.
6. Students may talk in the lunchroom in a normal "inside voice".
7. Students must consume all food at the lunch tables.
8. Food is not to be taken from the multi-purpose room.
**Rules “Be Safe, Respectful, and Responsible”**

**Safety Rules**
1. Students will be allowed to remain in a classroom only when directly supervised by an adult.
2. Restrooms will be used only for the purpose for which they are designed. Playing and socializing in restrooms *will not be permitted.*
3. Students will WALK to and from locations on campus.
4. Playground equipment will be used properly.
5. Playground balls should not be kicked on the blacktop.
6. Students will resolve problems without resorting to physical contact, fighting may be cause for *immediate suspension.*
7. Play fighting, tag games, and pushing or shoving is a violation of **Hands Free.**
8. Sand, rocks and other objects are not for throwing.
9. Students will remain on the playground during recess time. Office visits require a pass.
10. Toys are not permitted unless special permission has been granted by a teacher.
11. Drinking fountains and restrooms will only be used before the freeze bell rings.
12. Gum will not be allowed on campus.
13. Snacks should be nutritional (No candy, chips, sodas).
14. Gang related paraphernalia will not be tolerated.
15. Students will use appropriate language at school.
16. Foul language and gestures will not be permitted. Students should encourage appropriate behavior from their peers.
17. Toys, radios, MP3/iPods, trading cards and/or electronic devices/games are not allowed.
18. Dodgeball, football and tag games will not be allowed during recess.
19. Students shall be permitted to use cell phones and/or pagers before and after school.

Signaling devices should be turned off during school hours and kept in backpacks. Signaling devices used during school hours will be confiscated and parent will be asked to come to school to pick them up.

**Assembly Expectations**
1. Walk in silently, hands by side.
2. Sit with legs crossed, facing the front.
3. Keep hands and feet to yourself.
4. Stay seated with your class.
5. Leave an aisle in the middle and between each class.
6. Display good listening behavior.
7. Use good manners.
8. At the end of the assembly, stay seated until you are signaled to stand.
9. File out by rows, silently, when directed by your teacher.

**Break Time/Recess Time**
1. Students will use designated play areas during recess.
2. Students will remain in a school approved activity at all times during recess.
3. Students are not to come to the office area without a written pass from the yard supervisor or teacher.
4. Students shall not interrupt other classes during recessing asking to help the teacher.
5. Break time is the appropriate time to get a drink of water and to use the restroom facilities.
6. When the bells rings or whistle is blown, signaling the end of a break/recess, all students are to stop play, and drop down to squat.
7. Yard Supervisors will direct students with equipment to walk the equipment to the equipment racks.
8. When the whistle is blown, students walk (not run) directly to line.
**Four Square**
- The ball is served by dropping it and serving it underhand off the bounce.
- The player receiving the ball must keep it in play by striking the ball underhand after it has bounced once in his or her square.
- The receiver directs it to any other square with an underhand hit.
- Play continues until one play fails to return the ball or commits a fault. (See faults listed below.)
- When a player misses or commits a fault, he or she goes to the end of the waiting line and all players move up.
- The player at the head of the waiting line enters the game after a fault. The player at the head of the waiting line will call the game in the case of a disagreement.

The following are faults:
- Hitting the ball sidearm, overhand or a fist.
- Winding the arms up past the waist/body.
- Ball landing on a line between the squares. (Ball landing on an outer boundary is considered good.)
- Catching or carrying a return volley.
- Allowing the ball to touch any part of the body except the hands.

**Tetherball**
- The first 2 players in line will draw lots (Ro Sham Bo, pick a number between 1 and 10, flip a coin, etc.), and the winner will chose whether he or she wants to be the server or the receiver.
- The receiver then chooses 'sides' and 'ways'.
- The server puts the ball into play by standing in his or her square and hitting the ball in his/her direction. A throw (bottle cap) is not permitted.
- The receiver may not strike the ball on the first time around the pole, but after it has traveled around the pole once, or he/she hits the ball back in the opposite direction. If the receiver does not hit the ball on the second time around, the server may continue to hit the ball and wrap it around the pole in his/her direction.
- The game is won by the player who hits the ball until the rope is wrapped around the pole in their direction and above the line on the pole or whose opponent commits a foul. (See faults listed below.)
- Players must wait for their turns behind the white line without interfering with the game, either physically or verbally.
- A player may hit the ball in their opponent's direction to give him or herself a better shot, but not to prolong the game.
- After winning 3 games, a player must go to the end of the line or to another pole. There will be no saving places or cutting in the line.
- The first person waiting in the line will act as the referee and is the only person allowed to call fouls.

