



# **PASO VERDE SCHOOL**

**2024 - 2025  
COMMUNITY HANDBOOK**

**LEARN. LEAD. SUCCEED.**

5240 PV SCHOLARS LN  
SACRAMENTO, CA 95835  
(916) 567-5810  
[HTTPS://NATOMASUNIFIED.ORG/PVS](https://natomasunified.org/pvs)

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# NATOMAS UNIFIED SCHOOL DISTRICT

1901 Arena Boulevard, Sacramento, CA 95834  
(916) 567-5400

## BOARD OF TRUSTEES

Micah Grant  
Ericka Harden  
Susan Heredia  
Noel Mora  
Scott Dosick

## NUSD Vision

*“NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.”*

## NUSD Core Values

We value learning and achievement for each of our students.  
We value our families as partners in the education of their students.  
We value diversity, equity, and inclusion.  
We value our committed, collaborative, caring and exemplary employees.

## Safe Haven

We want all NUSD students to know they are safe and welcome, so the Board of Trustees has declared the district a safe haven committed to acting within legal bounds to protect students and families threatened by hate crimes or deportation based on immigration status.

Passed unanimously on February 8, 2017, the resolution is consistent with existing Board-approved commitments that all students have a right to attend public schools and receive equal access to educational programs, diversity is a strength, parent participation is encouraged, and that a key District goal is to create safe and welcoming learning environments.

Our resolution calls for NUSD to act within legal bounds to prevent and mitigate the collection of information about immigration status, the disclosure of such information, and to support students if immigration enforcement authorities seek to visit a school to interrogate or take a child into custody.

NUSD is one of the most diverse school districts in the United States – 30 percent of our students speak more than one language – and this safe haven resolution is consistent with our Core Values.

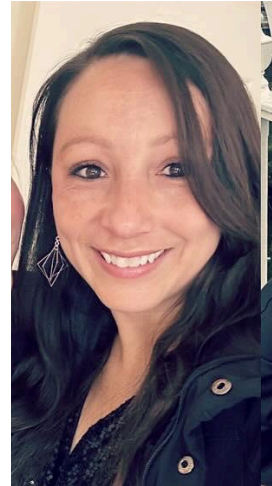
Other California school districts also have declared themselves safe havens. Former State Supt. of Public Instruction Tom Torlarkson encouraged such action, noting that a 1982 U.S. Supreme Court decision requires schools to enroll all eligible children regardless of immigration status.

Every NUSD student is a valuable part of our district family, and providing an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success is NUSD's mission, regardless of immigration status.

For Additional information, please visit the district website at <https://natomasunified.org/safe-haven-district>

## Welcome to the 2024-2025 School Year, Paso Verde Families!

My name is Cassandra Poole, and it is my privilege to introduce myself as the new principal of Paso Verde School. I am thrilled to join the Paso Verde team and eager to embark on this journey together. As principal, I am dedicated to fostering an environment where every student can realize their full potential. I am delighted to welcome Mrs. Mandeep Biring to Paso Verde School as our new Assistant Principal. Mrs. Biring brings a wealth of knowledge and experience to the Puma team, and we are excited to collaborate closely with our dedicated staff and families to cultivate a vibrant and thriving school community. Together, we will inspire, nurture, and develop the leaders of tomorrow.



We will kick off our school year with our annual Puma Pathways Night on August 2nd from 4:00 to 6:00 pm. The Paso Verde PTA will be joining us to offer food trucks and activities for families to enjoy. This is a great chance for families to connect and for students to familiarize themselves with the campus and locate their classrooms. PYP scholars will learn about their teachers, and MYP scholars will receive their schedules and textbooks. This preparation will ensure that everyone is ready for the first day of school on August 8th. MYP will start at 8:00 am, and PYP will start at 8:15 am.

