

Student Handbook



**Raymond Case
Elementary
School**

2022-2023

School Handbook

2022-2023

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Elementary Education

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John Santin, Principal
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Introduction

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.

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.

Introduction

Letter of Introduction

Dear Students and Families:

Welcome to Raymond Case Elementary School, home of the “Cougars.” We are looking forward to working with you during the 2022-2023 school year. Our staff is extremely excited about the upcoming year and keeping up the rich traditions and prominent 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 of continuing 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 its 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 an especially 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

Introduction

District Parent Handbook

The Elk Grove Unified School District's 2022-2023 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.

Introduction

22-23 School Staff

TK	1	Kathleen Teves-AM					
K	4	Sarah Anselmi-AM	Liliana Davis-AM	Erin Maudlin-PM	Crystal Walters-PM		
1 st	4	Mandy Doria	Tracey Hanson	Katie Hubbard	Penny Markowitz		
2 nd	4	Karen Blackstone	Patti Caldero	Jennifer Cranston	Regina Key-Virgen		
3 rd	4	Lisa Casey M-Th Ronda Sardo F	Stephanie McKibben	Tina Taniguchi	Lisa Wheeler		
4 th	4	Adriana Armenta	Emily Lee	Stefani Rath	Thanh Voqui		
5 th	3	Lacy Adams	Erica Compton T-F Katrina Hahn M	Emma Walker			
6 th	4	Lindsay Justice	Sonia Khademi	Mary Messerschmitt	Erika Scott		
Resource	1.8	Salatielu Poti .o8	Dean Starn/Computers				
Special Ed	3	Robyn Porter ABSS 3/4	Marilynn Munoz Calderon SCC-Level 2 (Grades K-2)	Maria Cervantes SCC-Level 2 (Grades 4-6)			
TOTAL	32.8						
Learning Center Team	1.5	Irene Pereira-Meyersohn RSP/1.0 Charil Daniels RSP/.5	Melissa Maddux School Psychologist M-W, F-1/2 Day	Denise Ramey-Hoppe SLP Keithajane Kielborn SLP M-W 9-2pm	Lisa Kassis (MHT) Monday-Tuesday	Patrick Yuen BSS Freddy Ford BSS -ABSS	Briana Williams MTSS Counselor
Office		John Santin Principal	Laura Smetek Vice Principal	Shashi Prasad School Secretary	Laurie Duckworth SOA II	Kerri Miranda SOA II	Pam Roque SOA II
Coaches/AIT		Natalie Stroud/Jill Mills EL Instructional Coach	Michelle Templeton Instructional Coach	Debra Seifert AIT (K-2)	Jenny Hoskins AIT (3-4)	Sarah McReynolds AIT (5-6)	
Custodian/FNS		Angela Graham AM Lead Custodian	Antonio Regalado Night Custodian	Tasha Broadway Night Custodian	Veronica Panzieri FNS Lead	Elizabeth Lozano FNS Assistant	
Paraeducators		ABSS (Porter) Laura Freitas MarsJay Green (RH)	SCC (Munoz Calderon) Racheal Faeh Yavonda Van Dyke (RH) Janae Gautier/RH	SCC (Cervantes) Ruby Arora Arielle David Fatima Majumder	Full Inclusion Aruna Jha Kim Kelley Nooshin Nik Far Annalise Green(PH)	RSP Vera B. Mendez REACH	TK Xavier Brewster
Campus/Yard		Mandie Francisco	Maribel Cruz	Andrea Calderon			
Support Staff		Mandolin Alvarado School Nurse	Jade Herrera COSI Room Nurse (ND)	Arleen Chan, Librarian M-F 9am-12pm	Luen Law BTA-Monday	Gina Perez FACE Liaison/TH	
		Christina Chavez Expanded Learning	Mai Vang/D. Henderson FY Case Manager/TH 8:30-10	Jannie Thomas FY - Friday	Ashley Bodrov T-TH OTR/L-Capital Kids		

Introduction

22-23 Year-at-a-Glance

August 11	First day of school
November 28-December 2	Fall Book Fair Week
August 18	Back to School Night
September 5	NO SCHOOL - Labor Day
November 4	Minimum Day – K-6 Report Card Prep Day
November 11	NO SCHOOL - Veteran's Day Observance
November 14-18	Minimum Days /Parent Conferences
November 21-25	NO SCHOOL - Thanksgiving Break
December 2	Trimester 1 Awards Assemblies
December 19-January 6	NO SCHOOL - Winter Break
January 16	NO SCHOOL - Martin Luther King Day
February 13	NO SCHOOL - Lincoln's Birthday
February 20	NO SCHOOL – Washington's Birthday
February 17	Minimum Day – K-6 Report Card Prep Day
February 28-March 3	Minimum Days for Parent Conferences
March 9	Trimester 2 Awards Assemblies
March 10	Minimum Day – Beginning of Spring Break
March 13-24	NO SCHOOL - Spring Break
May 29	NO SCHOOL – Memorial Day
May 30	Minimum Day – K-6 Report Card Prep Day
June 7	Trimester 3 Awards Assemblies
June 9	Minimum Day -- Last Day of School

2022-2023 Bell Schedule

Grades 1-6 8:20a.m.-2:40p.m.

Kindergarten Schedule

AM 8:10a.m.-11:30a.m.

PM 11:30a.m.-2:50p.m.