The following are fouls:
- Hitting the ball with any part of the body other than the hands or forearms.
- Catching or holding the ball during play.
- Touching the pole.
- Hitting the rope.
- Stepping over the line between the sides of the court.

**Double Hits:** when the same player hits the ball twice in a row without the ball being touched by the other player, touching the pole, or going around the pole one or more times. Also known as “Bubblies”

**Playground Bars**
Two hands must be kept on the bars at all times. The following is NOT allowed:
1. Cherry drops
2. Playing underneath bars.
3. Sitting on bars.
4. Tag on bars or in wood chip area.
5. Any unsafe play.
Basketball

- Basketball games will not be allowed during the first month of school. This is a time to practice skills and learning to play together.
- A game will consist of no more than 5 players on each team, or a maximum of 10 total players on the court at a time.
- Each game will go to 10 points, with each basket counting as 1 point.
- The game will begin with a Ro-Sham-bo, but for the rest of the game, the teams will alternate taking the possession of the ball on the side of the court in a jump ball situation.
- If a player travels, the other team gets possession of the ball on the side of the court.
- Likewise, if an offensive player remains in the key for more than 3 seconds, the other team takes possession of the ball on the side of the court.
- A player throwing the ball in-bounds must be allowed 3 feet of free space to get the ball in.
- A player fouls out of the game by getting 2 fouls.
- Any player who fouls out of a game may not be replaced during the game.
- Fouls may only be called by the player who was fouled or by the player who committed the foul. Elbow swinging to protect the ball, hand checks, and shoving other players will also be considered fouls.
- When a player is fouled, no free throws will be shot, but his/her team will instead get possession of the ball at half court.
- At the end of the game, all players will leave the court to give anyone waiting a chance to play.
- Students who do not exhibit proper sportsmanship will lose their opportunity to play.
- Students may be required to play only half court basketball games to allow more students to utilize the courts during recess.
- Jump ball opportunities will result in Ro-Sham-Bo to resolve ball possession.

Soccer

- Soccer at Raymond Case Elementary School is to be recreational and non-competitive. Students must maintain appropriate sportsmanship and rough play will not be tolerated. Students demonstrated rough play, bad sportsmanship or inappropriate behavior, will not be allowed to play soccer during recess.

Jump Ropes

1. Jump ropes are to be held by both ends of the rope.
2. Helicopters games are not permitted.
3. Jump ropes are to be hung up on the rack at the end of recess.

Other Approved Recess Activities

- Hop Scotch
- Running Relays
- Jogging/walking for fitness
- Reading at the picnic tables
- Eating healthy snacks
- Volleyball
- Ball wall activities (No dodge ball)
Dress Code

Listed below is the Elk Grove Unified School District’s Dress Code which will be strictly enforced

1. Clothing is to be worn in the intended manner (buttoned, fastened, tied, tucked in, etc.).

2. Pants are to be worn at the waist with a belt. Pants are not to be worn at the hips, without a belt, and not in sizes which are excessively too large for the student. Repeated violations for “sagging” may lead to suspension.

3. Shoes are to be worn at all times to provide protection for the students' feet. Shoes must be the type to allow the student to participate fully in an appropriate developmental physical education program. Sandals must have a back strap. Open toe shoes are not recommended. Clogs, flip-flops, or high heels are not to be worn at school.

4. Dresses, skirts or shorts are to be no shorter than extended arms down to the fingertips while arms are held at sides.

5. Clothing needs to conceal undergarments at all times. Halter, tube tops, see-through net shirts, tank tops, mid-drift shirts and muscle shirts are not to be worn at school.

6. Slogans and or pictures (alcohol, tobacco, or drug endorsements, sexual innuendoes, or gang related symbols or phrases) will not be allowed.

7. Make-up is not to be worn in elementary school.

8. Sunglasses are not to be worn inside unless prescribed by a physician.

9. Hats, caps or other head coverings (except in the case of religious observations) are to only be worn outside for protection from weather elements. If hats not worn correctly they will be confiscated. We discourage hats brought to school because often they are a distraction.

