

Elk Grove Unified School District Parent School Agreement

We, the students, parents and school staff of Maeola R. Beitzel Elementary believe that all students can achieve to their fullest potential when families and teachers support student learning and work together. Please show your commitment to your child’s education by reading this document and the attached parent handbook. Your signature indicates that you have received this document and join us in a partnership to educate your child.

As part of this Agreement, *the principal and all school staff* agree to:

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

As part of this Agreement, *teachers* agree to:

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

As part of this Agreement, *parents* agree to:

1. Assure that students get adequate sleep, healthy nutrition, and get to school on time.
2. Attend school events, participate actively in home/school communication, and volunteer when possible.
3. Encourage children to read by reading to them and listening to them read.
4. Monitor homework and encourage students to do their very best at all times.
5. Expect that students will behave at school and follow school rules.
6. Abide by school hours and adhere to school traffic and safety plan.

As part of this Agreement, *students* agree to:

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

Principal _____ Date: _____ Teacher _____ Date: _____

Parent _____ Date: _____ Student _____ Date: _____

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Mission Statement
of the
Elk Grove Unified School District
Adopted by the Board of Education on June 18, 2001

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

Our Core Values

- ⇒ Outcomes for students
 - Achievement of core academic skills
 - Confident, effective thinkers and problem solvers
 - Ethical participants in society
- ⇒ Commitments about how we operate as an organization
 - Supporting continuous improvement of instruction
 - Building strong relationships
 - Finding solutions
- ⇒ High expectations for learning for **ALL** students and staff
 - Instructional excellence
 - Safe, peaceful, and healthy environment
 - Enriched learning environment
 - Collaboration with diverse communities and families



**Maeola R. Beitzel Elementary School
Promotes A
Life Long Love of Learning
In a Supportive and Academically Stimulating
Environment**

At Maeola R. Beitzel Elementary School, we view the student as a person of immeasurable value and exciting potential. We respect the individual's rights, feelings, and responsibility for self. This enables us to deal with students logically, gently, and sensibly with love and respect.



Dear Students and Families:

Welcome to Maeola R. Beitzel Elementary School. There are four attributes that become a part of all students at Maeola R. Beitzel Elementary School. Our PBIS motto at Beitzel is R.O.A.R.

We are to be:

Respectful - Treating others the way they would like to be treated.

Observant - Adhering to the rules and expectations at Beitzel

Accountable - All students are responsible for their actions.

Ready to Learn - Be prepared to *learn* today and *lead* tomorrow.

R.O.A.R. is a systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

Daily Schedule

Mon - Tues - Wed - Fri

1st - 6th Grades 8:00 AM - 2:20 PM

AM Kindergarten 8:00 AM - 11:20 AM

PM Kindergarten 10:46 AM - 2:20 PM

Transitional Kinder 10:46 AM - 2:20 PM

SDC Class 8:00 AM - 2:20 PM

Preschool - Headstart 7:45 AM - 11:00 AM

Preschool - State 12:00 PM - 2:45 PM

Breakfast 7:25 AM - 7:55 AM

Morning Recess Grades

1st & 2nd 9:25 AM - 9:40 AM

3rd & 4th 9:45 AM - 10:00 AM

5th & 6th 10:20 AM - 10:35 AM

Lunch 1st Grade 10:50 AM - 11:10 AM

Recess 1st Grade 11:10 AM - 11:30 AM

2nd Grade 11:10 AM - 11:30 AM

2nd Grade 11:30 AM - 11:50 AM

3rd Grade 11:30 AM - 11:50 AM

3rd Grade 11:50 AM - 12:10 PM

4th Grade 11:50 AM - 12:10 PM

4th Grade 12:10 PM - 12:30 PM

5th Grade 12:10 PM - 12:30 PM

5th Grade 12:30 PM - 12:50 PM

6th Grade 12:30 AM - 12:50 PM

6th Grade 12:50 PM - 1:10 PM

EVERY THURSDAY

Early Out Thursdays

1st - 6th Grade 8:00 AM - 1:30 PM

TK 10:46 AM - 1:30 PM

AM Kindergarten 8:00 AM - 11:20 AM

PM Kindergarten 10:46 AM - 1:30 PM

Breakfast 7:25 AM - 7:55 AM

Morning Recess Grades

1st & 2nd 9:25 AM - 9:40 AM

3rd & 4th 9:45 AM - 10:00 AM

5th & 6th 10:20 AM - 10:35 AM

Lunch 1st Grade 10:50 AM - 11:10 AM

Recess 1st Grade 11:10 AM - 11:30 AM

2nd Grade 11:10 AM - 11:30 AM

2nd Grade 11:30 AM - 11:50 AM

3rd Grade 11:30 AM - 11:50 AM

3rd Grade 11:50 AM - 12:10 PM

4th Grade 11:50 AM - 12:10 PM

4th Grade 12:10 PM - 12:30 PM

5th Grade 12:10 PM - 12:30 PM

5th Grade 12:30 PM - 12:50 PM

6th Grade 12:30 AM - 12:50 PM

6th Grade 12:50 PM - 1:10 PM

Minimum Day - Schedule

1st - 6th Grade 8:00 AM - 12:30 PM

Minimum Days: 11/1, 11/14 - 11/18, 12/9, 2/24,
3/7 - 3/10, 4/7, 5/31, 6/9

AM & PM Kinder 8:00 AM - 11:20 PM

Lunch 1st Grade 10:00 AM - 10:20AM

Lunch 4th Grade 11:00 AM - 11:20 AM

2nd Grade 10:20 AM - 10:40 AM

5th Grade 11:20 AM - 11:40 AM

3rd Grade 10:40 AM - 11:00 AM

6th Grade 11:40 AM - 12:00 PM

Rainy Day Lunches

1st Grade 10:50 AM - 11:25 AM

4th Grade 11:50 AM - 12:25 PM

2nd Grade 11:05 AM - 11:40 AM

5th Grade 12:30 PM - 1:05 PM



Elk Grove Unified School District
Board of Education

Christopher Hoffman, Superintendent
Bobbie Singh-Allen
Beth Albiani
Nancey Chaires Espinoza
Chet Madison, Sr.
Carmine S. Forcina
Dr. Crystal Martinez-Alire
Anthony "Tony" Perez

Elk Grove Unified School District
Administration

Christopher Hoffmann, Superintendent
Donna Cherry, Associate Superintendent for PreK-6 Education
Bob Roe, Director for PreK-6 Education
Fawzia Keval, Ed.D, Director for PreK-6 Education
Jenifer Avey, Director for PreK-6 Education

Elk Grove Unified School District
Robert Trigg Center
9510 Elk Grove-Florin Road
Elk Grove, CA 95624
(916) 686-7797

2016–2017 Year at a Glance

August 10	First Day of School
August 9	Back to School Night
September 5	Labor Day – No School
November 11	Veteran’s Day – No School
November 14-18	Minimum Days – Parent Conferences
November 18	Report Cards Go Home
November 18	Minimum Day

November 21 – November 25

Thanksgiving Break – No School

November 28	Return to School
December 9	Minimum Day

December 12 – January 3

Winter Break – No School

January 4	Return to School
January 16	Dr. M.L. King, Jr. Day – No School
February 13	Lincoln’s Birthday – No School
February 20	President’s Day – No School
February 24	Minimum Day – Report Card Prep
March 7-10	Minimum Days – Parent Conferences
March 10	Report Cards Go Home
April 7	Minimum Day – Last day before Spring Break

April 10 – April 21

Spring Break – No School

May 29	Memorial Day – No School
May 31	Minimum Day – Report Card Prep
June 9	Last Day of School – Report Cards Go Home

Educational Goals for 2016-2017

- **Full Implementation of New ELA Adoption Wonders and Common Core State Standards (CCSS) in ELA and Math K-6**
- **Development of Common Assessment System K-6**
 - Common Core aligned assessments K-6
 - Embedding Formative Assessments
- **Professional Learning Communities**
 - Develop SMART Goals (Grade Level, Site)
 - Focus on data and student achievement
 - Focus on key subgroup (EL, low socioeconomic, foster and accelerated)achievement
- **School Safety and Social Emotional Learning**
 - Building upon social emotional learning needs of all students
 - Positive Behavior Intervention System
 - School-wide safety plan and practices
 - Internet Safety
- **Professional Development for all staff**
 - Understanding CCSS and major instructional shifts required
 - Effective instructional strategies to facilitate engagement of **all** learners.
 - Analyzing data and monitoring student progress
 - Assessment of CCSS and determining student progress toward standard
 - Positive Behavior Intervention System School-wide training and implementation
- **Parent/Community Involvement**
 - Increase parent/community involvement school-wide
 - School functions (BTSN, Open House, etc.)
 - Parent Workshops/Universities and learning opportunities (Common Core Parent Nights, Go Math workshops, etc.)
 - Increase involvement in classroom and school functions of those groups not traditionally represented with focus on EL, low socio-economic, foster youth, accelerated