Early Out Thursdays

Grades 1-6 Only 8:20a.m.-1:50p.m.

Minimum Day

Grades 1-6 Only 8:20a.m.-12:50p.m.

Instructional Programs

Common Core Standards

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. The kindergarten through 12th grade standards provides 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.

Instructional Programs

Language Arts

The language arts program involves teaching reading, writing, listening, speaking, spelling and grammar together so that each can reinforce the other. Students' skills in one area will provide the foundation and support for learning in another 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 current research on 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 Wonders reading program (K-6), library books, and computer programs.

Wonders

Wonders is a research-based language arts curriculum for students in kindergarten through sixth grade. Wonders is directly aligned with both State and District Reading/Language Arts Standards.

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.

Instructional Programs

Mathematics

The California GO Math program involves understanding arithmetic skills, the application of these skills, and the understanding of key mathematical concepts. Emphasis is placed on providing students with concrete experiences with math concepts. Go Math program is aligned with the 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 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.

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 a 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.

Instructional Programs

History and Social Science

The K-6 History/Social Science program in the Elk Grove Unified School District is standards-based with an emphasis on both subject-area content and historical and social science analysis skills. The K-6 curriculum (McGraw-Hill Education) contains 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 people and events of the past.

Science

Our science curriculum includes life, earth, and physical sciences. Students learn to observe, compare, organize, infer, communicate, and apply scientific processes by conducting large groups, small groups 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 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.

Gifted and Talented Education (GATE)

The accelerated learning program for 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 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. Wonders /Language Arts, Go Math Mathematics, and Science programs contain specific instruction for enrichment. A parent information night will be held later this year detailing our GATE Program.

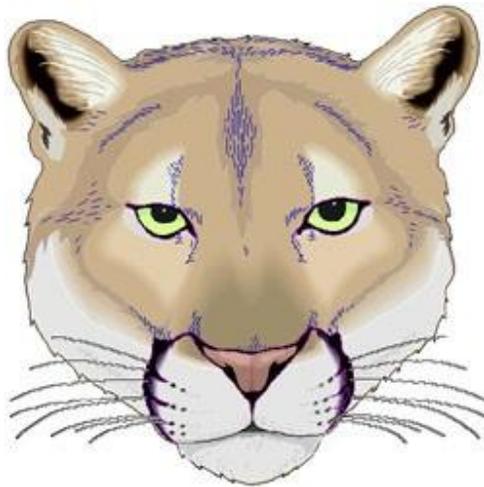
Instructional Programs

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 40 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 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 18 from 5:15-7:00 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 buses for all field trips. Parents are encouraged to participate as chaperones for field trips and must be fingerprinted and receive background clearance through EGUSD.

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 the spring. 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 the completed projects.

School Programs and Activities

National Elementary Honor Society (NEHS)

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 with 3.5 GPA and teacher recommendation 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 with the Runnin' for Rhett program. Students may stay after school and jog with teachers and parent volunteers to prepare for the run in December.

AVID

Organization is one of the keys to success in education. This is a program for grades 3 through 6. Binder organization, study skills and note-taking strategies are all part of this program. Homework and school agendas will be kept in binders. 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.

School Information and Procedures

Administration of Medicine for Pupil

- 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. to 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. Physicians 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 whenever any changes are made in the treatment plan.

School Information and Procedures

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. To do this, be sure the office and your child's teacher have 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

Arrival and Dismissal

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 8:00-8:15 am 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. Classes start promptly at 8:20 am. Breakfast opens at 7:45 a.m. and only students who are eating breakfast will be allowed to enter the office. Students who arrive at their class after 8:20 a.m., must check in at the office and get a tardy slip.

School Information and Procedures

Arrival and Dismissal (cont.)

Dismissal:

School ends daily at 2:40pm. 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!

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 8:20 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).

School Information and Procedures

Campus Safety Plan

Raymond Case Elementary School has (as a part of the d 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 Visits

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.

Dress Code

All students should be able to dress comfortably for school without fear of or actual body shaming or unnecessary discipline. Unnecessary discipline includes any act of discipline that is not aligned with the beliefs and purposes defined in this policy. No student should be disproportionately affected by dress code enforcement because of gender, gender identity, gender expression, religion, race, socioeconomic status, body size or body maturity. The dress code policy should connect to a positive vision of self and support college, career, and life readiness. The dress code policy should focus on education and development of students over punishment.

The primary responsibility for a student's attire resides with the student and families. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

- Promote the wearing of clothing or accessories that do not interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.

School Information and Procedures

Dress Code (cont.)

- Ensure certain body parts must be covered for all students: Students must wear tops, bottoms, shoes, and clothing that covers private areas.
- Ensure clothing worn as outerwear shall be broadly considered as outerwear (i.e., underwear and swimwear of similar design are not allowed to be worn as outerwear).
- Maintain a physically safe learning environment in classes where protective or supportive clothing is needed, such as PE (athletic attire/shoes) or outdoor activities where sun-protective clothing is needed.
- Promote the wearing clothing or accessories without offensive images, language, or content that is racist, lewd, vulgar, or obscene, including profanity, hate speech, pornography, or references to alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Promote the wearing of clothing and accessories that reasonably cannot be construed as containing fighting words (including inciting gang conflict), speech that incites others to imminent lawless action, defamatory speech, or threats to others.