PLEASE NOTE: The school is not be responsible for lost or stolen hats or sunglasses.

Appropriateness of new fashions will be reviewed and authorized by school administration.

Consequences for Not Following Dress Code
◆ Students who come to school in violation of the stated dress code will call home or parent/guardian's work place immediately and make arrangements to change into appropriate attire.
◆ Final decisions will be made by the school principal.
**Consequences (Cont.)**

The safety and welfare of your child is the primary consideration in implementing and enforcing the Raymond Case Elementary School Discipline Plan. Our primary mission is to develop a structure of consistency in discipline using a proactive, preventative approach where students develop respect for others, themselves and learning. An important element of this policy is in how well the students understand the rules and consequences. All students and parents are asked to review these rules together at the beginning of the year and throughout the year to ensure a clear understanding of our expectations.

The staff will also assist children in correcting inappropriate behavior by helping students understand which rule is being violated, possible ways to correct the situation and developing an action plan for the student. Parents can assist us by reading, reviewing, and discussing the discipline policies in this handbook.

If a child’s behavior does not improve as a result of a conference, further action may result in suspension from classroom and school activities. Classroom and school discipline procedures are discussed in depth at Back to School Night. The following Rules will be strictly enforced, supported, and modeled by all students and adults on the campus:

- Students who choose to behave in a manner which violates the school rules will be given consequences as appropriate.
- Students who have exhibited uncooperative behavior in the classroom and who have not responded to teacher interventions may be placed on behavior contracts. These contracts will be formulated by staff and parent(s).
- Students who have been observed by a staff member committing an act which fits the criteria for possible suspension or expulsion will be referred to the administration.

**PROGRESSION OF CONSEQUENCES**

The goal of any good discipline policy is to keep students in the learning environment as much as possible and only out when absolutely necessary.

When a student’s behavior interferes with the teaching a learning of other students, the teacher will utilize a Two Stage Time-Out procedure. Our teachers will utilize the Setting Limits Program to set firm limits for unacceptable behavior by:

- Providing limited choices for students who misbehave.
- Using logical consequences for students who misbehave.

A Stage 1 Time-out (in class) will be assigned any time a student interferes with the teaching and learning of other students. (5 minutes for Primary, 10 minutes for Intermediate).

A Stage 2 Time-out will be in another classroom for twice the amount of time. Students will be sent to Stage 2 if they continue to misbehave in Stage 1.

All students are expected to follow the expectations of the Professional Student Standards and will begin each day on Stage 0. If a student chooses to break an expectation or rule, he or she will continue to receive a Stage 1 or 2 Time-out. However, serious violations in the Education Code or habitual Stage 1 or 2 violations may result in an immediate office referral or suspension of the student.

**Playground Consequences**

**Step 1:**
Request for cooperation (verbal warning).

**Step 2:**
Time-out (5 – 10 minutes) during recess.

**Step 3:**
A discipline citation will be written and placed in teacher’s box. Teacher will decide on appropriate follow-up. Student will move to the next step on the classroom consequences continuum.

**Step 4:**
Repeated misbehavior on the playground may result in a suspension from recess or school.
**SUSPENSION**

If a student’s behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy. Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code section 48900(a)-(e) or if the student’s presence causes a danger to persons. [E.C. 48900.5]

**Reasons for Suspension**

State law allows for the suspension of a student if a student commits or engages in any of the acts listed below, where such conduct or acts relate to school activities or attendance, such as, but not limited to when such acts or conduct take place--while on school grounds, going to or from school, during lunch period (on or off campus), during, or while going to or from, a school-sponsored activity, or for certain conduct which occurs after school hours and off District property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance:

- **Assault/Battery** [E.C. 48900(a)]
  Causing, attempting to cause, or threatening to cause physical injury to another person. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

- **Weapons** [E.C. 48900(b)]
  Possessing, selling or otherwise providing any weapon—including firearms, knives, explosives, or other dangerous object.

- **Alcohol/Intoxicants/Controlled Substances** [E.C. 48900(c)]
  Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substance, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants or controlled substances.

- **Substance in Lieu of Alcohol/Intoxicants/Controlled Substances** [E.C. 48900(d)]
  Delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items.