Every effort has been made to create classes that are strategic to scholars' needs and as balanced as possible. It is important for parents to understand that requests for class changes will not be considered once the class lists have been finalized. However, please know that it is important to me that every scholar at Paso Verde has a positive and engaging school experience, and I will always be available to hear and address any concerns you have regarding your child's education. Families who are unable to attend Puma Pathways Night can find classroom assignments and schedules on Infinite Campus (IC). You'll also be able to meet our teachers and learn more about the school year at Back to School Night, which will be held on Wednesday, August 21 from 6:30 - 8:00. Class assignments will also be posted outside the administration office windows to the right of the door on August 4th.

Paso Verde School is dedicated to nurturing globally-minded scholars by offering high-quality instruction and challenging learning experiences within a safe and supportive environment. Parents have the opportunity to become an integral part of the PVS community by participating in various ways, such as visiting their child's classroom, communicating with the teacher, volunteering, attending school events and fundraisers, joining the Parent-Teacher Association (PTA), collaborating with the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Also, consider talking to your scholar about their school day. Ask them what they learned or about an activity they participated in.

Registered volunteers (with fingerprinting and TB testing) can also join field trips and support extracurricular activities like game groups, clubs, teams, or other events.

Important information, such as the bell schedule, faculty roster, and school calendar, can be found on our website and PVS Parents Facebook page: <https://www.facebook.com/groups/pasoverdeparents>.

Mrs. Biring and I look forward to working closely with our families this year and are excited to see our Puma Scholars back at school soon!

Warm regards,

A handwritten signature in blue ink, appearing to be 'CP' or similar initials.

Cassandra Poole  
Paso Verde School Principal

## **Paso Verde School Mission**

### **Mission**

Paso Verde School inspires globally-minded leaders through academic excellence. We envision PVS as a community institution providing a foundation for our graduates to take leadership roles and compassionately respond to the needs of our global community.

We commit to:

- Inspiring all students through innovative inquiry-based learning experiences in partnership with community stakeholders
- Building compassionate minds through cultural awareness, community outreach, and environmental consciousness
- Cultivating responsible leaders who are knowledgeable, caring, open-minded, and strong communicators who strive to positively impact others and the world around them
- Partnering with community stakeholders to develop innovative learning opportunities
- Providing excellence in academics through a high-quality, internationally-minded curriculum that includes world language, literacy, numeracy, technology, music, and the arts

## Section 1: School Site Information

### Contact Information

Office Hours                      Monday - Friday, 7:30 am - 3:30 pm  
Main Office                        916-567-5810

### **Administration Contact Information**

Name: Cassandra Poole  
Role: Principal  
Email: [cpoole@natomasunified.org](mailto:cpoole@natomasunified.org)  
Phone: 916-567-5810

Name: Mandeep Biring  
Role: Assistant Principal  
Email: [MBiring@natomasunified.org](mailto:MBiring@natomasunified.org)  
Phone: 916-567-5810

Name: Kerry House  
Role: Secretary III  
Email: [khouse@natomasunified.org](mailto:khouse@natomasunified.org)  
Phone: 916-567-5810 Ext. 84002

### **Teacher Contact Information**

Paso Verde School teachers can be contacted through email or phone. To find your teacher's email address, please refer to the school website at [www.natomasunified.org/pvs](http://www.natomasunified.org/pvs) or call the school office at 916.567.5810 and let the office staff know you would like to leave a message for the teacher.

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## 2024-2025 Paso Verde Student Calendar

In order to provide the most up-to-date information, we encourage you to frequently visit our school website at <https://natomasunified.org/pvs/>

<i>Event</i>	<i>Date</i>
Middle School Orientation	8/5/2024
Puma Pathways	8/2/2024
Fit-a-thon	9/27/2024
MYP Dance #1	10/18/2024
Movie Night #1	10/25/2024
Paint Night	11/15/2024
Puma Patch	12/16/2024 - 12/20/2024
Bingo Night	1/24/2025
MYP Dance #2	2/7/2025
Movie Night #2	2/21/2025
International Festival	3/21/2025
Shine and Dine	4/11/2025
Family Night Out	First Friday of every month
Coffee Chat	Last Friday of every month