Please note: The school is not responsible for lost or stolen hats and sunglasses.

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 workplace immediately and make arrangements to change into appropriate attire.
- Final decisions will be made by the school principal.

Early 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 binder 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.**

School Information and Procedures

Field Trips

- To attend a school field trip, students must return a correctly completed field trip form by the deadline stated 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. *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.

Food and Nutrition Services

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. This year, all students qualify for free breakfast/lunch. **Please complete an application each school year.**

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.

School Information and Procedures

Guidelines for Grading of Elementary Students

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.

School Information and Procedures

Guidelines for Grading of Elementary Students (cont.)

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

A (90-100%)	Outstanding Achievement	4.0 grade points
B (80-89%)	Above Average Achievement	3.0 grade points
C (70-79%)	Average Achievement	2.0 grade points
D (60-69%)	Needs Improvement	1.0 grade point
F (0-59%)	Unacceptable	0 grade points

**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 +, ü, -, 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.

School Information and Procedures

Guidelines for Grading of Elementary Students (cont.)

In grades 1-6, teachers will use +, P, 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.

Home/School Communication

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.

School Information and Procedures

Homeroom 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 the price of the book are sent home after two or three weeks. **Please respond quickly and promptly to payments of lost books.**

School Information and Procedures

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.**

Recognition, Honors, and Awards

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: Grade 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, work collaboratively with others to solve problems, and contribute to a safe and peaceful school environment.

Principal's Award: Grades 1-6 Criteria: 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 late arrivals or early dismissals will disqualify the student for attendance awards.

School Information and Procedures

Registration

Registration for the 2022-2023 school year is taken throughout the school year. Kindergarten registrations for the 2023-2024 school year will be taken beginning in January, 2023.

Supplies

Based on Education Code Section 49011, 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 club orders
- Cash donations for field trip costs
- Cash donations for school camps such as 6th grade Science Camp, etc.
- Classroom projects
- Personal hygiene items (i.e. tissue)

Telephone Use by Students

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.

School Information and Procedures

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 books. 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.

Treat Policy

At Raymond Case Elementary, we enjoy honoring students on their birthday. We also respect families that do not want us making a big deal out of their child's birthday.

Teachers take great pride in making your child feel special on their birthday. If you do feel the need to send something for your child to enjoy with her or his classmates, then please follow the birthday guidelines below.

The District prohibits any distribution of food or treats outside the school lunch program, except foods that are individually, commercially wrapped. Food items made at home may not be distributed within the school. If your child wants to bring a birthday treat, encourage them to bring in a healthy snack or even better; bring an item for the classroom such as a classroom book or other classroom supplies such as pencils, erasers, etc. **The reason for this strict interpretation of school district policy is because of the growing number of students who struggle with food allergies, diabetes, and childhood obesity.** Individually packaged items that would be considered healthy snacks include: pretzels, baked crackers, and granola bars. Please do not send cupcakes, doughnuts, or sheet cakes for your child's birthday treats. These items are not individually wrapped and do not meet the guidelines. **Teachers need to account for all allergies prior to distributing food in their classroom or lunchroom.**

School Information and Procedures

Transportation

Bussing is only provided for students in special education classrooms and for students who have been offloaded from a different school site, due to overcrowding.

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 from 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.

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-day suspension from riding the bus/notification to the parent.
4. Fourth Violation: Ten-day 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.

School Information and Procedures

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.

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.

Head Lice Policy

Head lice is an infestation of adult lice, larvae, and/or eggs (nits) on the 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 a child is found to have live head lice:

1. The parent/guardian will be notified immediately and provided with treatment options. The student may stay in school until the end of the day.
2. Upon return to school, the student will be rechecked for live head lice. If any are found, the student will not be allowed to attend school until the infestation has been cleared.
3. Any siblings located at the same school will be checked while maintaining privacy.

School Information and Procedures

Volunteer Background Checks

Applicants interested in volunteering should contact the school directly to obtain information regarding volunteer opportunities available. All volunteers must be cleared by the district prior to participating in school activities (ie. Classroom support, Field Trip Chaperone, etc.)

Check EGUSD requires that all volunteer candidates who work with students be fingerprinted as part of a criminal background check. Even volunteers that work under the direct supervision of a District employee need to be fingerprinted. The fingerprint check is done by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Both agencies provide the district with a record of prior convictions or pending arrests or citations. The district reviews this report with a specific interest in the history of offenses, pattern of offenses, time of offenses, and for drug crimes, sexual crimes, or serious or violent felonies. After receiving and reviewing the fingerprint reports, volunteer candidates may be authorized as volunteers, based upon the discretion of the district, and must be cleared or authorized as volunteers, prior to contact with students. This is the same background check that district employees must pass prior to being hired. Volunteers are not charged for fingerprinting. The service is available in Room 103-A in the Robert L. Trigg Education Center, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624. For more information, please call (916) 686-7795, ext. 67172, or visit: www.egusd.net/about/district/safety.

Parent Involvement

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.** One of the most significant indicators for successful student achievement is a highly involved parent community. 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 Fundraisers

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

English Language Advisory Committee

Five Star Family

Volunteer at five events during the year and your family will qualify to join our end of year swimming party

Participate in the School Site Council

Elected Positions

Volunteer for a special event

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!!!

Parent Involvement

Reporting to Parents

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.