- **Robbery or Extortion** [E.C. 48900(e)]
  Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.

- **Property Damage** [E.C. 48900(f)]
  Causing or attempting to cause damage to school property or private property.

- **Property Theft** [E.C. 48900(g)]
  Stealing or attempting to steal school or private property.

- **Tobacco or Nicotine Products** [E.C. 48900(h)]
  Possessing, providing or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

- **Obscenity** [E.C. 48900(i)]
  Committing an obscene act or engaging in regular profanity, swearing or vulgarity.

- **Drug Paraphernalia** [E.C. 48900(j)]
  Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

- **Disruption or Defiance** [E.C. 48900(k)]
  Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

“Disruption of school activities” is defined as follows: when a student’s conduct, presence or actions disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district or school property, or causes or threatens to cause damage to district property or to any property on school grounds.

Examples of disruption of school activities under subdivision (k) of Education Code section 48900, as defined above, which may subject a student to discipline, include but are not limited to:
• Classroom behavior that impedes a teacher’s ability to teach and other students’ ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or
• The intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond.

“Willful defiance of valid authority” is defined as follows: when a student defies the valid authority of a district or school official or district or school staff in a manner that has an impact on the effective or safe functioning of district or school operations, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the subject behavior; repeated disobedience to or defiance of school personnel when other interventions have not been successful in modifying the misbehavior; or in the proper instance one-time or first-time disobedience to or defiance of school personnel that has an impact on the effective or safe functioning of district or school operations.

Examples of willful defiance of valid authority under subdivision (k) of Education Code section 48900, as defined above, which may subject a student to discipline, include but are not limited to:
• Continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or
• Repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student’s misbehavior.

• Receiving Stolen Property** [E.C. 48900(l)]
Receiving stolen school or personal property.
• Possessing Imitation Firearm [E.C. 48900(m)]
Possessing an imitation firearm or simulated firearm that is substantially similar in physical properties to an existing firearm.
• Sexual Harassment [E.C. 48900(n)]
Committing or attempting to commit a sexual assault or committing a sexual battery.
• Threats and Intimidation [E.C. 48900(o)]
Harassing, intimidating or threatening a student who is a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
• Prescription Drug Soma [E.C. 48900(p)]
Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
• Hazing [E.C. 48900(q)]
Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.
• Bullying [E.C. 48900(r)]
Bullying means any severe or pervasive or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from services, activities, or privileges provided by a school. [E.C. 48900(r)] Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student. [E.C. 48900(r)]
• Aided or Abetted to Inflict Physical Injury [E.C. 48900(t)]
Aiding or abetting in the infliction or attempted infliction of physical injury to another student. However, the District cannot seek to expel a student for violation of Education Code 48900(t) until juvenile court proceedings are completed and the juvenile has been convicted of being an aider or abettor of a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.
**Education Codes Related to Discipline, Cont.**

- **Sexual Harassment (Grades 4-12) [E.C. 48900.2]**
  Engaging in prohibited sexual harassment that includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.

- **Hate Violence (Grades 4-12) [E.C. 48900.3]**
  Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (E.C. 233; Penal Code 422.55)

- **Other Harassment (Grades 4-12) [E.C. 48900.4]**
  Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work or creating substantial disorder, or creating a hostile educational environment.

- **Terrorist Threats [E.C. 48900.7]**
  Making terrorist threats against school officials and/or property, or both.

  * The superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

  **School property includes, but is not limited to, electronic files. [E.C. 48900(u)]**

**EXPULSION**

Expulsion, as ordered by the Elk Grove Unified School District Board of Education, is the removal of a student from all schools in the district for violating the California Education Code at school or at a school activity off school grounds. The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for full due process and rights to appeal any order of expulsion.

A student shall be recommended for expulsion for violation of any of the acts set forth in Education Code 48915(a)(1)(A)-(E), unless the Superintendent, Superintendent’s designee, principal or principal’s designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- **Serious Physical Injury [E.C. 48915(a)(1)(A)]**
  Causing serious physical injury to another person, except in self-defense.

- **Possession of Knife or Dangerous Object [E.C. 48915(a)(1)(B)]**
  Possessing a knife or other dangerous object of no reasonable use to the student.