2016-2017 Staff

2016-2017 STAFF

Maeola R. Beitzel Elementary

Principal: Yvonne J. Wright

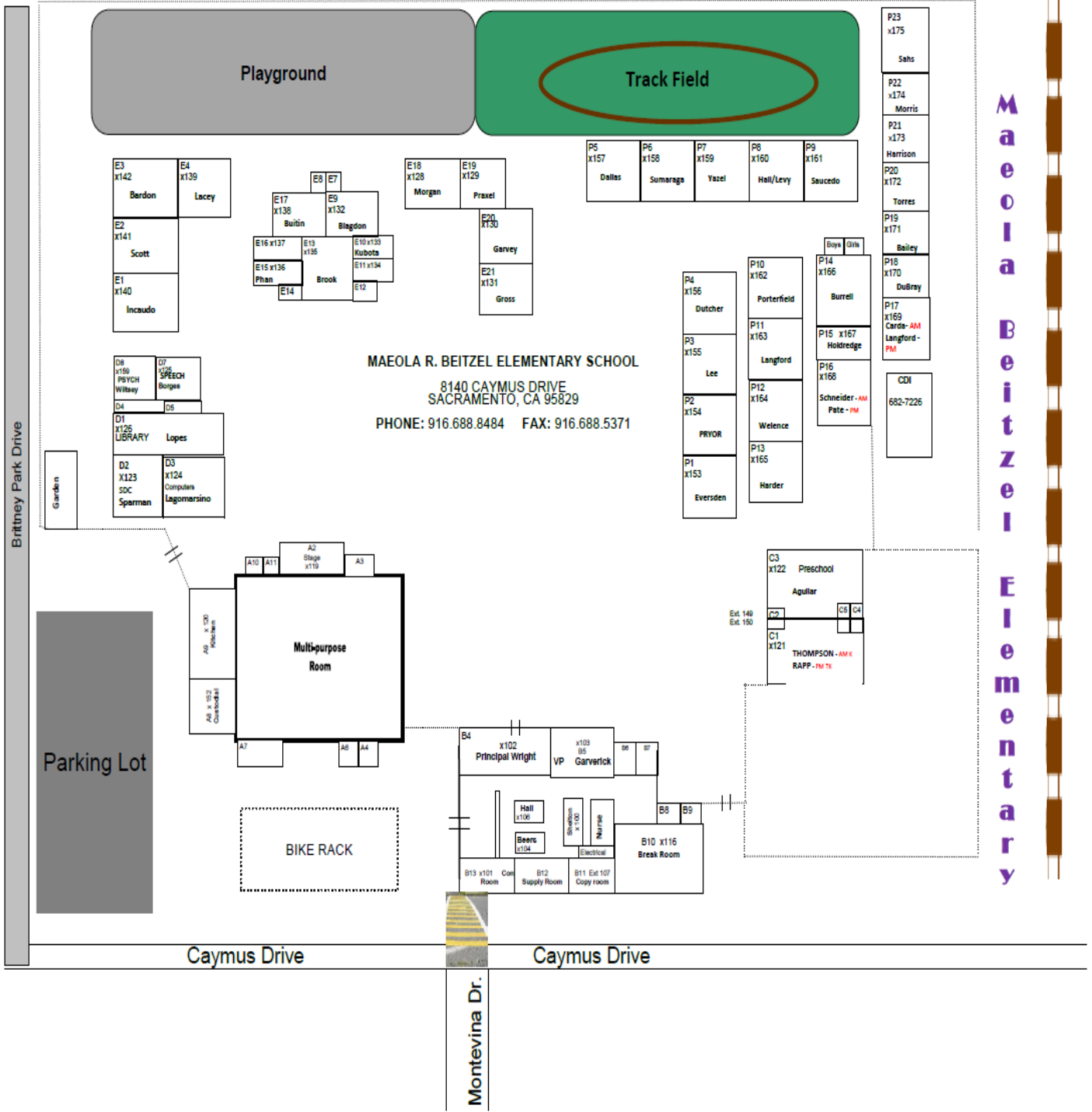
VP: Lynn Garverick

Secretary: Eve Shelton

6/27/2016

TK	Rapp					
Kinder	Carda	G. Langford	Pate	Schneider	Thompson	
1st	Burrell	Harder	C. Langford	Porterfield	Welence	
2nd	Dallas	Dutcher	Lee	Eversden	Sumaraga	
3rd	Brooks/ Boeddicker	Hall/Levy	Sahs	Yazel	Pryor	
4th	Bailey	DuBray	Harrison	Saucedo	Torres	
5th	Blagdon	Garvey	Gross	Morgan	Morris	Praxel
6th	Bardon	Lacey	Incaudo	Scott	Bituin	
Learning Center	Holdredge	Phan				
Subject Matter PE	Kubota					
Computer Resource	Lagomarsino					

Speech Language Therapist – Bauer
Psychologist –Wiltsey



Maola Beitzel Elementary

GENERAL INFORMATION

Arrival

Classes begin DAILY for Grades 1 to 6 at 8:00 a.m. The first bell rings at 7:55 a.m. The late bell rings at 8:00 a.m. Please be sure not to double park, make un-safe U-Turns, and do not park in the bus loading or drop-off zones.

Dismissal

The school day ends at 2:20 p.m.
Kindergarteners are dismissed at:
Morning - 11:20 AM
Afternoon - 2:20 PM

*Every Thursday is Early out Thursday,
TK & PM Kinder dismiss at 1:30 PM*

Parents of Kindergarten students need to park & come to the classroom to pick up their child.
Avoid drop/off and pick up areas

Before/After School Supervision

Students should arrive and depart campus within ten minutes of the beginning and end of the school day. Students arriving in the morning are to enter the school through the main gates (adjacent to the front office.) Students may come through the side gates when accompanied by an adult. Students should be sure to go directly home or to their designated daycare provider. Students arriving early or staying late for academic or behavior reasons must be arranged in advance with the classroom teacher. Off track students may not be on campus during school hours unless they are enrolled in Intersession or have made prior arrangements with a staff member. Any student needing to ride to or from school on a different bus must bring a note signed by a parent or guardian. This note must be verified by the Principal or Vice Principal.

School Vandalism

Millions of dollars are wasted each year on senseless acts of vandalism. As the cost of education grows, there is a special need to protect our school and tax dollars. Although the school is equipped with an alarm system, personal interest and concern is the best defense. Parents and students can help. If you observe vandalism of any kind at our school, please report it to the principal. Parents of students involved in school vandalism will be required to pay for all damages. You may also call 686-7786 if you notice vandalism at night or on the weekends.

Early Dismissal

Kindergarten

On Minimum Days/Track Change Days, all Kindergarten classes will attend the morning schedule, 7:55 to 11:05 a.m.

Grades 1-6

On Minimum Days
Grades 1-6 will attend from 8:00 a.m. to 12:30 p.m. Kindergarten will attend the regular schedule unless otherwise indicated.

Early Dismissal

There are times when a student must exit the school premises prior to the end of the school day. The student is excused to leave the school only upon the personal request of the parent. **Students leaving early (medical, dental, etc.) must be signed out of the school through the office by the parent or designated adult listed on the student's emergency card.** If you are sending someone, other than those listed on the student's emergency card for your child, please notify us by a signed note prior to that time. This way we will know that someone other than the parent or emergency contact is authorized to pick up your child. Please inform the contact person they will be asked for picture I.D. when they pick up the student. We request that students not be taken from classes any more than absolutely necessary. **Students must remain in class until the designated person arrives to pick them up, we cannot call a student out of class until the pick-up person arrives.**

Visitors

All visitors **must** sign in and obtain a visitor's pass from the office **before** going to a classroom (Penal Code 626.8). This is required for the protection of all students.

When you are in class observing, please do not try to hold a conference with the teacher.

The teacher can give you more time and a more meaningful conference with an appointment either before or after school.

Office Phone Use

Students will be permitted to use the telephone only when the teacher, principal, or Ssecretary deem it necessary. We encourage students to take an active part in planning and organizing their lives in a purposeful manner. We make the effort to discourage forgetfulness and poor planning by limiting student telephone calls to essential matters. Students are not permitted to use the phone to make after-school social arrangements, since a parent/guardian note must be provided in advance for such situations.

Cell Phones

Students are permitted to carry cell phones. However, cell phones must be turned off and remain off once a student enters campus. Cell phones are to be kept in the student's backpack throughout the course of the school day. Students may turn cell phones on once they exit the school grounds. Cell phones disrupting class or school activities will be collected by the teacher and held for parent pick up. The school is not responsible for broken, lost, or stolen phones.



Lost and Found

Most children keep good track of their clothing; however, each year many coats, lunch pails, etc., remain unclaimed. At the end of each trimester, we donate unclaimed items to charity. Children can check lost and found before and after school to claim lost articles. Lost and found is located in the multipurpose room. To help avoid losing items, please mark your child's possessions with his/her name.

Tardiness and Early Withdrawals

Tardiness interferes with success in school. Students are expected to be at school and in class on time. If your child arrives late he/she is required to report to the office to receive a late slip.



Attendance

One of the most important elements of successful learning is regular, on-time attendance at school! If an absence is necessary, **a phone call to the office or click on the *Report an Absence link* on the front page of our school website the morning of the day of the absence.** If you fail to call the office or email on that day, the automated system will remind you to verify the absence the next school day. In this instance, a note will be sufficient.

Absence notes should have child's name, teacher's name, date(s) and reason for absence, and parent signature. You may also call the school office to report an absence.

STATE LAW permits the excuse of an absence for the following reasons:

- ❶ Illness
- ❷ Quarantine, as directed by the Health Department.
- ❸ Medical, dental, or eye appointment.
- ❹ Attendance at funeral of immediate family member. *Only 1 day* within the state of California, and *no more than 3 days* outside California.

Truancies

Absences that do not have valid excuses. If your child receives four or more absences in one school year, the Principal, school attendance clerk or other designated staff may report it to the School Attendance Review Board (SARB).

Doctor Verified Absences and Lates

In order for the absence to be a doctor verified absence, the doctor needs to specify on the note the date of the absences and the date that the student is expected to return.

If students are going to be late on the day of their appointment, students need to bring a note from the doctor's office stating the date/time that they were seen. **A doctor's appointment does not excuse a full day absence unless specifically stated on the doctor's note.**

Traveling Student Program

Occasionally it is necessary for families to travel for personal or business reasons during the period of time when school is in session. In order to provide on-going education for students whose families must travel, the EGUSD Elementary Division offers the Traveling Student Program. This program is available for students who will be gone from school for two to six weeks. The program provides structure and accountability for learning during family travel. Contact your child's teacher or the school office for details.

Transfers and Disenrollment

Students transferring or dis-enrolling from school must be cleared through the school office. Parents must come into the office and complete a Notice of Student Transfer.

Cafeteria Services

Lunch is served during lunch times. Cost for students is:

Breakfast \$1.75

Lunch \$2.75

\$3.55 for adults. Parents are welcome to join their child.

The money that each student brings for lunches will be put into his or her individual account. They will be assigned a PIN number, which they will keep for the rest of their elementary career. The Cafeteria Lead will notify students when their account is getting low. Please send your child's money in a sealed envelope with the teacher's name, room number, your child's name, and the amount enclosed. Have your child give this envelope to the teacher as soon as school begins.