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.**

You are encouraged to contact your child's teacher to set up a conference at any time that you have concerns. Once or twice each year parents are invited to attend a formal conference with the teacher. During these conferences, parents should feel free to ask questions and share ideas about each child's progress and behaviors. If you have questions regarding a progress report, please call your student's teacher.

Parent Involvement

Parent and Family Engagement Policy

Raymond Case Elementary School

Title I, Part A School-Level Parent and Family Engagement Policy

2022 - 2023

The school-level parent and family engagement policy shall describe the means for how each school shall carry out the following requirements. (20 U.S.C. Section 6318[b][1])

Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])

- Principal's Meet and Greet/Q&A
 - August 19th @ 2:30 p.m.
- Title I Parent Meeting
 - August 18th, 2021 @ 5:15 m.m.
- Kindergarten Orientation
 - August 9th AM Kindergarten 3:30 p.m.
 - August 9th PM Kindergarten 4:00 p.m.
- Title I Parent Meeting/Back to School Night
 - Thursday, August 18th, 2022
 - Session #1 @ 5:15 p.m.
 - Session #2 @ 6:00 p.m.
 - Session #3 @ 6:30 p.m.

Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

- See above to Title I Parent Information Meetings
- ELAC meetings to alternate between AM and PM meetings
- PTO meetings to alternate between AM and PM meetings.

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. Section 6318[c][3])

- School Site Council – Minimum of 5 times per year
- ELAC – Minimum 4 times per year
- Title I Parent Involvement Meeting – Beginning of the year

Parent Involvement

Parent and Family Engagement Policy (cont.)

- Monthly Principal Q&A Zoom Sessions

Provide parents of participating children with timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])

- Title I Parent Meeting
- SSC Meetings
- ELAC Meetings
- School Newsletter
- School Website

A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])

COMMON CORE STANDARDS:

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. The 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:

Parent Involvement

Parent and Family Engagement Policy (cont.)

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 Wonders reading program (K-6), library books and computer programs.

Wonders:

Wonders is a research-based language arts curriculum for students in kindergarten through sixth grade. Wonders is directly aligned with both State and District Reading/Language Arts Standards.

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.

Wonders 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 Wonders, 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 *California GO Math* program involves mastery of arithmetic skills, the application of these skills, and the understanding of key mathematical concepts. Particular emphasis is placed on

Parent Involvement

Parent and Family Engagement Policy (cont.)

providing students with concrete experiences with math concepts. Go Math program is aligned with the 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.

HISTORY/SOCIAL SCIENCE:

The K-6 History/Social Science program in the Elk Grove Unified School District is standards-based with an emphasis on both subject-area content and historical and social science analysis skills. The K-6 curriculum (McGraw-Hill Education) contains 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 people and events of the past.

SCIENCE:

In EGUSD, science instruction is aligned to the Next Generation Science Standards and the 2016 Science Framework for California Public Schools. As such, students will investigate and make sense of the life, physical, and earth & space sciences by engaging in the science and engineering practices. Science concepts build across grade levels and increase in complexity and depth as students progress through grade bands. While constructing a foundation of scientific knowledge, students will also develop skills in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using math and computational thinking, construction explanations, engaging in argument from evidence, and evaluating and communicating information.

The adopted instructional materials for use in grades K-5 is Amplify Science (2019), and grade 6 will use Accelerate Learning STEMscopes CA3D Earth & Space Science (2019).

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])

Parent Involvement

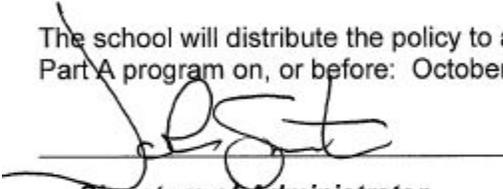
Parent and Family Engagement Policy (cont.)

- Parent meetings by request
- Title I Parent Involvement Meetings
- SSC
- ELAC
- AAPAC
- Back to School Night

If the Title I schoolwide plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the district. (20 U.S.C. Section 6318[c][5])

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed on with parents of children participating in Title I, Part A programs. This policy was adopted by the Raymond Case Elementary School on October 13th, 2022 and will be in effect for the period of one year from October 13th, 2022

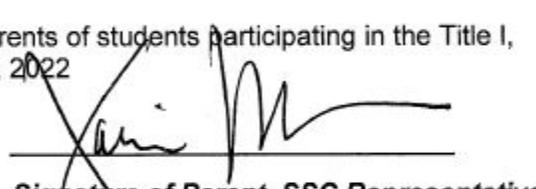
The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 14th, 2022



Signature of Administrator

10/17/22

Date



Signature of Parent, SSC Representative

10/17/22

Date

October 13th, 2022

Parent Involvement

School-Parent Compact

Raymond Case Elementary School

School-Parent Compact

2022 - 2023

As a component of the school-level parent and family engagement policy, each school served under Title I, Part A shall jointly develop with parents for all children served under this part a school-parent compact. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements. (20 U.S.C. Section 6318[d])

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. Section 6318[d][1])

Our VISION Statement

Raymond Case Elementary School will provide a positive, safe, and culturally responsive environment that ensures exemplary academic growth for all students to become lifelong learners and productive citizens on their path to college and career readiness.