- **Unlawful Possession of a Controlled Substance [E.C. 48915(a)(1)(C)]**
  Unlawful possession of any drug except for (1) the first time offense of possession of not more than one ounce of marijuana, or (2) for the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.

- **Robbery or Extortion [E.C. 48915(a)(1)(D)]**

- **Assault on a Student Employee [E.C. 48915(a)(1)(E)]**

State law requires a school administrator to recommend expulsion if a student commits certain violations of the Education Code. A student shall immediately be recommended for expulsion for violation of any of the acts set forth in Education Code section 48915(c)(1)-(5).

- **Possession, Selling or Furnishing a Firearm [E.C. 48915(c)(1)]**
  Possessing, selling or otherwise furnishing a firearm (verified by an employee of the school district). However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

- **Brandishing a Knife [E.C. 48915(c)(2)]**
  Brandishing a knife at another person.
EXPULSION (Cont.)

- **Selling a Controlled Substance [E.C. 48915(c)(3)]**
  Unlawfully selling a controlled substance.

- **Sexual Assault or Battery [E.C. 48915(c)(4)]**
  Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

- **Possession of an Explosive [E.C. 48915(c)(5)]**

For all other acts and conduct for which a student is subject to discipline under Education Code sections 48900 through 48900.7 and which are not specifically listed or addressed under Education Code section 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student’s conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

**Prohibition on Possession and Use of Tobacco and Nicotine Products**

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. “Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems, and hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to “electronic cigarettes” as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k), and/or other applicable laws. [E.C. 48901]

**PROHIBITION OF DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING, AND RELATED COMPLAINT PROCEDURES**

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student’s actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. The district has a policy of nondiscrimination in accordance with federal law and Title IX, and also prohibits sexual harassment of or by any student or by anyone in or from the district. More detailed information regarding the district’s prohibition of discrimination, harassment, intimidation, and bullying or the prohibition against sexual harassment is contained in the district’s Parent & Student Handbook and is also available on the district’s website.
PROHIBITION OF DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING, AND RELATED COMPLAINT PROCEDURES

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12.

No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants' identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

Pursuant to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records. Questions regarding the foregoing rights shall be directed to your Principal or Vice Principal.

UNIFORM COMPLAINT PROCEDURES

The Elk Grove Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, complaints alleging violation of state or federal laws governing educational programs, and complaints alleging the district’s failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district’s failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

More detailed information regarding the Uniform Complaint Procedures, including the timeline for resolving complaints and the complaint appeal process, is contained in the district’s Parent & Student Handbook. If you have questions regarding the Uniform Complaint Procedures, you can contact the district’s Legal Compliance Specialist in Human Resources at (916) 686-7795.
Parents and students will be informed of the grading policy at the beginning of the school year (i.e., Student/Parent Handbook, Back-to-School Night, teacher letters, school newsletters or classroom charts).

Grades need to be based on impartial, consistent observation of the quality of the student’s work; mastery of course content; content standards; and objectives/checklists as demonstrated through classroom participation, homework and tests. Teachers need to evaluate a student’s work in relation to the standards established for a particular grade level. Citizenship and work habits shall be reported separately.

When evaluating the overall performance of a student, teachers need to provide a rationale for discrepancies between the student’s standardized test data and the student’s overall performance. Test information, as well as discrepancies, needs to be reported and discussed with parents on an annual basis.

When a student is absent from class and subsequently does not take a test or fulfill class requirements (i.e., homework, complete a project), the assigned grade may reflect this nonperformance. If a student has been absent due to illness or an excused absence they will be given a reasonable amount of time to complete missed assignments. Unexcused late or incomplete assignments may all have an effect on a student’s grade.

Regular education students, who are not identified as special needs students with active IEPs, and are working below grade level should have this indicated on their report card. These students should not receive a report card grade above C.

Identified special needs students with active IEPs should have their grades based on their IEP goals and objectives. If a student has a reading goal, he can earn an A in that subject. If he does not have a math goal and is working below grade level, he may not receive a report card grade above C. Modified curriculum for identified special needs students should be indicated on the report card and conveyed to the parents.

Grades for achievement shall be reported each marking period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%) Outstanding Achievement</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%) Above Average Achievement</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%) Average Achievement</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%) Needs Improvement</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%) Unacceptable</td>
<td>0</td>
</tr>
</tbody>
</table>

**Plus and minus signs may be used at the option of the teacher.**

**Students in accelerated programs will follow the same grade point designation.**

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher needs to make contact through a conference, telephone contact and/or send the parent/guardian a written report. District deficiency notices must be given by the completion of the sixth week of the trimester if the student is performing below C level.