FREE/REDUCED PRICE LUNCH and BREAKFAST

Available to those families who find it a financial necessity. Application forms must be filled out and turned in on an *annual basis*. These forms are provided at the beginning of school, or you may obtain one from the office.

My School Bucks

You can go online to add money or view balances of your child's lunch account at www.myschoolbucks.com

Your My Lunch Money email address will be your My School Bucks username, and your password is the same.

Library Books

Students visit the library once a week to receive instruction and to check out books. The student and parent will agree to handle library books carefully, return them promptly, and pay for any loss or damage.

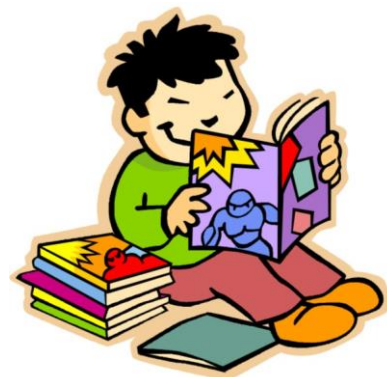
- The checkout period is one week.
- Overdue notices, with information about the title, author and price of the book are first given to child when the book becomes past due.
- A second notice will be mailed to the parent. Please respond quickly and call the school librarian with any questions.

Please ask the library staff if you need help in locating books to read with your child.

Textbooks

Each student is issued textbooks for his/her grade at the beginning of the school year. She/he is individually responsible for these books for the year. *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.*

- **Textbooks must be covered at all times.**
- 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 with locating the book.
- If a student waits until several weeks later, the chances for finding the book are slim.



Field Trips

Classes may take field trips that support grade level learning goals. Written parent permission on the district form must be on file by the date specified before a child may attend a trip. Forms must be filled out completely. Incomplete forms will be returned home for signatures and information. Parent permission granted over the phone will not be accepted since it is impossible to establish identity. Attendance is required on field trip days (Classroom instruction will be provided for students who are unable to attend the field trip). All money collected for field trips must be in the form of cash, check or money orders. If you are driving your student to and from the field trip, or picking your child up from the field trip location, you will need to fill out the appropriate EGUSD transportation form, and submit it two weeks prior to the field trip date.

Homework Policy

Homework is an important part of the educational process at Beitzel School. It is important because it is a means of improving learning. Homework may take a variety of forms from activity sheets, to interviews, or special research projects. Regardless of the form, homework will meet the following criteria:

- ❶ Provide needed practice in concepts previously taught.
- ❷ Serve as an enrichment or extension of concepts taught in class.
- ❸ Provide a means by which students can learn responsibility and accountability.
- ❹ Help students learn to budget time.
- ❺ Encourage the habit of independent work.

Homework will be assigned Monday through Thursday in all grade levels. However, some students may have homework over the weekend if work was not completed when assigned. Consideration will be given to holidays and special events at the discretion of the teacher.

The following should serve as a general guide for the average amount of time that students will be asked to devote to homework at each grade level. **Students at all levels are expected to read or be read to a minimum of twenty minutes nightly.**

Suggested Minimum Time/Amount

Kindergarten	10-15 Minutes
1st Grade	20-25 Minutes
2nd Grade	20-30 Minutes
3rd Grade	30-45 Minutes
4th Grade	30-60 Minutes
5th Grade	45-60 Minutes
6th Grade	1 Hour +/-

Homework Delivery/Evaluation

Kindergarten	Monthly Packet
1st Grade	Packet or Nightly
2nd Grade	Packet or Nightly
3rd Grade	Nightly
4th Grade	Nightly (0% if late)
5th Grade	Nightly (0% if late)
6th Grade	Nightly (0% if late)

Because of the importance of homework, it is one of the criteria for evaluating student progress. Depending upon the nature of the assignment and grade level, homework will be evaluated by a check, plus, or percentage grade. At all levels, student completion of and performance on homework will be averaged into the academic grade. Beginning in third grade and increasing through sixth grade, timely completion of homework takes on greater significance. In grades five and six, homework will be expected on the day due. Homework is an extension of the learning process and essential to mastery of concepts. Completion of late homework is expected. To help students take responsibility for the timely and accurate completion of homework teachers will assign students with late or missing work to study hall or ask that work be completed during recess or assign students extended day work time.

Parents can help their children develop good homework habits by establishing a regular time each day during which homework is done. A special location, complete with supplies, and free of distractions will also assist your child. Occasionally students encounter difficulty with a concept in an academic area. As a parent, if you wish to work with your child at home to master the concept, teachers are available to provide direction.

Transportation Services

Beitzel Elementary has been designated as a “non-service” school. Children who are bused into our school from another overcrowded school and Beitzel students who are offloaded to other schools due to impacted enrollment will be provided transportation services. For this purpose, we have included the Bus Conduct rules and regulations in a later portion of this handbook.

Birthday Policy

Birthday Celebration Policy-(Effective 8/14/14)

For many years Beitzel has had a flexible policy regarding bringing treats to your child’s classroom on or near their birthday. In the past few years, we have seen a tremendous increase in food related allergies, obesity and diabetes among our student population. For this reason, we no longer allow sugary treats or any other food items to be brought to school to celebrate birthdays.

We know it is important for many students and parents to celebrate birthdays with their peers. To honor our students with food allergies and those with birthdays, we have developed the following policy in collaboration with our School Site Council, Parent Teacher Organization and school leadership:

- **No sugary treats or other “sweet treats” (candy, cupcakes, cookies, etc.) allowed**
- **At teacher’s discretion, healthy choices may be brought to the child’s classroom with prior teacher agreement and notification. Because instructional time is our priority, we ask that parents follow individual classroom guidelines.**
- **Birthday Book donation-** To celebrate your child’s birthday; donate a book on their behalf to your child’s classroom library. A special birthday donation label will be placed on the inside cover memorializing your donation.
- **Donation of Teacher Wish List Item-** To celebrate your child’s birthday, consider donating a special item to the classroom on their behalf. Most teachers have special items they need to support special projects, etc., speak with your child’s teacher to determine additional ways to honor your student’s special day.

Homework Requests for Absent Students

When students are absent from school because of illness our priority is for them to get well. Homework may be picked-up by student upon return to school and the classroom teacher will give a reasonable amount of time for work to be completed.

Student Work Brought Into Office After School Begins

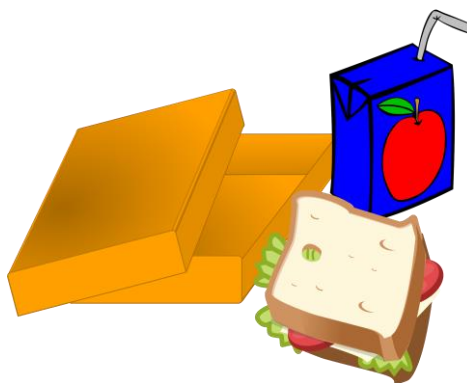
Any class work or student projects brought into the office after school has started will be placed in the teacher’s box. To avoid disruption of learning, the office will not call the student up or allow parent to take materials to the classroom.

Parents/Students Requesting Student Materials After Dismissal

Parents and students are allowed to go to their child’s classroom after dismissal. If the classroom door is locked and/or the teacher has left campus for the day, no homework/textbooks/supplies, etc. may be retrieved from the classroom. The office or custodial staff will not let a parent or student into a teacher’s classroom who is not here on campus. Other teachers or staff on campus may not open the classroom of another teacher.

Lunches Brought to the Office After School Has Begun

The office staff will email the teacher of any lunches brought to the office after school has begun. Classrooms will not be interrupted to notify the teacher. If the teacher has not checked their email prior to the scheduled lunch period, students will be informed to stop by the office to check to see if their lunch has been delivered to the office at that time.



Medical Information

Administration of Medication for Pupils

Below is listed Education Code 49423, which sets forth procedures which must be followed if school staff are to accept the responsibility for administration of medication.

1. Any pupil who is required to take, 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:
 - (a) a written statement from such physician detailing the method and amount, and time schedule by which such medication is to be taken, and
 - (b) 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.
2. No medication (Prescription or non-prescription – including aspirin, cough drops, etc.) will be dispensed to students or allowed on the school site without the appropriate form being completed and on file in the school office. If the physician requires a portion of a tablet, pill, etc., be dispensed, the parent(s) is responsible for dividing the tablet into the prescribed size.
3. 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 will be reported to their parent/guardians. (A.R. 4141.21(a)).
4. The authorization for the Administration of Medication by School Personnel may be obtained from the school office.
5. All student medication must be in the original container clearly labeled with the student's name and will be kept securely locked in the school office. *Students may not carry medication on their person, although exception may be made for students who need medication for potentially life threatening conditions. Such exceptions require physician, parent and principal authorization.*
6. Parents are required to provide written verification from physician to the principal of the school the pupil attends, or the school nurse, of any change in the medication or dosage. Physicians may fax forms to school sites to authorize medication changes.
7. The Authorization for the Administration of Medication by School Personnel form must be updated annually or whenever changes are made in the treatment plan.

For the safety of your child and other children, we ask your cooperation in following our policy in regards to medications during school hours.

Student Insurance

The Board of Education has authorized the principal of each school to send out information on a school accident insurance policy. Since the school district, by law, cannot pay for the medical and hospital expenses incurred as a result of an accident at school, we recommend this insurance policy. These policies are sent with each student at the beginning of the school year.

Emergency Information

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

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

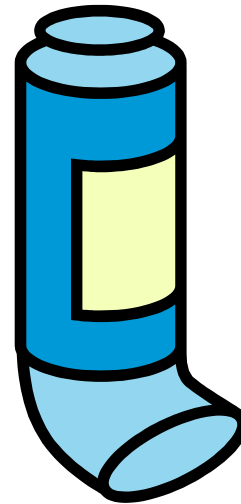
The health of your child is important to all of us. Proper nutrition is emphasized throughout the curriculum of health and science. Soft drinks and candy are discouraged as treats from home for the class. Parents have been very creative in finding ways other than cupcakes, etc. to acknowledge their child's birthday, thus showing their support of finding alternative ways toward good health. We appreciate your creativity.