Our MISSION Statement

Raymond Case Elementary will accomplish our vision by:

- teaching a relevant and rigorous CCSS based curriculum, using assessments to drive instruction to meet the needs of our diverse student population.
- providing a safe environment through PBIS and character education for students and staff.
- collaborating effectively within and across grade level teams.
- encouraging involvement by partnering with parents and community

Responsibilities of the School:

In carrying out the parent and family engagement requirements of Title I, Part A, districts and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended

Parent Involvement

School-Parent Compact (cont.)

by the ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. Section 6318[f])

Raymond Case Elementary School included parents/families of English Learners (EL), Students with Disabilities (SWD) and migrant students, including translation and interpretation through:

- English Language Advisory Committee (ELAC)
- Title I Parent Meetings
- Back to School Night
- School Site Council
- PTO meetings
- Parent/Student conferences
- Parent University Opportunities

Provide assistance to parents of children served by the school or district, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. Section 6318[e][1])

- Professional Development – Framework for High Quality Instruction
- Professional Development – Culturally Responsive Pedagogy.
- California Standards for the Teaching Profession
- Assessment Literacy
- Professional Learning Communities

Provide materials and training to help parents to work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. Section 6318[e][2])

- Back to School Night
- PTO Meetings
- ELAC
- Parent University
- Family and Community Engagement (FACE) office
- Monterey Trail Regional Equity Coalition (MTREC)
- African American Parent Advisory Committee (AAPAC)

Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. Section 6318[e][3])

- Monterey Trail Regional Equity Coalition

Parent Involvement

School-Parent Compact (cont.)

- AAPAC
- ELAC
- Culturally Responsive Practices (Removing Labels) Book Study
- FACE Office

To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. Section 6318[e][4])

- MTREC
- ELPAC
- PTO
- Parent Universities
- FACE Office
- Student Led Parent Conferences

Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. Section 6318[e][5])

- School Messenger (Email, phone, text)
- School Website
- Monthly Newsletters
- Class/School Dojo Messages
- School Marquee
- Back to School Night

Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. Section 6318[e][14])

- School Site Council
- ELAC
- MTREC
- AAPAC
- Parent Universities

Responsibilities of the Parents:

The Parents/Guardians agree to the following responsibilities to increase their student's academic success:

- Monitor attendance
- Make sure homework is completed
- Become a volunteer partner with the school, when possible
- Participate in decisions relating to their children's education

Parent Involvement

School-Parent Compact (cont.)

- Stay informed about their child's education and communicate with the school by reading all notices from the school or the district and responding when requested
- Serve, when possible, on parent advisory groups such as the School Site Council, Parent Teacher Committee, English Language Advisory Committee, and district level committees.

Responsibilities of the Teachers:

The school shall address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following (20 U.S.C. Section 6318[d][2]):

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. Section 6318[d][2][A])

- Fall Parent Conferences are scheduled from November 14 – 18, 2022
- Spring Parent Conferences are scheduled from February 28th – March 3rd, 2022.
- Parents may schedule a conference any time when a concern arises.

Frequent reports to parents on their children's progress. (20 U.S.C. Section 6318[d][2][B])

- Grade reports are sent out regularly
- Parents may track grade on Synergy
- Deficiencies are sent out six weeks prior to the end of each term.

Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. Section 6318[d][2][C])

- Once cleared, arrangements may be made given permission by the teacher with a minimum of 24 hours notices and with fingerprint clearance.

Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. Section 6318[d][2][D])

- Translation services are available upon request in most languages in EGUSD.

This compact was adopted by the Raymond Case Elementary School on October 13th, 2022 and will be in effect for the period of one year from October 13th, 2022.

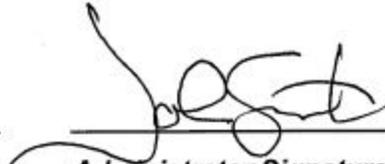
The school will distribute the compact to all parents of students participating in the Title I, Part A program on, or before: October 14th, 2022

Parent Involvement

School-Parent Compact (cont.)

John Santori

Administrator Name

 10/17/22

Administrator Signature Date

Valerie Williams

Parent Name

 10/17/22

Parent Signature Date

October 2022

Parent Involvement

Parents' Right to Know Regarding Teacher Qualifications



RAYMOND CASE ELEMENTARY SCHOOL

8565 SHASTA LILY DRIVE
ELK GROVE, CA 95624
PHONE (916) 681-8820 FAX (916) 681-8807

John Santin, Principal
Laura Smetak, Vice Principal

jsantin@egusd.net
lsmetak@egusd.net



To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact John Santin at (916) 681-8820.

Sincerely,

John Santin

The Raymond Case Elementary School welcomes those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact our school office at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).]

California Department of Education
Revised May 2017

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

Positive Behavior Intervention Supports

Pledge of Good Citizenship

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.

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.

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.

We will be Respectful.

- We will listen while others speak.
- We will speak courteously.
- We will not damage others' property.
- We will follow directions.

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.

We will be Trustworthy.

- We will be honest and tell the truth.
- We will keep our work and be reliable.
- We will not deceive, cheat, or steal.
- We will be loyal to ourselves, friends, family and community.

Positive Behavior Intervention Supports

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.

Instruction for Positive Behavior

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.

Positive Behavior Intervention Supports

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.

Show Respect for Self and Others and treat all property with respect.

Students shall be courteous by speaking politely to adults and other students.

Students shall not harass, tease, bully or put each other down.

Students shall not instigate other students into fighting.