PASO VERDE SCHOOL  
2024-2025 Bell Schedule

PYP SCHEDULE (TK-6 <sup>th</sup> ) Regular Schedule	
7:45 am	Campus Opens for Breakfast
8:15 am	PYP Instruction Begins
9:05-9:20	AM Recess – TK
9:30-9:45	AM Recess – K-2
9:50-10:05	AM Recess – Grades 3 & 4
10:20–10:35	Recess- Grades 5 & 6
10:30-10:50	Lunch – Kinder Lunch Recess- TK
10:50-11:05	Lunch– TK Lunch Recess- Kinder
11:00-11:20	Lunch – Grades 1 & 2
11:20-11:35	Lunch Recess- Grades 1 & 2
11:35-11:55	Lunch- Grades 3 & 4
11:55-12:10	Lunch Recess- Grades 3 & 4
12:10-12:30	Lunch- Grades 5 & 6
12:30-12:45	Lunch Recess- Grades 5 & 6
12:45-1:00	PM Recess- TK On Fridays (1:15 - 1:30)
12:45-1:00	PM Recess- Kinder
1:20-1:35	PM Recess- Grades 1st & 2nd
1:40-1:55	PM Recess- Grade 3
2:08	TK/Kinder Dismissal
2:25	1st-6th Dismissal

PYP SCHEDULE (TK-6 <sup>th</sup> ) Early Dismissal	
7:45 am	Campus Opens for Breakfast
8:15 am	PYP Instruction Begins
9:05-9:20	AM Recess – TK
9:30-9:45	AM Recess – K-2
9:50-10:05	AM Recess – Grades 3 & 4
10:20–10:35	Recess- Grades 5 & 6
10:30-10:50	Lunch – TK and Kinder
10:50-11:05	Lunch Recess- TK and Kinder
11:00-11:20	Lunch – Grades 1 & 2
11:20-11:35	Lunch Recess- Grades 1 & 2
11:35-11:55	Lunch- Grades 3 & 4
11:55-12:10	Lunch Recess- Grades 3 & 4
12:10-12:30	Lunch- Grades 5 & 6
12:30-12:45	Lunch Recess- Grades 5 & 6
12:48	TK/Kinder Dismissal
1:05	1st-6th Dismissal





MYP SCHEDULE (7 <sup>th</sup> -8 <sup>th</sup> ) Regular Schedule A	
8:00-9:30	Period 1
9:35-11:05	Period 2
11:10-12:40	Period 3
12:40-1:15	Lunch
1:15-2:45	Period 4

MYP SCHEDULE (7 <sup>th</sup> -8 <sup>th</sup> ) Minimum Day Schedule A	
8:00-9:03	Period 1
9:08-10:11	Period 2
10:16-11:20	Period 3
11:25-12:28	Period 4
12:30-1:05	Lunch

MYP SCHEDULE (7 <sup>th</sup> -8 <sup>th</sup> ) Regular Schedule B	
8:00-9:30	Period 5
9:35-11:05	Period 6
11:10-12:40	Period 7
12:40-1:15	Lunch
1:15-2:45	Period 8

MYP SCHEDULE (7 <sup>th</sup> -8 <sup>th</sup> ) Minimum Day Schedule B	
8:00-9:03	Period 5
9:08-10:11	Period 6
10:16-11:20	Period 7
11:25-12:28	Period 8
12:30-1:05	Lunch

<b>Natomas Unified School District</b> 07/01/2024 through 06/30/2025	<b>Paso Verde School</b> 2024-2025 Calendar Year	<b>Calendar Report</b> 06/03/2024 // 09:35:04 AM
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<b>Legend</b>	
	Non-instructional day
	Non school day
<b>Period Schedules</b>	
	Reg Block A
	Reg Block B
	Min Block A
	Min Block B

July						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

## **Arrival and Dismissal**

### **Student Pickup/Drop Off**

There is no supervision provided before 7:45 am and after 2:45 p.m. Please see times below for specific supervised zones for before and after school. For safety and liability reasons, students should not be on our campus outside of that time frame without a parent present.