Students who have definite signs of a cold or other illness should not be sent to school. If a student becomes ill at school, care will be provided temporarily and parents will be notified. If a student is determined to be too ill to remain at school, or is running a temperature, parents will be notified to pick up the child.

Head Lice Policy

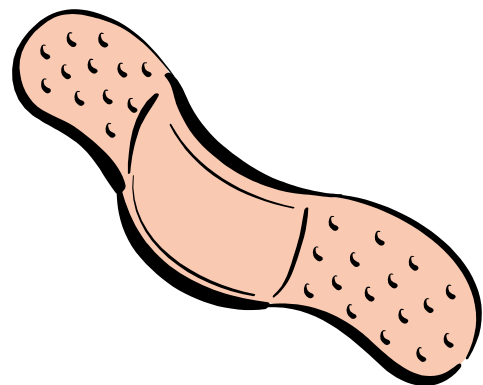
Head lice are tiny bugs that live on the hair and scalp. They are transmitted from one person to another by direct contact or on shared combs, hairbrushes or hats. They can also be acquired from upholstered furniture and bedding.



Head lice cannot hop or jump!

If your child is found to have head lice:

1. He/she will be sent home.
2. You will be given a letter explaining treatment and care.
3. In classes, where two or more active cases are found, all students in the class will also be given a treatment and care letter.
4. Your child may return to school once all nits (eggs) have been removed with proper treatment. (EGUSD has a no nit policy.)
5. Your child may not return to class until having been cleared in the office first.



ACADEMIC STANDARDS

Academic Standards Overview

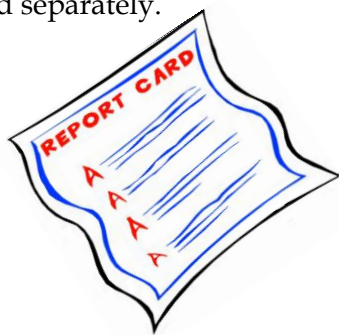
One of the primary responsibilities of Maeola R. Beitzel Elementary School is to provide students with quality rigorous academic instruction. Our students must be prepared to meet the world of tomorrow with confidence and skill. While providing students with quality academics, we must also develop creativity and appreciation for the arts. These responsibilities can best be met when parents and teachers work together to help students be successful learners.

Students are expected to work up to their abilities or capabilities and to adhere to the homework schedule. School work missed or time wasted will be made up by the student. Deadlines for the completion of assignments and special projects will be adhered to. Students who cheat or aid someone else in cheating will receive a grade of zero for the assignment.

At Back to School Night, each classroom teacher will share with parents the academic program as well as performance and behavior standards for their classroom. Back to School Night is an important evening. It really begins the parent-teacher partnership. We encourage all parents to attend!

Academic Grading of Students

Grades are based on consistent observation of the quality of a student's work and work completion; mastery of course content; content standards/benchmarks; and objectives checklists as demonstrated through classroom participation, homework, and tests. Student work is evaluated in relation to the standards and benchmarks established for a particular grade level by the State of California. Work habits and citizenship are reported separately.



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

Grades 1-6

A (90-100%)	Outstanding Achievement
B (80-89%)	Above Average Achievement
C (70-79%)	Average Achievement
D or N(60-69%)	Needs Improvement
F (0-59%)	Unacceptable

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

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

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 or late assignments
- Progress and achievement of grade level standards and benchmarks
- Attendance (i.e., excessive absences, family vacations)

Kindergarten teachers use the letter "S" for meets or exceeds standards "N" for practice needed. A blank box with a diagonal line indicates not introduced. Kindergarten teachers will indicate in the comment section the effort/behavior of students.

Student Absences and Grades

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 will reflect this non-performance. Unexcused late, early dismissals or incomplete assignments will all have an effect on a student's grade. When a student's work is not finished because of illness or other excused absence, and work is not completed within the specified length of time (i.e. equivalent number of make-up days corresponding with excused absences), the report card grade will reflect scores of zero for all missing work.

Students Working Below Grade Level

Regular education students who are working below grade level will have this indicated on their report card. These students will not receive a report card grade above C.

Special education students with active IEPs will have their grades based on their IEP goals and objectives. General education teachers and resource teachers will in collaboration determine special education students' grades. Modified curriculum for identified special needs students will be noted on the report card.

NO Excuses
Go to School

Attendance & Timeliness

You are establishing the foundation for your child's future success and completion of their education. Research indicates that students who are chronically late or absent from school are more likely to drop out of high school. Students fall behind due to missed instruction. Regular and on time attendance patterns form the foundation for future educational success. Students who are chronically late also disrupt instruction that has already begun in their classes interfering with the learning of other students who are at school on time.

It is very important that parents reinforce the importance of good attendance and being on time.

Beitzel's cafeteria opens at 7:25 AM Monday - Friday for breakfast
School begins promptly at 8:00 AM Monday - Friday

Maeola Beitzel Elementary staff is committed to providing the best education for our students and we want to ensure that our students have the same opportunity for success as every student across America. We count on you to ensure your child comes to school and is on time.

Parents, guardians, families, students, and staff will make attendance and timeliness a priority.

Citizenship and Work Habits

In grades 1-6, teachers will use E, G, S, and N for citizenship/work habits.

Criteria for citizenship/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 assignments
- 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

Progress/Deficiency Notices

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher will make contact through a conference, telephone or email contact, or send the parent/guardian a written report. District deficiency notices will be given at the completion of the sixth week of the trimester if the student is performing below C level. A *Making the Grade* report may be substituted for the district deficiency report form.

STUDENT RECOGNITION FOR ACHIEVEMENT

Principal's List/Honor Roll

Students in grades 4th-6th can receive **Principal's List** status by receiving **All A's** in the areas of Reading, Writing, Spelling, Mathematics, Social Studies, Science, Technology, and Physical Education. These grades must be earned by performance on standards at or above grade level. Reading and Math Facts Fluency must be at the G criteria or better.

Students in Grades 4th-6th can receive **Honor Roll** status by receiving **All A's and B's** in the areas of Reading, Writing, Spelling, Mathematics, Social Studies, Science, Technology, and Physical Education. These grades must be earned by performance on standards at or above grade level. Reading and Math Facts Fluency must be at the G criteria or better.

Extraordinary Effort/ Outstanding Achievement

This award is given to students in grades 1-6 upon teacher recommendation. Students who receive this award have shown "extraordinary growth and development" during the school year. The award may reflect growth in any or all of the following areas: high motivation, initiative, perseverance, integrity, academic growth, and/or exceptional judgment resulting in improved behavior.



Attendance

Trimester Attendance Awards (3 Awards)

Gold 100% Attendance

No Absences, No Tardies

Silver 1-4 Attendance Points*

No More Than 2 Tardies

*Attendance Points: Excused Absence=3/Tardy=1

Yearly Attendance Award (1 Award)

Platinum 100% Attendance

No Absences/No Tardies for The Entire School Year (3 Trimesters of 3 Gold Awards)

These awards can be given to children in K-6th grade. Awards will be given at the Awards Assembly or in the classroom as designated. Attendance data will be taken from the attendance accounting records provided to teachers from the office at report card time. Frequent early withdrawals which disrupt a student's learning may eliminate eligibility for attendance awards.

Recognition of Student Accomplishments

Awards Assemblies - Each trimester Beitzel students in grades 4-6 who have demonstrated academic excellence receive public recognition for their accomplishments through the Honor Roll and Principal's List. Dates and times for the presentation of awards are published in the monthly calendar. Parents are encouraged to attend.

Student Contests and Competitions

Teachers at Beitzel make an effort to provide students with the opportunity to participate in a variety of contests and competitions in various areas of the school curriculum. Such events may include the Science Fair, District Writing Contest, Regional Writing Contests, Geography Bee and Spelling Bee.

INSTRUCTIONAL PROGRAM

The Elk Grove Unified School District has established detailed and grade specific standards for all students in grades K-6. These standards or benchmarks are the critical elements in the instructional program. The program descriptions and curriculum materials described below serve as resources to the teacher in helping his/her students meet or exceed the established standards. Parents will receive a comprehensive list of the K-6 standards for their child at Back To School Night.

Language Arts

Wonders Reading Program is a **research-based** language arts curriculum for students in Kindergarten through Sixth Grade. The *Wonders* programs are uniquely designed to move students ahead seamlessly - whether in the core classroom, participating in English language development instruction. This program 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 skill.
- 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.

One of the characteristics of successful readers is the ability to read accurately and with sufficient speed to support the development of meaning from the text in our ongoing efforts to improve student reading performance and communicate clearly with parents about their child's reading ability, we will share reading fluency information as an aspect of the reading grade. Based on research studies, we have developed a fluency reporting scale that will rate your 1st-6th grade reader as a +, ✓, or – reader.

Accelerated Reader Program (AR)

In the 2007-2008 School year, Beitzel Elementary implemented the AR program with the objective of increasing fluency and comprehension for students in 2nd – 6th grades. At Back to School Nights, your child's teacher will share grade level expectations for the AR Program.

Mathematics

The math program involves mastery of arithmetic skills, the application of these skills, and the understanding of key mathematical concepts. Particular emphasis is placed on providing students with concrete experiences with math concepts. Students in grades K-6 use the new **GO MATH** program which is aligned with the new Common Core State Standards.

Math Timed Drill District Standards

- 6th Addition, Subtraction, Multiplication & Division: 100 facts in 3 minutes
- 5th Addition, Subtraction, Multiplication & Division:
1st Trimester 100 facts in 4 minutes
2nd Trimester 100 facts in 4 minutes
3rd Trimester 100 facts in 3 minutes
- 4th Addition, Subtraction, Multiplication & Division:
1st Trimester 100 facts in 5 minutes
2nd Trimester 100 facts in 5 minutes
3rd Trimester 100 facts in 4 minutes (100 facts in 5 for Division)
- 3rd Addition, Subtraction, Multiplication:
1st Trimester 100 facts in 5 minutes
2nd Trimester 100 facts in 5 minutes (50 facts in 5 for Multiplication)
3rd Trimester 100 facts in 5 (50 facts in 5 for Division)
- 2nd Addition & Subtraction:
50 facts in 4 minutes Sums/Differences to 20
- 1st Addition & Subtraction:
20 facts in 2 minutes Sums/Differences to 20



At all grade levels except the first two trimesters of First Grade, mastery of basic facts (timed drills) are to be written in as a separate grade in the math category. These standards are considered to be minimum standards. Grades are to be given as follows:

- ± (plus) – Student can complete all four to 90% accuracy within the time allowed. No score lower than 90%.
- ✓ (check) – Student can complete all four to no less than 80% accuracy within the time allowed. No score lower than 80%.
- ≡ (minus) – Student scores 79% or lower on any of the four drills. NP means Needs Practice.