Students shall take responsibility for their behavior.

Students shall respect the school, school property and the property of all others.

Always act in a safe and appropriate manner (Hands Free).

Students shall not fight or play fight, this includes karate, pushing, kicking, tripping, playing tag, biting, grabbing or holding other students.

Follow Directions of all School Adults – the first time given

Be courteous and respectful to all adults.

Maintain Responsible Student Behavior

Maintain a positive attitude:

- believe in yourself
- try your best
- raise your hand and ask questions when you don't understand.

Come to school prepared to learn:

- do your homework and read every night
- learning materials you need shall be ready (pencils, paper, rulers, etc.)

Parent Responsibilities

- Accept the rights of the school and board of education to maintain standards of behavior for all students.
- Review district discipline guidelines and school rules with your child to make sure they understand school expectations.
- Get children to school daily and on time.
- Provide necessary study materials/supplies and provide a suitable situation for study at home.
- Keep track of scholastic progress.

(E.C. 35181p, 48290t A Guide to School Discipline K-12, EGUSD)

Positive Behavior Intervention Supports

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

- Provide support for teachers as they carry out their discipline responsibilities.
- Establish and enforce school rules to ensure a safe educational environment.
- Communicate school rules and consequences to students, parents and staff.
- 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

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

EGUSD Responsibilities

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

Positive Behavior Intervention Supports

Lunchroom Behavior Standards and Expectations

- Students will be courteous by speaking politely to adults and other students.
- Students will use acceptable table manners.
- Students will leave the lunch area and tables clean and tidy.
- Students will walk at all times in the multi-purpose room.
- Students will remain seated at assigned tables and will get permission from lunchroom staff to leave tables for any reason.
- Students may talk in the lunchroom in a normal "inside voice".
- Students must consume all food at the lunch tables. **Food is not to be taken from the multi-purpose room.**
-

Campus Safety Expectations

- Students will be allowed to remain in a classroom only when directly supervised by an adult.
- Restrooms will be used only for the purpose for which they are designed. Playing and socializing in restrooms *will not be permitted*.
- Students will WALK to and from locations on campus.
- Playground equipment will be used properly. Playground balls should not be kicked on the blacktop.
- Students will resolve problems without resorting to physical contact, fighting may be cause for *immediate suspension*. Play fighting, tag games, and pushing or shoving is a violation of **Hands Free**.
- Sand, rocks and other objects are not for throwing.
- Students will remain on the playground during recess time. **Office visits require a pass.**
- Toys are not permitted unless special permission has been granted by a teacher.
- Drinking fountains and restrooms will only be used before the freeze bell rings.
- Gum will not be allowed on campus. Snacks should be nutritional.
- Gang related paraphernalia will not be tolerated.
- Students will use appropriate language at school. Foul language and gestures will not be permitted.
- Dodgeball, football and tag games will not be allowed during recess.
- 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.

Positive Behavior Intervention Supports

Assembly Expectations

- Walk in silently, hands by side.
- Sit with legs crossed, facing the front. Keep hands and feet to yourself.
- Stay seated with your class.
- Leave an aisle in the middle and between each class.
- Display good listening behavior and use good manners.
- At the end of the assembly, stay seated until you are signaled to stand. File out by rows, silently, when directed by your teacher.

Break/Recess Expectations

- Students will use designated play areas during recess.
- Students will remain in a school approved activity at all times during recess.
- Students are not to come to the office area without a written pass from the yard supervisor or teacher.
- Students shall not interrupt other classes during recess by asking to help a teacher.
- Break time is the appropriate time to get a drink of water and to use the restroom facilities.
- 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.
- Recess mentors will direct students with equipment to walk the equipment to the equipment racks. When the whistle is blown, students walk (not run) directly to line.

Game Rules

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 player fails to return the ball or commits a fault.
- 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.
- Students must say, "Nice try but you're out" following a fault.

Positive Behavior Intervention Supports

Game Rules (cont.)

Four Square (cont.)

- 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.
- 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.
- Students must say, "Nice try but you're out" following a fault.
- Faults include the following:
 - Hitting the ball sidearm, overhand, or with 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 choose 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.

Positive Behavior Intervention Supports

Game Rules (cont.)

Tetherball (cont.)

- 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 person in line or the winner is expected to say, "Nice try but you're out."
- Fouls include the following:
 - 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 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 "Bubblied."

Playground Bars

Two hands must be kept on the bars at all times. The following is NOT allowed:

- Cherry drops
- Playing underneath bars
- Sitting on bars
- Tag on bars or in wood chip area
- 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 3 players on each team**, or a maximum of 6 total players on the court at a time.
- Additional players waiting may be subs and sub in following the player who made the last shot.

Positive Behavior Intervention Supports

Game Rules (cont.)

Basketball (cont.)

- 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, and 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, non-competitive and non-contact. Students must maintain appropriate sportsmanship and rough play will not be tolerated. Students must remain on their feet and no sliding. Students demonstrated rough play, bad sportsmanship or inappropriate behavior, will not be allowed to play soccer during recess.

Positive Behavior Intervention Supports

Game Rules (cont.)

Jump Ropes

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

Soccer

Soccer at Raymond Case Elementary School is to be recreational, non-competitive and non-contact. Students must maintain appropriate sportsmanship and rough play will not be tolerated. Students must remain on their feet and no sliding. Students demonstrated rough play, bad sportsmanship or inappropriate behavior, will not be allowed to play soccer during recess.