Criteria for determining grades for achievement may include but are not limited to:

- Preparation of assignments, including accuracy, legibility and promptness;
- Contribution to classroom discussions;
- Demonstrated understanding of concepts in tests;
- Organization and presentation of written and oral reports;
- Applications of skills and principles to new situations;
- Originality and reasoning ability when working through problems;
- Unexcused late assignments;
- Progress and achievement of grade level standards.
Visual and Performing Arts, Computer Science, PE: Students in grades 1-6 will receive a +, ✓, -, or n/a in the areas of Visual and Performing Arts, Physical Education and Computer Technology. These marks reflect the student’s progress toward grade level standards.

Kindergarten teachers shall use letter “S” for meets or exceeds standards, “P” for practice needed. A blank box with a diagonal line indicates not assessed at this time. Examples of student work may also be furnished.

Kindergarten teachers will indicate in the comment section the effort/behavior of students.

In grades 1-6, teachers will use +, ✓, and -, for citizenship and work habits.

Criteria for citizenship and work habits may include but are not limited to:
- Student takes responsibility for having necessary tools and materials.
- Student shows interest and initiative.
- Student goes to work immediately and completes class and home work assignment.
- Student uses free time resourcefully.
- Student obeys rules.
- Student respects public and private property.
- Student maintains courteous, cooperative relations with teachers and fellow students.
- Student works without disturbing others.

### Grading Criteria for Elementary Standards

<table>
<thead>
<tr>
<th>Exceeding Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The student is meeting grade-level standards at an accelerated pace through instruction in standards-aligned materials provided through the District’s adopted language arts and mathematics programs.</td>
</tr>
<tr>
<td>o Examples of acceleration may include:</td>
</tr>
<tr>
<td>• Increased pace.</td>
</tr>
<tr>
<td>• Increased complexity of subject matter.</td>
</tr>
<tr>
<td>AND/OR</td>
</tr>
<tr>
<td>• The student has met his/her grade-level standards and is now receiving instruction based on standards for the next grade level through district adopted or approved materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The student is meeting grade-level standards through instruction in standards-aligned materials provided through the District’s adopted language arts and mathematics programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Below Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The student has not met his/her grade-level standards and is receiving remedial instruction and/or modified assignments based on the standards below his/her current placement.</td>
</tr>
</tbody>
</table>

Further information regarding standards can be found at the following website:
[http://www.egusd.k12.ca.us/StandBenchmark/Stdbench/htm](http://www.egusd.k12.ca.us/StandBenchmark/Stdbench/htm)
Raymond Case Elementary School
Parent Involvement Guidelines

The Elk Grove Unified School District recognizes that parents are the most important educators in their children's lives. The Board of Education recognizes the necessity and value of parent involvement to support student success and academic achievement (B.P. 5020). Studies have proven that children whose parents are involved in their education perform better in school than children whose parents are not. That is why we encourage parents to be active with their children at all grade levels — even high school when parent participation drops off dramatically.

We encourage parents to work with our school’s PTO, volunteer in the classroom, and to be active with their children’s learning at home. We also offer classes for parents of children from preschool through teenage years through Learning Support Services and Always Learning program in Adult Education.

Following are some tips to help your child succeed in school:

- Visit your child’s school. You are always welcome!
- Make sure your child gets enough sleep, eats breakfast every day, wears appropriate clothes, and arrives at school on time.
- Read to your child every day, or encourage your child to read independently.
- Insist that children treat school staff members with respect and obey school rules.
- Call a teacher or write a note when you have a question, a compliment, or a concern.
- Volunteer your time. Many volunteer tasks can be done at home.
- Participate in the PTO.
- Attend site council meetings at your child’s school.
- Attend parent-teacher conferences to discuss your child’s progress and any potential problems.
- Carefully review your child’s report cards, school newsletters, and other information from school.
- Encourage your child to prepare for tests by working hard in class and completing homework on a regular basis.
- Ask the teacher for help well before the test if your child is having difficulty in a particular area.
- Without making your child feel stressed, discuss upcoming tests and mention that it is important for the child to do his or her best.
- Check our school’s newsletter for opportunities to be involved at our school.