Sixth grade accelerated students take the early entry exam for 7th grade Algebra.

History/Social Science

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



Science

Elementary science education in the Elk Grove Unified School District addresses the California Standards for each grade level. In Kindergarten through fifth grade the standards are woven around three strands: earth science, physical science and life science. In 2008 the district adopted a new standards based curriculum, which includes hands-on lab instruction or demonstration of the science standards. In sixth grade the focus of the California standards is related to earth science, followed by a concentration of life and physical science in our middle schools.

Text: MacMillan McGraw-Hill Science K-5
Holt Science, Grade 6

PARENT COMMUNICATION/INVOLVEMENT

Computers

Students in grades 1-6 receive computer instruction. Beitzel is equipped with a computer lab of PC computers. Students use the computer lab to learn keyboarding skills, word processing, graphics, and spreadsheets. Additionally, students have opportunities to use chromebooks in the classroom

Physical Education

Our school subscribes to the concept that physical fitness plays an essential role in a child's development and has a positive effect on academic performance. Students in grades 1-6 will receive 200 instructional minutes of P.E. every 10 days. Students will be provided a variety of activities that develop psychomotor skills. Our program also strives to foster the attitudes of good sportsmanship and self-discipline. Our students participate in the President's Physical Fitness program.

All students will participate in physical education classes unless excused by a physician. A note to this effect will be necessary from your physician. Tennis shoes are necessary for physical education classes to ensure health, safety and better performance.

Fine Arts

Students are provided with experiences in the fields of art, music, and dramatics. The Art Docent program provides students with an opportunity to use a variety of art media as well as an understanding and appreciation of some of the great works of art selected from a variety of periods. In music, students are provided with opportunities to learn age-appropriate songs and concepts. At all levels, students participate in puppet shows, plays, and musical events as part of our dramatics program.

Band

Band is offered as an extracurricular activity in grades 4-6. In the past our band program has been offered free of charge due to the fact that Sheldon High School was able to provide a portion of one of their teacher's time to provide band at Beitzel. Our band program begins in September of each year and we will communicate all details of our program to our students and families at that time.

Report Cards

Report cards serve as a tool for formally notifying students and parents of academic, behavioral, and social progress. Report cards are issued three times during the school year:

October - March - June

Maeola R. Beitzel uses an electronic report card. An explanation of the report card and grading practices will be shared at Back to School Night

Deficiency Reports

Any student in grades K-6 whose academic performance or behavior demonstrates that they will receive a grade of D, F, U, or N on their report card will be given a Deficiency Report at the midway point in the trimester. The Deficiency Report is designed to notify students and parents of unsatisfactory performance in relation to grade level standards so that they may work together to make the necessary improvements prior to the end of the trimester. Deficiency notices may be issued at other points during the trimester should a student's performance fall below standard.

Promotion and Retention

Promotion to the next grade level is based upon successful completion of minimum grade level standards. Failure to meet grade level standards is cause for retention.



Home/School Communication

Close communication between home/school and school/home is an essential component in a quality education. To support close communication, Beitzel Elementary utilizes the following means of communication:

Parent/Student Handbook: This handbook is a guide to all of the essential elements of our school program from curriculum to behavior standards to parent involvement to who to contact when you have a question.

Beitzel Bobcat: The *Beitzel Bobcat* is our school newsletter. The newsletter is published bi-monthly and contains a list of upcoming events, articles of educational interest, descriptions of school goals and projects, and reports of accomplishments.

Phone Message System: Beitzel Elementary now has the capability to record and send out mass phone messages to families regarding school events, schedules and other important information for our families.

Parent Letters – Occasionally events occur outside of the timelines for the newsletter or only affect a particular grade or track. In these instances, letters on specific topics may be sent home. Teachers also send parent letters reporting on curriculum topics, events in the classroom, or seeking parent support on a particular project.

After Hours Answering Machine: Our school office hours are 7:30-4:00 daily. For parents' convenience, we maintain an answering machine for reporting absence information before or after office hours.

Communication Between Teachers and Parents: Communication between teachers and parents will take many forms: phone calls, notes homes, email, weekly/monthly class newsletters, academic progress reports, letters, formal conferences, and home visits, to name a few. In grades 4-6 students are taught how to use and are required to use school provided agendas for the recording of homework.

Backpack Checks: We encourage parents to conduct **DAILY** or weekly backpack checks to be sure that you receive the information provided by your child's teacher and the school.

Phone Communication: Our office staff is available from 7:30-4:00 daily to take phone messages for teachers and other staff. Please note that classroom teachers have very limited ability to take phone calls during the school day because they are in the process of teaching. Teachers will return phone calls as quickly as their non-teaching time allows.

Parent Involvement Guidelines

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

We encourage parents to work with our school PTO, volunteer in the classroom, and to be active with their children's learning at home. We also offer classes for parents of children from preschool through teenage years through our Always Learning program with Adult Education. Following are some tips to help your child succeed in school:

- Visit school. You are always welcome!
- Make sure your child gets enough sleep, eats breakfast every day, wears appropriate clothes, and arrives at school on time.
- Read to your child every day, or encourage your child to read independently.
- Insist that children treat school staff members with respect and obey school rules.
- Call a teacher or write a note when you have a question, a compliment, or a concern.
- Volunteer your time. Many volunteer tasks can be done at home.
- Participate in the PTO.
- Attend School Site Council meetings.
- Be a participant in home/school communication; read class and school newsletters; make and return phone calls; use email, and attend conferences and meetings.
- Carefully review your child's report cards, progress reports, and CST test summaries.



- Encourage your child to prepare for tests by working hard in class and completing homework on a regular basis.
- Ask the teacher for help well before the test if your child is having difficulty in a particular area.
- Without making your child feel stressed, discuss upcoming tests and mention that it is important for the child to do his or her best.
- Check our school's newsletter for opportunities to be involved at our school.

For more information, contact our school office at
(916) 688-8484



Classroom Assignment

Assigning students to classrooms requires careful consideration and attention to several important factors:

1. The composition of student personalities and learning dispositions within the classroom is considered. The student must be compatible to the extent that an effective learning environment and an atmosphere of cooperation can be established. There are certain combinations of students which, in their best interest as well as that of the teacher, should not be placed in the same classroom. Individual personalities as well as the collective personality of the group must be weighed.
2. The personality/learning styles and needs of each student relative to the teacher's personality and teaching style are considered.
3. Balancing the classes in terms of numbers is an important factor.
4. Balancing the classes in terms of student achievement levels and special needs is considered.
5. The number of boys and girls and other variables of diversity of each class are also considered.
6. **Beitzel does not accept parent requests for teachers.** If you have concerns about the best fit for your child, please schedule a time to discuss with the principal. While we will consider your request and the needs of your child and each student, we will not guarantee a specific teacher placement.

ADDITIONAL PROGRAMS & INFORMATION

English Language Learner Program

Students who are second language learners receive instruction within the self-contained classroom. All of our teachers hold specialized credentials qualifying them to support the needs of the English language learner. Students are assessed annually using the *California English Language Development Test (CELDT)*. Our Bilingual Parent Advisory meets regularly to discuss the needs of English language learners.

After-School Sports

Beitzel participates from among several opportunities for intramural after-school sports. Sports for which we have fielded teams have included: basketball, and volleyball. Sports offerings vary from year to year depending upon teacher availability. Teams are open to fifth and sixth grade students who maintain grades of C or better and demonstrate positive citizenship.

Student Council

Students are given experiences in leadership and the democratic process through our Beitzel Student Council. Officers are elected from grades 4-6. Student Council meets under the guidance of classroom teachers, and meets after school twice monthly.

Parent-Teacher Organization

Beitzel Elementary is fortunate to have a committed Parent-Teacher Organization. The PTO always has room for committed volunteers! Please help enhance your child's educational experience by helping out this group. Information regarding the various events and fundraisers sponsored by PTO is sent home with students on a periodic basis and in conjunction with the *Beitzel Bobcat* Newsletter.

Standards for Student Dress

Maeola R. Beitzel Elementary parents voted in May 2005 to adopt Dress Code Guidelines. Please refer to the dress code included earlier in this handbook. The purpose of our Dress Code Guidelines is to promote an atmosphere conducive to learning and promote our academic learning environment.

Students may not wear hairstyles, hair color, jewelry, or make-up that is excessive or causes a disruption to the classroom.

Positive Reinforcement

Bobcat Tickets - Staff members will give out the tickets to students they observe demonstrating exemplary behavior or being particularly helpful. These tickets can be given to any student, not just those in a teacher's homeroom class. On Friday, the administration team will draw seven tickets (one per grade level) from the "Bobcat Ticket" box, read the names of the students aloud and award each of the seven students a Bobcat reward. All of the tickets that are placed in the box will be returned to each student to be sent home for recognition of their exemplary behavior.

At lunch on Monday, the duty person for each lunch period will draw five tickets from the barrel, read the names of the students aloud, and award each of the five students a Bobcat reward. Tickets that are not drawn will remain in the can until the end of the month.



GATE

Instruction for gifted and accelerated students occurs within the regular classroom. The *Wonders* Language Arts Series, as well as Go Math, have specifically identified activities to serve the needs of the gifted and accelerated learner. In addition, each grade level provides extended learning opportunities aligned with the Common Core ELA, Math and Writing standards. We offer the Beitzel Honor Society after-school program for students who are GATE identified as well as, other programs. We continue to identify GATE students in grades 3-6 based on district guidelines and refer high achieving students for the Naglieri Non-verbal Ability Test (NNAT). Our entire 3rd grade is tested in the spring of each school year with students in grades 4-6 testing in the spring. Students can also be identified for GATE exceptional academic through SBAC assessments, exceptional in the arts, and leadership.