Other Approved Recess Activities

- Hop Scotch
- Jogging/walking for fitness
- Reading at the picnic tables
- Eating healthy snacks at the picnic tables
- Volleyball
- Kickball

Progressive Discipline

General 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 teaching or the 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 progress to Stage 2 if they continue to misbehave in Stage 1.

Positive Behavior Intervention Supports

Progressive Discipline (cont.)

Progression of Consequences

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: Students will be referred to the office for potential discipline.

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

Education Codes Related to Discipline

Disciplinary Practices

A student may be disciplined, suspended, or expelled for acts enumerated in Disciplinary Practices and Progressive Discipline that are related to school activity or school attendance

occurring at any district school or within any other school district, including, but not limited to, any of the following:

While on school grounds.

While going to or coming from school.

During the lunch period whether on or off campus.

During, while going to, or coming from a school sponsored activity.

For 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. [EGUSD AR 5144.1]

Alternatives, Interventions and Progressive Discipline

The Elk Grove Unified School District has a defined and progressive set of interventions, remediations and consequences that schools follow when a student misbehaves.

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]

Positive Behavior Intervention Supports

Education Codes Related to Discipline (cont.)

Alternatives, Interventions and Progressive Discipline (cont.)

- Parent Contact – verbal or written communication with the parent or guardian
- Counseling – individual or group meetings of the student, which consist of teachers, counselors, administrators, parents, and the student to address the behavior issue and develop a plan of action to correct the student's behavior.
- Personal Responsibility – students participate in directed activities such as written apologies, restitution, school/community service, conflict resolution skills.
- Detention – Students participate in behavior modification for a period of 30 minutes to 1 hour during non-instructional time.
- Community Service - Student may be assigned work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.
- Parent Conference – a formal meeting between the parents or guardians and school personnel to discuss the student's needs.
- In-School Suspension – assignment of student to separate supervised activity during the school day with the intent of correcting inappropriate activity.

Grounds for Suspension or Expulsion

A student shall not be disciplined, suspended or recommended for expulsion unless the Superintendent, a designee or the principal of the school in which the student is enrolled determines the student has violated one or more parts of an act as defined by any of the following subdivisions identified in Ed Code 48900 inclusive of:

- Acts of Violence [E.C. 48900(a)]
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]
- Sale of "Look-Alike" Controlled Substance or Alcohol [E.C. 48900(d)]
- Robbery or Extortion [E.C. 48900(e)]
- Damage to Property [E.C. 48900(f)]
- Theft or Stealing [E.C. 48900(g)]
- Tobacco [E.C. 48900(h)]

Positive Behavior Intervention Supports

Education Codes Related to Discipline (cont.)

Grounds for Suspension or Expulsion (cont.)

- Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]
- Drug Paraphernalia [E.C. 48900(j)]
- Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)]
- Possession of Stolen Property [E.C. 48900(l)]
- Imitation Firearm [E.C. 48900(m)]
- Sexual Assault or Sexual Battery [E.C. 48900(n)]
- Harassment of a Student Witness [E.C. 48900(o)]
- Prescription Drug Soma [E.C. 48900(p)]
- Hazing [E.C. 48900(q)]
- Bullying and Bullying by Electronic Act [E.C. 48900(r)]

(Please see the attached Table of Education Codes Related to Discipline for more details.)

Students who commit these offenses may be suspended from school and/or to the Superintendent's designee with the recommendation for reassignment to an alternative program or expulsion and transfer to an alternative program. Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures.

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. A principal or designee may suspend a student for up to five days. A teacher may suspend a student for the remainder of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended under certain conditions.

There are two kinds of suspension – on-campus suspension and home suspension. Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary.

Positive Behavior Intervention Supports

Education Codes Related to Discipline (cont.)

Grounds for Suspension or Expulsion (cont.)

Expulsion, as ordered by the Board of Education, is the removal of a student from all schools in the Elk Grove Unified School District for violating the California Education Code. 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 due process and rights to appeal any order of expulsion.

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 48900(a)-(e) or if the student's presence causes a danger to persons. [E.C. 48900.5]

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through 48900.7 and which are not specifically listed or addressed under Education Code 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)]

The Role of Parents and Guardians

School rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning.

Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year, with special emphasis during critical transitional years when children move from elementary to middle school, and from middle to high school. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions.

Positive Behavior Intervention Supports

Education Codes Related to Discipline (cont.)

The Role of Parents and Guardians (cont.)

The Elk Grove Unified School District is committed to strong partnerships between home and school to establish and enforce appropriate standards of conduct for students. In the event of student misconduct, teachers, school or district personnel will contact parents first, unless the infraction is so serious that police notification is mandated.

Assistance is available for parents or guardians who are dealing with difficult or out-of-control children. Parents are given tools to empower them as they work toward modifying the behavior of their difficult children.