- Campus is not open for drop-off until 7:45 AM. Scholars arriving before 8:00 AM must report to the cafeteria as there is no playground supervision before 8:00 AM.
- Scholars will report directly to their class line spots in the morning. There is no recess before school.
- No cell phones are allowed out while on campus.

### **4 Ways to Access Campus**

- Westlake Parkway Entrance - Walk or ride down Westlake Parkway to access campus. NO PARKING in the roundabout at the campus entrance.
- Egret Park Entrance - Walk or ride to access campus via our Egret park entrance. This gate will close and be locked at 8:30.
- Park and Walk - Use the Puma parking lot to park and walk scholars onto campus. Be sure to use the parking lot responsibly, parking in correctly labeled spots.
- Drive up Loading Zone - Please see instruction below on how to safely use this quick and easy campus access.

### **Puma Pounce: Walk and Ride to School in partnership with JIBE:**

- Contact PVS front office for an updated schedule and information

### **Traffic Safety**

#### **Accessing the Parking Lot**

- To access the parking lot, bypass the roundabout entrance using the left turn lane to access the parking lot.
- Be sure to enter the parking lot in the correct lane.
- Watch for roundabout traffic before turning
- Use the parking lot responsibly, following posted signs.

### **Vehicle Dropping Off Scholars at the PVS Front Entrance**

- During drop off, ONLY the far right hand lane is available for kid valet.
- Please pull all the way forward before letting your scholars out of the car.
- Students will unload from the PASSENGER SIDE of the vehicle only. The driver should remain in the vehicle at all times, and all driver-side doors are to remain closed. Please note that trunk unloading in this zone is prohibited during drop-off and pick-up hours. Students will exit onto the administration office sidewalk.
- Have scholars ready to jump out. This includes having backpacks, jackets, lunch pails, and child-locks ready to go.

### **Vehicle Picking Up Scholars at the PVS Front Entrance:**

- During pick up, the inner lane is available for child valet.
- Pull your car as far forward into the parking lot loop as traffic allows.
- The driver should remain in the vehicle at all times, and all driver-side doors are to remain

closed. Please note that there is no trunk loading in this zone during drop-off and pick-up hours.

- Scholars will be walked to their car by a staff member to ensure safe access to vehicles. Please do not wave your scholar over to your car, allowing for staff to keep them safe while crossing traffic.
- Keep pulling forward and fill in all gaps in Loading Zone Lane.
- Students will wait to be picked up behind color-coded cones to their grade level and pick up passes in the family car's windshield.
- All cars using the loading zone at dismissal may not arrive any earlier than 2:15 PM. Please feel free to park in the parking lot until 2:15 pm.
- Students will line up on the front entryway to wait for their names to be called.
- PVS personnel and volunteers will call children from the dismissal waiting area. Students must wait in this designated area.
- Please no honking or signaling to students from your vehicle at any time, staff must release students to cars. Please do not use your cell phone while waiting for your child nor driving in the school lot.

### **TK and Kindergarten Drop-Off and Pick-Up Procedures**

All TK scholars wanting breakfast must be escorted to the MP room by their parents or caregiver. TK parents or caregivers may drop off their scholars to their classrooms beginning at 8:00am. TK scholars will be picked up from the classroom by their parents or caregiver. Please use the parking lot in order to walk your scholars into their classroom.

- All Kindergarten scholars will line up in the A building hallway to wait for the rooms to open.
- Pick -Up: TK parents can wait outside the A building hallway, to enter the building for pick up at 2:08.
- Kindergarten parents can pick up scholars via the roundabout or by walking up to the school, via Westlake Parkway or by parking in the parking lot and picking up scholars in the line zone, in front of the A building.