Maeola Beitzel Uses the PBIS Model:

What is PBIS (Positive Behavioral Interventions and Supports)?

PBIS is a systems approach for establishing the social culture and individualized behavioral supports needed for our schools to be effective learning environments.

Evidenced-based Features of PBIS:

1. Prevention
2. Define and teach positive expectations
3. Acknowledge positive behavior
4. Arrange consistent consequences for problem behaviors
5. On-going collection and use of data for decision making

The Critical Elements of PBIS:

1. Commitment from our staff to implement this program
2. Basic behavioral standards taught by staff (School Expectations)
3. Rules developed for specific settings (i.e. the cafeteria, playground)/Expected behaviors*
4. Behaviors defined and categorized (major/minor)
5. Establish *Reward/Recognition* program
6. Establish responding system to *Behavioral Violation*
7. Establish information systems requirements reviewed (data-based program)

Beitzel Students R.O.A.R.

They are:

Respectful-Treating others you would like to be treated.

Observant- Adhering to the rules and expectations at Beitzel.

Accountable- Being responsible for their actions.

Ready to Learn- Being prepared to *learn today and lead tomorrow.*

Beitzel Comprehensive Discipline Plan

Student safety and an orderly environment are essential conditions for proper learning. The four basic expectations are:

Be

Respectful- Treating others the way they would like to be treated.

Observant- Adhering to the rules and expectations at Beitzel

Accountable- All students are responsible for their actions.

Ready to Learn- Be prepared to *learn today and lead tomorrow.*

Discipline is quite firm but fair. Our school is an exceptional place in which to learn and in which to live. We want to keep the atmosphere conducive to learning.

Students and parents need to be aware that school rules apply:

1. While on school grounds.
2. While going to or coming from school.

PBIS (Positive Behavioral Interventions and Supports) is a systems approach for establishing the social culture and individualized behavioral supports needed for our schools to be effective learning environments. Thus, we use a Three-Tier RTI Model for Behavior and Social/Emotional Support.

- Tier I (All Students)
- Tier II (At-risk Students)
- Tier III (High-risk Students)

Please see PBIS Three-Tier RTI Model for Behavior and Social/Emotional Support

Behavior Infractions (Tier I and II)

Beitzel PBIS Behavior Referrals - When a student's misbehavior exceeds acceptable standards past a time out, lost recess, or phone call home; a behavior citation will be issued. Any staff member may issue a citation to any student. These behavior referrals will be placed in our PBIS data base to keep an on-going collection and use of data for decision making.

When a referral is issued, the infraction is discussed with the student and the student signs acknowledging receipt of the referral. The referral is sent home for parent signature and follow up. Behavior referrals are cumulative.

BEITZEL Behavior Expectations



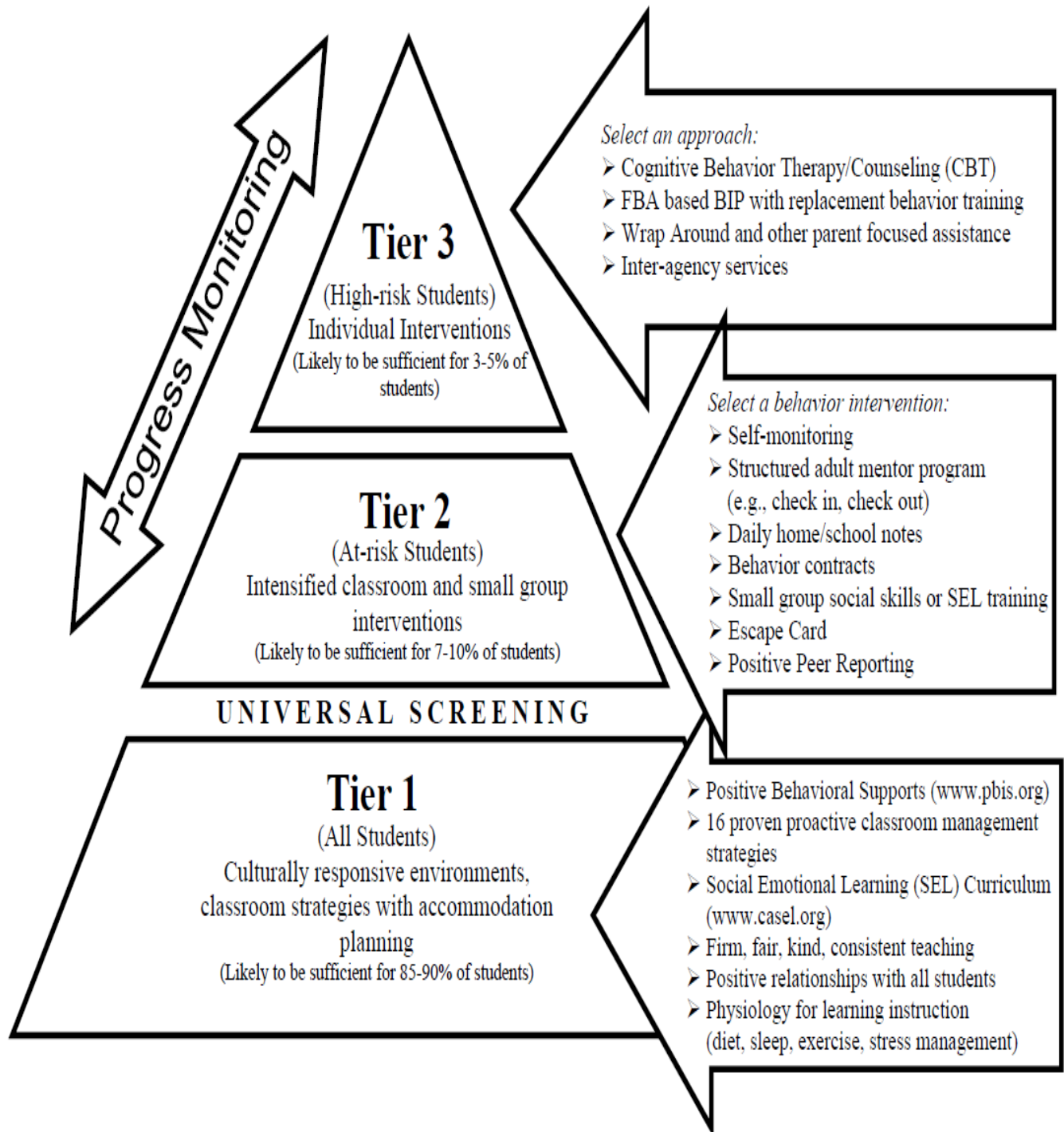
R.O.A.R.	Bike Rack	Cafeteria	Playground
R espectful	<ul style="list-style-type: none"> • Leave area after bike is locked • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Greet nutrition lead with a smile • Follow cafeteria supervisor's directions the first time 	<ul style="list-style-type: none"> • Bully-free zone • Hands free • Walk to line • Walk on blacktop • Run on grass
O bservant	<ul style="list-style-type: none"> • Report safety issues to adults 	<ul style="list-style-type: none"> • Follow cafeteria rules 	<ul style="list-style-type: none"> • Report safety issues to adults
A ccountable	<ul style="list-style-type: none"> • Visiting is done outside bike rack • Always lock up your bike • Use appropriate language 	<ul style="list-style-type: none"> • Use quiet voices • Sit at designated table • Throw trash away • Eat your own food 	<ul style="list-style-type: none"> • Be a good sport • Freeze and listen at 1st whistle
R eady to Learn	<ul style="list-style-type: none"> • Be on time to class/class line • Remove all personal objects from bike and place in backpack • Come prepared with lock to secure bike 	<ul style="list-style-type: none"> • Quiet voice • Clean up after yourself • Walk in cafeteria • Clean your hands before and after eating 	<ul style="list-style-type: none"> • Use the restroom

BEITZEL Behavior Expectations



R.O.A.R.	Restrooms	Library	Office	Quad	Drop off/ Pick-Up Areas
R espectful	<ul style="list-style-type: none"> - Give people privacy - Use quiet voices - Clean up after yourself; towels in the trash can 	<ul style="list-style-type: none"> - Push in chairs - Walking feet - Quiet voice - Use good manners - Follow adult directions 	<ul style="list-style-type: none"> - Walk in office - Use appropriate language/quiet voices - Say "please" and "thank you" - Respect privacy 	<ul style="list-style-type: none"> - Walk at all times - Practice "Silent Sidewalk" 	<ul style="list-style-type: none"> - Walk at all times - Follow safety rules without playing tag, running, or swinging backpacks - Listen to adult directions
O bservant	<ul style="list-style-type: none"> - Report graffiti or damage - Report safety issues to adults 	<ul style="list-style-type: none"> - Report safety issues to adults - Return misfiled items to the librarian 	<ul style="list-style-type: none"> - Please wait to be helped - Follow all office rules - Report safety issues to adults 	<ul style="list-style-type: none"> - Keep hands, feet and objects to self - Focus on task at hand - Report safety issues to adults 	<ul style="list-style-type: none"> - Follow all safety rules - Be aware of traffic - Report safety issues to adults
A ccountable	<ul style="list-style-type: none"> - Unlock stall door when finished - Flush toilet!! - "Go, Wash, Throw!" - Use facilities in a timely manner 	<ul style="list-style-type: none"> - Arrive on time - Follow library procedures - Bring back checked out items on time - Keep chair legs on the floor 	<ul style="list-style-type: none"> - Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> - Place litter in the trash - Use quiet voices 	<ul style="list-style-type: none"> - Hands-free - Use quiet voices - Use sidewalks and crosswalks
R eady to Learn	<ul style="list-style-type: none"> - Return to playground or classroom in a timely manner - Gossip-free zone - Graffiti-free zone 	<ul style="list-style-type: none"> - Follow teacher directions the first time - Stay on task 	<ul style="list-style-type: none"> - Follow adult directions the first time 	<ul style="list-style-type: none"> - Walk promptly to destination - Ready to learn at all times 	<ul style="list-style-type: none"> - Go directly to class line - Phone use after 2:40 - Be on time for school

Three-Tiered RtI Model for Behavior and Social/Emotional Support



Assembly Rules

1. Walk in silently, hands by side.
2. Sit with legs crossed, facing the front.
3. Do not touch your neighbor.
4. Stay seated with your class.
5. Leave an aisle in the middle and between each class.
6. Display good listening behavior.
7. Use good manners.
8. At the end of the assembly, stay seated until you are signaled to stand.
9. File out by rows, silently, when directed by your teacher.
10. Show appreciation with applause - no hooting or hollering.