Behavioral Requirements for Participation in Graduation Ceremonies

Students must demonstrate good citizenship to participate in the graduation ceremony. Any student who has received an off-campus suspension from school in the spring semester prior to graduation will be notified in writing that if a second off-campus suspendable event occurs, he/she will not be eligible to participate in the graduation ceremony. Any senior student who receives an off-campus suspension within the last 20 school attendance days prior to the date of graduation may be denied the privilege of participating in the graduation ceremony, even if that off-campus suspension is the student's first off-campus suspension during his/her senior year. If a student receives an off-campus suspension that falls on the day of graduation practice or of the graduation ceremony, that student will not be allowed to participate in graduation. A senior student with a second off-campus suspension will be denied the privilege of participating in the graduation ceremony. In addition, a senior student may not attend the graduation ceremony while under off-campus suspension, even if the off-campus suspension is the first for the student during the senior year. Each high school student and his/her parent/guardian will receive annual notification of this policy. [B.P. 5127(a)]

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.

Positive Behavior Intervention Supports

Education Codes Related to Discipline (cont.)

Prohibition on Possession and Use of Tobacco and Nicotine Products (cont.)

“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)(1), and/or other applicable laws. [E.C.48901]

Law Enforcement Partnerships

The Division of Safety and Security works in cooperation with the Sacramento County Sheriff’s Department. This department also works closely with the Elk Grove Police, Sacramento Police, Rancho Cordova Police and the Sacramento County Probation Department. Each comprehensive high school region has an assigned Sheriff’s deputy as a School Resource Officer (SRO).

The SRO is stationed at the high school and works with each region’s middle school and elementary schools’ site staff to enforce laws and mentor the District’s youth. Additional officers are dedicated to the alternative education sites, assist at elementary and middle schools as well as address truancy problems.

Interview of a Student by Law Enforcement

Students can be interviewed by law enforcement officers while at school. In instances where law enforcement is involved, the principal or designee shall attempt to minimize disruption at the school and provide privacy to the student. School officials are required to make every effort to contact a parent or guardian at the time a peace officer requests to interview a student, unless directed not to by the peace officer. For example, no notification will be made in the case of child abuse or neglect. The principal or designee may be present for the interview if allowed by the officer and with the student’s approval. [B.P. 5145.11]

Positive Behavior Intervention Supports

Education Codes Related to Discipline (cont.)

Release of a Student to Peace Officer

If a peace officer removes a student from school, the principal or designee shall take immediate steps to notify a parent or guardian, except when a student has been taken into custody as a victim of suspected child abuse or neglect. In such cases, the peace officer will notify the parent or guardian. [E.C. 48906; Penal Code 11165.6]

Search and Seizure Policy

The Search and Seizure Policy governs the District's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5145.12, school officials may conduct a search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the school or District.

General inspections of school properties, such as lockers and desks, may be conducted on a regular, announced basis. Any items in a locker shall be considered the property of the student to whom the locker was assigned.

The school principal or designee may search the person of a student, the student's locker, backpack, purse or other belongings if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325; B.P. 5145.12]

To ensure the safety of students and staff, schools may conduct random searches for weapons using metal detectors.

The District may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or District policy. Dogs may be used in the inspection of lockers, vehicles, or personal property, but may not be used to search a person.

Positive Behavior Intervention Supports

Williams Settlement Complaint Procedure

Complaint policies and forms are available at the school office and are available online at: www.egusd.net/about/district/policiesproceduresnotices. The following procedures shall be used to file Williams related complaints:

- Complaint forms can be turned in to the principal or designee who will make every reasonable attempt to investigate.
- Complaints beyond the site authority will be forwarded to the District within 10 days.
- Complaints may be filed anonymously. The form will have a box to mark if a response is requested. The complainant must be identified and provide a mailing address on the complaint form to receive a written response.
- Valid complaints shall be remedied within 30 days of receipt.
- If a response was requested, it shall be provided by mail within 45 days of resolution to the address listed. The principal will also inform the Superintendent of the resolution within the same time frame.
- If dissatisfied with the resolution, the complainant may file a request to describe the complaint to the governing board at a regularly scheduled meeting.
- If the complaint involves a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution proffered by the principal or appropriate District official has the right to file an appeal to the Superintendent of Public Instruction.
- The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records.

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.

Positive Behavior Intervention Supports

Education Codes Related to Discipline (cont.)

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.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education and Career Technical and Technical Training
- Career Technical Education
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care and Pupils who are Homeless
- Every Student Succeeds Act / No Child Left Behind
- Local Control Accountability Plans (including Charter Schools as described in EC §§ 47606.5 and 47607.3);
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- Rights of certain juvenile court school transfer students
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

Positive Behavior Intervention Supports

Education Codes Related to Discipline (cont.)

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, special education programs, homeless education, foster youth services, rights of certain juvenile court school transfer students, reasonable accommodation for a lactating student on a school campus, assignment of a student to a course without educational content for more than a week in one semester or to a course the student has previously completed, noncompliance with the physical education instructional minutes for students in elementary school, alleged retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy, and noncompliance with the Local Control and Accountability Plan (LCAP).

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. A copy of our UCP complaint policies and procedures is available free of charge and is available on the District's website at the following link: <http://www.egusd.net/about/district/policiesproceduresnotices/>

Student Supports

Academic Interventions

Academic Interventionists are on staff to provide additional support to students with achievement gaps in core academic subjects. Students are identified by classroom teachers, using district diagnostic and interim assessments. Academic intervention sessions are based on a pull-out model and specialized, targeted curriculum and instruction is used to narrow achievement gaps.

Mental Health Therapist

Our MHT is on campus two days a week or as needed in a crisis. Parents may request MHT support for their child.

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.

Student Supports

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.

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.