### **Inclimate Weather Drop-Off and Pick-up**

#### **Drop Off**

- MYP scholars will proceed to their first class and wait under the roof near their classroom.
- PYP scholars 1st through 6th will proceed to line up in the Cafeteria/Gym building between 7:45 and 8:00 and go directly to their classrooms after 8:00.
- TK and Kindergarten will follow the same rules as normal drop-off

#### **Pick-Up**

- Scholars being picked up in the car pick-up line will wait outside as normal; until 2:35 then scholars will transition to the A-wing hallway. PYP scholars waiting for MYP siblings will wait with this group of scholars until MYP dismissal at 2:45.
- Parents who are parking in the parking lot, or walking onto campus, may enter the campus and retrieve scholars directly from classrooms.

## Attendance Information

### Importance of Positive Attendance

Showing up for school has a huge impact on a student's academic success, starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.

Students who have habitual attendance issues (unexcused or unverified absences or truants) may experience a negative impact on their grades as well as limited access to traditional school activities such as dances, sports, drama performances, field trips, etc.

Parents are highly encouraged to check their student's attendance status online via Infinite Campus and support their students arriving at school on time each day. For inquiries regarding Infinite Campus, or if an Infinite Campus password is needed, please feel free to contact the main office.

### Facts about Attendance

- Students should miss no more than nine days of school each year to stay engaged, successful, and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks. Attendance is an important life skill that will help your child graduate from college and keep a job.

### Excused Absences

The Education Code lists the following as the only legal excuses for absences from school:

- **Personal Illness:** The school may require certification from a doctor if it is deemed advisable. (After three or more consecutive days of absence due to illness, a note from a doctor is required and/or prior to 84-period absences.)
- **Quarantine in the Home:** An absence arising from this condition is limited to the length of quarantine as fixed by county or city health officers.
- **Death of a Relative:** For the purpose of attending the funeral services of a member of the immediate family (mom, dad, grandma, grandpa, brother, sister). One (1) day for in-state, and three (3) days for out-of-state.
- **Religious Reasons:** (3 days allowed per semester)
- **Counseling Appointment:** Any student absent due to a counseling appointment must be cleared with written proof of the appointment from the counselor's office.

- **Medical Appointment:** Services rendered include medical, dental, optometry, or chiropractic. Any student absent due to a doctor or dental appointment must be cleared with written proof of the appointment from the doctor or dental office.
- **School Activity:** This includes field trips or other school-sponsored activities.
- **Probation Appointment:** This must be verified by a note from the probation officer.
- **Court Appearance:** Copy of court document required to be considered excused.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. A student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. (CA Ed. Code 48205 )

### **Procedures for Notifying School of Absences**

Parents/guardians must clear all absences in advance of the absence or upon return to school by calling the attendance office at 916-567-5810, or by writing a note including the following information:

- Student's full legal name (please print name clearly)
- The day(s) and date(s) of absence(s)
- Reason for the absence
- Parents/Guardian name and the relationship to the student
- Home and work phone numbers

### **Chronic Absence and Truancy - AR 5113.1**

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Parents of chronically truant students are asked to attend a Truancy Prevention Program meeting to address truancy. If truancy continues, students can be referred to the Student Attendance Review Board. Parents of chronically truant students can have serious sanctions including the withholding of public assistance, \$2,500 fines, and/ or one year of incarceration. Parents will receive notice when their child is identified as truant by mail after the student meets the threshold for truancy.

### **School Attendance Review Board (SARB) - BP 5113.12**

The Governing Board recognizes that poor school attendance and behavior problems negatively impact student achievement and put students at greater risk of dropping out of school. The

Superintendent or designee shall establish a comprehensive and integrated system for the early identification of attendance problems and shall implement strategies to encourage students' attendance. After other interventions have been exhausted, students with a pattern of unexcused absences may be referred to a school attendance review board (SARB), in accordance with applicable law, in order to receive intensive guidance and assistance.