Respect for Others and Self

Individual teachers may have additional classroom guidelines for behavior.

1. Students will respect and follow the directions of all adults.
2. Students will be courteous to adults and to each other.
3. Drinking fountains and restrooms will only be used before the freeze bell rings.
4. When the whistle is blown, students walk (not run) directly to line.
5. Students will show respect for school property.
6. Gum will not be allowed on campus without special permission. Snacks should be nutritional.
7. All food and drink will be consumed in the lunchroom, unless otherwise authorized by a staff member.
8. Gang related paraphernalia will not be tolerated.
9. Hats for sun protection are allowed. "Hats may not be worn when there is a roof over your head." Sun protective hats must protect face, ears & back of the neck.
10. In the lunchroom, students will talk quietly with the student(s) sitting next to them or across from them. Students are to use good table manners, and sit with legs under the table.
11. Students will use appropriate language at school.
12. Foul language and gestures will not be permitted. Students should try to encourage appropriate behavior from their peers.

Bicycles

Students may ride bikes to school. Bikes must be walked once students arrive at the load and unloading areas on Caymus and Brittany Park Drive. Beitzel has a large fenced area for securing bicycles. Students need to lock their bikes for security purposes. The school is not responsible for lost, vandalized, or stolen bicycles. Students are encouraged to wear helmets when riding their bikes to and from school in accordance with state law.

Scooters/Skateboards/Rollerblades

Scooters, skateboards, and roller-blades are not allowed to be ridden on school campus.

Pets and Dogs on Campus

For safety and sanitation reasons, the Beitzel campus is closed to dogs. Please do not walk your dog to school. Students may bring pets to school for sharing with the permission of the classroom teacher.

Electronic Devices on Campus

Beitzel is dedicated to providing a quality education. Students need to remain focused on learning while at school. Cell phones are to remain in a student's backpack during school hours. Electronic devices such as IPODS, MP3 Players, etc., need to remain at home in order to prevent distractions.



Bus Conduct for Service Area Students

To insure the safe and efficient transportation of service area/offload students, the Elk Grove Unified School District has adopted a policy for **student conduct** on buses. Your child will have the responsibility of observing certain Rules and Regulations when he or she rides the school bus. The Rules and Regulations will be strictly enforced

Bus Rules and Regulations

Please review the following Rules and Regulations with your child:

Students are required to:

- Arrive at the bus stop **ten (10) minutes before** the bus is scheduled to arrive.
- Use only his or her assigned bus stop.
- Arrange for the transport of live animals, insects or reptiles to and/or from school by other means than on the bus.
- Refrain from transporting hazardous or destructive objects of any kind, such as firearms, weapons, glass objects or containers, explosives, sharp or pointed objects, skate boards, or ball bats.
- Respect the rights and property of others on the bus and at the bus stop.
- Avoid all fighting and rough play while at the bus stop, on the bus, or when getting on or off the bus.
- Always enter and leave the bus through the entrance door except in emergencies.
- Remain seated, facing forward with feet, legs, and other objects clear of aisle while the bus is in motion.
- Keep all parts of the body inside the bus.
- Keep windows closed unless otherwise instructed by the bus operator.
- Remain quiet at railroad crossings.
- Not use profane language, obscene gestures, create excessive or unnecessary noise.
- Not damage or deface any part of the bus, tamper with the radio, controls, emergency exits or other equipment, shoot or throw objects inside, outside or at the bus or in any way endanger the safety of others.
- Help keep the bus safe and free from litter by not eating, drinking, or smoking on the bus.
- Be courteous and respectful to the bus operator, other students, and passersby.
- Obey the request of the bus operator, give proper identification when requested.
- Give the bus operator a written request when leaving the bus at other than the student's appropriate stop. The request must be signed by the parent/guardian, the "receiving adult," and approved by the site administration and/or his/her designee.
- Always cross in front of the bus when it is necessary to cross the street.

BUS DISCIPLINE INFORMATION

Violations

Students who violate any of the rules and regulations will receive a negative Bus Conduct Report and will be subject to a normal progression of penalties. In cases of severe misconduct, students may be assigned penalties more severe than provided for in the normal process. All other school district rules and regulations, together with their penalties, shall apply to conduct on buses and shall be administered by the Principal or other appropriate school authorities.

1. The Principal or Vice Principal is responsible for notifying the parent of all violations. The normal progression or penalties for violations of the rules and regulations on the bus are:
 - a. First Violation – Warning by Principal/Vice Principal and notification to parent
 - b. Second Violation – One (1) day suspension from riding the bus and notification to parent.
 - c. Third Violation – Five (5) day suspension from riding the bus and notification to parent.
 - d. Fourth Violation – Ten (10) day suspension from riding the bus and notification to parent.
 - e. Fifth Violation – Suspension from riding the bus for the remainder of the school year and notification to parent.

It is the parent's responsibility to arrange timely alternate transportation if your child loses his/her bus privileges.

2. Appeals:

If a parent requests an appeal on the bus suspension, the following people should be present:

 - a. The Principal or his/her designee.
 - b. Director of Transportation or his/her designee.
 - c. The School Bus Operator who suspended the student from service.
 - d. The parent/guardian of the suspended student.
 - e. Student (if requested).

3. Appeal Levels

Should the parent/guardian not be satisfied with a decision at any level, they may seek redress normally as follows:

- a. The Principal.
- b. The Assistant Superintendent (appropriate to level of student).
- c. The Deputy Superintendent.
- d. The Superintendent.
- e. The Governing Board.

If you have any questions pertaining to the Rules and Regulations or Discipline Process, please call Transportation at 686-7733.

DISTRICT POLICY INFORMATION

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

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

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants' identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

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

ELK GROVE UNIFIED SCHOOL DISTRICT

SCHOOL HANDBOOKS

Inserts for 2016-2017

Item 1: Suspension/Expulsion/Reference Chart

*Instructions: Place insert in its entirety and without modification under a section entitled **Student Discipline or Education Codes Related to Discipline**.*

*If you have additional charts designed to state specific minimum & maximum consequences for offences that refer to **Exclusionary Discipline Education Codes**, remove these in all sections of your handbook. * Examples: Swearing/Foul Language - Minimum 1-3 days Suspension (48900k); Playing Cards - Minimum 1 day Suspension (48900k).*

Optional: Should you feel the need to place a supportive chart to supplement this required language relative to using exclusionary discipline, use the chart that is provided below entitled **Reference Chart: Education Codes Related to Discipline & Required or Potential Disciplinary Consequences. This chart also is contained in the EGUSD District Parent & Student Handbook provided to all parents.*

SUSPENSION

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

Reasons for Suspension*

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

- **Assault/Battery [E.C. 48900(a)]**

Causing, attempting to cause, or threatening to cause physical injury to another person. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense.

- **Weapons [E.C. 48900(b)]**

Possessing, selling or otherwise providing any weapon--including firearms, knives, explosives, or other dangerous object.

- **Alcohol/Intoxicants/Controlled Substances [E.C. 48900(c)]**

Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substance, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants or controlled substances.

- **Substance in Lieu of Alcohol/Intoxicants/Controlled Substances [E.C. 48900(d)]**

Delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items.

- **Robbery or Extortion [E.C. 48900(e)]**

Committing or attempting to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value.

- **Property Damage** [E.C. 48900(f)]**

Causing or attempting to cause damage to school property or private property.

- **Property Theft** [E.C. 48900(g)]**

Stealing or attempting to steal school or private property.

- **Tobacco or Nicotine Products [E.C. 48900(h)]**

Possessing, providing or using tobacco, or any item containing tobacco or nicotine products, including but not limited to cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

- **Obscenity [E.C. 48900(i)]**

Committing an obscene act or engaging in regular profanity, swearing or vulgarity.

- **Drug Paraphernalia [E.C. 48900(j)]**

Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

- **Disruption or Defiance [E.C. 48900(k)(1)]**

Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

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

Examples of disruption of school activities under Education Code 48900(k)(1), as defined above, which may subject a student to discipline, include but are not limited to:

- Classroom behavior that impedes a teacher’s ability to teach and other students’ ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or
- The intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond.

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

Examples of willful defiance of valid authority under Education Code 48900(k)(1), as defined above, which may subject a student to discipline, include but are not limited to:

- Continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or
- Repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student’s misbehavior.

Note: With the exception of classroom suspensions imposed by a teacher under Education Code 48910, no student enrolled in kindergarten through grade three may be suspended for violation of Education Code 48900(k)(1). Additionally, no student enrolled in kindergarten through grade twelve, regardless of age, may be recommended for expulsion for violation of Education Code 48900(k)(1). [E.C. 48900(k)(2)]

- **Receiving Stolen Property** [E.C. 48900(l)]**

Receiving stolen school or personal property.

- **Possessing Imitation Firearm [E.C. 48900(m)]**

Possessing an imitation firearm or simulated firearm that is substantially similar in physical properties to an existing firearm.

- **Sexual Harassment [E.C. 48900(n)]**

Committing or attempting to commit a sexual assault or committing a sexual battery.

- **Threats and Intimidation [E.C. 48900(o)]**

Harassing, intimidating or threatening a student who is a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.

- **Prescription Drug Soma [E.C. 48900(p)]**

Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

- **Hazing [E.C. 48900(q)]**

Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, or student body or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm.