For more information, contact your school office at 681-8820
As part of a review of safety practices within the EGUSD, both administration and EGEA have developed guidelines regarding parental requests for classroom visitation and meetings with teachers, which shall be standardized throughout the district. It is the interests of all parties to encourage parental participation in their child’s education and communication with teachers. It is understood that an essential function of a teacher’s job is regular communication with parents regarding goals and objectives of the instructional program, student progress, needs or problems and special accomplishments, as well as participation in meetings regarding the aforementioned areas.

Parent Meeting Guidelines

CA Education Code 51101 and Board Policy 5020
Parents and/or guardians have the right, as supportive and respectful partners in the education of their child, to be informed by the school, and to participate in the education of their child, as follows:

➢ To meet with their child’s teacher or teachers and/or the principal, within a reasonable time of the request
➢ To observe their child’s class or classes, within a reasonable time following their request
➢ To be informed of their child's progress and of the appropriate staff to contact if problems arise with their child
➢ To examine the curriculum materials of their child’s class or classes

A parent/guardians lack of English fluency does not preclude them from exercising these rights (EC 51101.1).

Notification Process
School administrators, counselors and/or school office staff will provide notice to the teacher of a parent request to meet or to visit the classroom. Notice will be provided to the teacher the day of the request: via a teacher mailbox note, a verbal message, email or phone/intercom communication, etc. A minimum one day notice will be provided to the teacher, prior to a parent class visitation, unless there is an urgent need.

Timeline
☐ A parent requests a meeting with teacher or a class visitation – request received (day one).
☐ Teacher is notified (same day if possible) of request to meet or to visit class.
☐ Within 24 hours of request (notice to teacher), teacher will contact parent by phone or email to coordinate and schedule an appointment to meet or a date and time for the class visit.

Urgent Requests
When there is an urgent need for a parent meeting, as determined by a school administrator, the administrator will notify the teacher and coordinate a time to meet. If the teacher is unable to meet that day within the teacher workday/workweek time limits, a meeting time will be scheduled/coordinated between the teacher, the administrator and the parent.

Administration participation in parent/teacher meetings or class visitations
Parents or teachers may request the administration attendance and participation in a parent/teacher meeting. If for any reason a teacher desires to have the principal attend a meeting with a parent, it is appropriate and recommended that they ask a site administrator to accompany the parent during the class visitation or to attend a parent/teacher meeting.
PARENT SCHOOL COMPACT  
ELK GROVE UNIFIED SCHOOL DISTRICT  

We, the students, parents and school staff of Raymond Case Elementary School, believe that all students can achieve to their fullest potential provided that parents and teachers support student learning and work together.

As part of this Compact, the principal and all school staff agrees to:

1. Provide an encouraging atmosphere and safe environment that promote learning. 
2. Recognize and respect the special language, cultural and learning needs of students. 
3. Communicate regularly with parents through report cards, newsletters, and meetings. 
4. Assure a standards based on curriculum, delivered through appropriate instruction, and measured by multiple assessments. 
5. Assure that all students have opportunities to learn and acquire the skills and knowledge they will need to become effective citizen.

As part of this Compact, teachers agree to:

1. Make long range and daily lesson plans that reflect the standards and courses of study. 
2. Communicate regularly with parents through phone calls, written communications, and conferences. 
3. Provide supplementary instruction for students when needed. 
4. Have high expectations for all students. 
5. Assure a high quality-learning environment based on respect for all.

As part of this Compact, parents agree to:

1. Assure that students get adequate sleep, healthy nutrition, and get to school on time. 
2. Attend school events and parent conferences and volunteer when possible. 
3. Encourage children to read by reading to them and listening to them read. 
4. Monitor homework and encourage students to do their very best at all times. 
5. Expect that students will behave at school and follow school rules.

As part of this Compact, students agree to:

1. Attend school regularly and arrive in class on time. 
2. Complete all class work and homework to the best of one’s ability. 
3. Be responsible for their behavior and learning. 
4. Cooperate with and show respect to students and adults. 
5. Develop good study habits.

Principal______________________________________________
Teacher ______________________________________________________
Parent _______________________________________________________
Student _______________________________________________________
Student ________________________