School Attendance Review Board (SARB) reviews student attendance and disruptive behavior at the district level. Students may be referred to SARB for habitual truancy and/or irregular attendance:

- SARB may involve the district attorney or the county probation department in a student's case.
- SARB may transfer the student to another school or to an alternate education program

### **Early Dismissal**

Attending school is vital to student success. Please ensure that appointments are made outside of school hours whenever possible. Early dismissal during tests or final exams can negatively impact a student's grade. Please be aware of when testing is happening and make every effort to ensure that students are present to take their assessments.

If a student needs to be picked up early, please follow these procedures:

- Only listed parents or guardians are allowed to pick up students, UNLESS a parent/guardian has notified the school of other arrangements. Emergency contacts ARE NOT allowed to pick up students without notification from a listed parent/guardian.
- **Appointments:** To leave the school during class time or between classes, a student should bring a note from the parent/guardian, prior to the beginning of the school day, stating the reason for leaving and the time to be dismissed from school and the school staff must be able to reach the parent/guardian by phone in order to secure permission to leave school.
- **Unscheduled Early Dismissals:**
  - A parent/guardian listed on the student's emergency card, must be present to sign out a student from the front office.
  - Inform the front desk that you are picking up a student for early dismissal
  - Have a valid I.D. ready for verification
  - The front desk will contact the classroom and the teacher will send the student up to the office
  - Complete the "Sign Out" sheet with parent information, student name, and check out time
- **Illness at School:** Check out with the Health Office; the school will call home to obtain permission for the student to leave. The student will remain at school until a parent/guardian is contacted to take responsibility for the student. Students are not to call a parent to alert them of an illness before meeting with the Health Clerk. Please obtain a pass from your teacher to make this call from the Health Office. Students who leave campus without obtaining clearance as described above will receive a "cut" for each period missed.

**Please help school staff keep all students safe and accounted for by following the check-out procedure.** Students should not be called out of class by an adult via student cell phone. Students should always exit campus through the front office instead of through a gate to meet a parent.

Students who exit campus without being properly checked out will receive a “cut” (unexcused absence) for each period missed.

Early Dismissals over the phone: Parent/Guardian must come into the Office and show valid ID to sign a student out of school. To ensure student safety, parents cannot call from the parking lot or from around the corner to dismiss their student and have them meet them outside. Students will not be dismissed to any parent/guardian without valid ID or not listed on our contact information for that student unless approved by Administration.

Early Dismissals during PE: Pulling a student from PE can take about 20 to 30 minutes. If a student needs to be checked out of school during their PE class they should come to the Front Office before going to PE and wait in the office for their parents to come in and check them out.

### **Late Policy: Late Arrival to School or Class**

As a school we want students to know and learn the value of being on time, the decency of it, and the expectation of being ready to engage, and of honoring the professional relationship between teacher and student. It is critical that students practice and learn the habits and life lessons of punctuality and commitment because they are essential as students move onto college, a career, and life as a part of a larger community. As a school dedicated to educating young people, students deserve a clear, consistent practice.

Students who are less than 15 minutes late to class will be marked tardy. Students who are more than 30 minutes late to class will be marked truant. The following is Paso Verde School Late Policy:

- Students are to be in class at 8:00 a.m, for MYP and 8:15 a.m, for PYP. Anyone arriving after 8:00 a.m. is considered tardy. The student needs to bring a note from the parent/guardian stating the reason for the tardiness. All students arriving after 8:00 a.m. must report to the front office for an admission pass. In severe cases, tardiness may be regarded as truancy and could result in more severe corrective measures. Students may be assigned detention, loss of recess, or other consequences after three unexcused absences.

### **Instructional Time**

During the school day students are expected to be in their assigned classrooms on time and remain for the entire instructional class. If a student must leave class, the teacher or staff member in charge of supervision must be notified and then issue that student a pass to the student’s destination (bathroom, office, library, etc.)