- **Bullying [E.C. 48900(r)]**

Bullying means any severe or pervasive or verbal act or conduct, including communications made in writing or by means of an *electronic act*, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a *reasonable student* in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from services, activities, or privileges provided by a school. [E.C. 48900(r)] Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student. [E.C. 48900(r)]

- **Aided or Abetted to Inflict Physical Injury [E.C. 48900(t)]**

Aiding or abetting in the infliction or attempted infliction of physical injury to another student. However, the District cannot seek to expel a student for violation of Education Code 48900(t) until juvenile court proceedings are completed and the juvenile has been convicted of being an aider or abettor of a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.

- **Sexual Harassment (Grades 4-12) [E.C. 48900.2]**

Engaging in prohibited sexual harassment that includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.

- **Hate Violence (Grades 4-12) [E.C. 48900.3]**

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

- **Other Harassment (Grades 4-12) [E.C. 48900.4]**

Harassing, intimidating, or threatening a student or group of students, or school personnel, with the actual or expected effect of disrupting class work or creating substantial disorder, or creating a hostile educational environment.

- **Terrorist Threats [E.C. 48900.7]**

Making terrorist threats against school officials and/or property, or both.

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

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

EXPULSION

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

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

- **Serious Physical Injury [E.C. 48915(a)(1)(A)]**

Causing serious physical injury to another person, except in self-defense.

- **Possession of Knife or Dangerous Object [E.C. 48915(a)(1)(B)]**

Possessing a knife or other dangerous object of no reasonable use to the student.

- **Unlawful Possession of a Controlled Substance [E.C. 48915(a)(1)(C)]**

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

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

- **Assault or Battery on a School Employee [E.C. 48915(a)(1)(E)]**

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

- **Possession, Selling or Furnishing a Firearm [E.C. 48915(c)(1)]**

Possessing, selling or otherwise furnishing a firearm (verified by an employee of the school district). However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

- **Brandishing a Knife [E.C. 48915(c)(2)]**

Brandishing a knife at another person.

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

Unlawfully selling a controlled substance.

- **Sexual Assault or Battery [E.C. 48915(c)(4)]**

Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code 48900(n).

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

For all other acts and conduct for which a student is subject to discipline under Education Code 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)]

**REFERENCE CHART:
EDUCATION CODES RELATED TO DISCIPLINE
& REQUIRED OR POTENTIAL DISCIPLINARY CONSEQUENCES**

1. Mandatory Expulsion {E.C. 48915(c)}	Alternative to Suspension	Suspension	Expulsion
(1) Possession, selling, or otherwise furnishing a firearm. However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.		•	•
(2) Brandishing a knife.		•	•
(3) Unlawfully selling a controlled substance.		•	•
(4) Committing or attempting to commit a sexual assault or battery.		•	•
(5) Possession of an explosive.		•	•
2. Mandatory Recommendation for Expulsion {E.C. 48915(a)(1)}	Alternative to Suspension	Suspension	Expulsion
Unless the Superintendent, Superintendent's designee, principal or principal's designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.			
(1) Causing serious physical injury to another person except in self-defense.		•	•
(2) Possession of any knife, or other dangerous object of no reasonable use to the pupil.		•	•
(3) Unlawful possession of any drug except for (1) the first offense of possession of not more than one ounce of marijuana, or (2) for the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician.		•	•
(4) Robbery or extortion.		•	•
(5) Assault or battery upon a school employee.		•	•
3. Acts of Violence {E.C. 48900(a)}	Alternative to Suspension	Suspension	Expulsion
(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	•	•	•
(2) Willfully used force or violence upon another person.		•	•

4. Weapons and Dangerous Objects {E.C. 48900(b)}	Alternative to Suspension	Suspension	Expulsion
(1) Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or explosive.		•	•
(2) Explosives, use or possession.		•	•
5. Drugs and Alcohol {E.C. 48900(c)}	Alternative to Suspension	Suspension	Expulsion
(1) Possession, use, sale, or furnishing, or otherwise being under the influence of alcohol, controlled substances, or an intoxicant.		•	•
6. Sale of “Look-Alike” Controlled Substance or and Alcohol {E.C. 48900(d)}	Alternative to Suspension	Suspension	Expulsion
Offering, arranging, or negotiating to sell drugs, alcohol or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant.		•	•
7. Robbery or Extortion {E.C. 48900(e)}	Alternative to Suspension	Suspension	Expulsion
Committed or attempted to commit robbery or extortion.		•	•
8. Damage to Property {E.C. 48900(f)}	Alternative to Suspension	Suspension	Expulsion
Caused, or attempted to cause damage to school or private property.	•	•	•
9. Theft or Stealing {E.C. 48900(g)}	Alternative to Suspension	Suspension	Expulsion
Stealing, or attempting to steal school or private property.	•	•	•
10. Tobacco {E.C. 48900(h)}	Alternative to Suspension	Suspension	Expulsion
Possessed or used tobacco or nicotine products.	•	•	

11. Profanity, Obscene Acts, Vulgarity {E.C. 48900(i)}	Alternative to Suspension	Suspension	Expulsion
(1) Directed at peers.	•	•	•
(2) Directed at school personnel.	•	•	•
12. Drug Paraphernalia {E.C. 48900(j)}	Alternative to Suspension	Suspension	Expulsion
Possessed, offered, arranged, or negotiated to sell any drug		•	•
13. Willful Defiance or Disruption of School Activities {E.C. 48900(k)(1)} Note: With the exception of classroom suspensions imposed by a teacher under Education Code 48910, no student enrolled in kindergarten through grade three may be suspended for violation of Education Code 48900(k)(1). Additionally, no student enrolled in kindergarten through grade twelve, regardless of age, may be recommended for expulsion for violation of Education Code 48900(k)(1). [E.C. 48900(k)(2)]	Alternative to Suspension	Suspension	Expulsion
(1) Disrupting school activities.	•	•	
(2) Refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.	•	•	
(3) Failure to follow school rules.	•	•	
(4) Failure to follow directive or instruction of staff or teachers.	•	•	
(5) Failure to follow conduct code for school bus passengers.	•	•	
14. Possession of Stolen Property {E.C. 48900(l)}	Alternative to Suspension	Suspension	Expulsion
Knowingly received stolen school property or private property.	•	•	•
15. Imitation Firearm {E.C. 48900(m)}	Alternative to Suspension	Suspension	Expulsion
Possession of an imitation firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.		•	•

16. Sexual Assault or Sexual Battery {E.C. 48900(n)}	Alternative to Suspension	Suspension	Expulsion
Committed or attempted to commit a sexual assault or battery.		•	•
17. Harassment of a Student Witness {E.C. 48900(o)}	Alternative to Suspension	Suspension	Expulsion
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.	•	•	•
18. Prescription Drug Soma {E.C. 48900(p)}	Alternative to Suspension	Suspension	Expulsion
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	•	•	•
19. Hazing {E.C. 48900(q)}	Alternative to Suspension	Suspension	Expulsion
Engaged or attempted to engage in hazing.	•	•	•
20. Bullying and Bullying by Electronic Act {E.C. 48900(r)}	Alternative to Suspension	Suspension	Expulsion
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil.	•	•	•
21. Aided or Abetted to Inflict Physical Injury {E.C. 48900(t)}	Alternative to Suspension	Suspension	Expulsion
Aided or abetted in the infliction or attempted infliction of physical injury to another student.	•	•	•

22. Sexual Harassment {E.C. 48900.2}	Alternative to Suspension	Suspension	Expulsion
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12.	•	•	•
Students in grades 4-12 may be suspended or recommended for expulsion for causing, threatening, or attempting to cause, or participating in an act of hate violence defined as willfully interfering with or threatening another person's person or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence.	•	•	•

24. Other Harassment {E.C. 48900.4}	Alternative to Suspension	Suspension	Expulsion
Students in grades 4-12 may be suspended or recommended for expulsion for intentionally engaging in harassment, threats, or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment.	•	•	•
25. Terrorist Threats {E.C. 48900.7}	Alternative to Suspension	Suspension	Expulsion
Making terrorist threats against school officials and/or property.	•	•	•
26a. Attendance – Truant {E.C. 48260}	Alternative to Suspension	Suspension	Expulsion
Absent from school without a valid excuse.	•		
26b. Attendance – Repeat Truant {E.C. 48261}	Alternative to Suspension	Suspension	Expulsion
Absent from school more than one day without a valid excuse.	•		
26c. Attendance – Habitual Truant {E.C. 48262}	Alternative to Suspension	Suspension	Expulsion
Any student truant three or more times per school year. Students who are habitually truant may be referred to the School Attendance Review Board.	•		

Prohibition on Possession and Use of Tobacco and Nicotine Products

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

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to “electronic cigarettes” as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k)(1), and/or other applicable laws. [E.C. 48901]

Item 2: Prohibition of Discrimination or Harassment and Related Complaint Procedures

Instructions: Add or replace in your School Handbook using the exact title. Place insert in its entirety and without modification. If you currently have no section with this title or only a section that is entitled “Sexual Harassment,” the following is to be used.

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

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

Parents, students and staff should immediately report incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment to the Principal or designee. Students, parents, guardians or any other individuals having questions or concerns or who may wish to file a complaint are urged to first contact the Principal or designee, but if your concerns are not resolved, you may also contact the Associate Superintendent for Human Resources, at (916) 686-7795, for matters involving a potential complaint or concern regarding a district employee. You may contact the Associate Superintendent for Pre-K-6 Education, at (916) 686-7704 regarding a potential complaint or concern related to a PreK-6 student (or students); and you may contact the Associate Superintendent for Secondary Education, at (916) 686-7706, regarding a potential complaint or concern related to a student (or students) in grades 7-12. No one shall be retaliated against for reporting any incident of alleged discrimination or harassment, and complainants’ identities will be kept confidential to the extent practical in the course of investigating the incidents of alleged discrimination, harassment, intimidation and bullying or sexual harassment.

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

Item 3: Uniform Complaint Procedures

*Instructions: Replace the section of your handbook entitled **Uniform Complaint Procedures** with the following language. If your School Handbook currently does not have this section, it must be added.*

UNIFORM COMPLAINT PROCEDURES

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

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

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, homeless education, foster youth services, 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. If you have questions regarding the Uniform Complaint Procedures, you can contact the district's Legal Compliance Specialist in Human Resources at (916) 686-7795.