### **Independent Studies - Board Policy 6158**

The Governing Board authorizes Independent Study as an optional alternative instructional strategy for eligible students, whose needs may be best met through study outside of the regular classroom setting. Independent Study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time

basis in conjunction with part- or full-time classroom study. The minimum period of time for any independent study option shall be three consecutive school days.

For the 2024-25 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than two weeks after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement. An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747).

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

A Parent or Guardian may request short term Independent Study if a student is going to be out of school due to an emergency, vacation, or illness, or family obligation. When requested by a parent/guardian, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes. When possible, parents should give the school 2 weeks notice prior to student absence, so that work may be gathered and the Independent Study Contract may be completed. In an emergency situation, parents need to notify the school prior to the absence, that they are requesting Independent Study for their student.

Students or Families are asked to request Independent studies at the Paso Verde main office or by filling out the Independent Study Request on the Paso Verde school webpage.

## **Health and Wellness**

To make sure your child is ready for school, California law, Education Code Section 49452.8, requires that your child have an oral health assessment (dental checkup) by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Assessments that have happened within the 12 months before your child enters school also meet this requirement. The law

specifies that the assessment must be done by a licensed dentist or other registered dental health professional.

## **Health Services and Office Procedures**

School districts are required to provide health services to students in regular education, special education and on a Section 504 plan. In addition, districts are required to conduct mandated screenings and take action when contagious diseases are identified. Natomas goes the extra mile- we provide regular childhood immunizations, conduct health fairs, and provide staff and parent training. Please refer to the NUSD Student Services and Support website for additional information and resources (<https://natomasunified.org/departments/student-services-and-support/>).

## **Medications**

The law requires all parents/guardians to inform the school if their child is taking medication. Any medication to be taken while at school will be kept and dispensed through the nurse's office. A **"Medication Order for School"** form must be on file in the office. Both the parent/guardian AND the physician MUST sign this form. If you have asthma, you may carry your inhaler if your physician provides a "Medication Order for School."

No medication of any kind, whether prescription or over-the-counter, is allowed to be brought by a child without written authorization. Pain relievers and all other over-the-counter medications will not be dispensed to students. The school is only equipped to treat minor injuries with ice and adhesive bandages. Parents/guardians will be called for more serious injuries. If parents cannot be contacted, the emergency contacts listed in Infinite Campus will be contacted.

Students are not allowed to possess any type of medication at school. Education Code 49423 states, "Notwithstanding the provisions of 49422, any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician may be assisted by a school nurse or other designated school personnel if the school district receives the following:

1. A written statement from physician detailing the method, amount, and time schedule by which medication is to be taken
2. A written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the manner set forth in the physician's statement"

All medications are kept in a secure area in the health office and dispensed per the physician's instructions.

If a child is to temporarily take a non-prescription medication, such as an over-the-counter pain reliever or cough drops, the medication must be kept in the office in its original container. The parent/guardian must provide a note to the health and/or front office stating the time and dates the medication is to be given. The medications are kept in a secure area in the health office and dispensed per the parent's instructions.

## **Home and Hospital - BP 6183**

Students temporarily disabled by accident or by physical, mental or emotional illness may receive individual instruction at home or in a hospital or residential health facility within the district. When seeking instruction for a student at home or in a hospital located within the district, the

parent/guardian shall present this request at the home school, together with a physician's written description of the disabling condition. The physician shall have determined that the student is unable to attend school and will not expose the home teacher to any contagious disease that can be transmitted by casual contact.

### **Immunizations - BP 5141.3**

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Board of Trustees shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases. Each student enrolling for the first time in a district elementary or secondary school, preschool, or child care and development program or, after July 1, 2016, enrolling in or advancing to grade 7 shall present an immunization record from any authorized private or public health care provider certifying that he/she has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law. Please see NUSD's website for a list of immunizations required by the state.

## **Nutrition Services**

### **Nutrition Service Hours of Operation**

- Breakfast: 7:45am - 8:15am
- Lunch: 10:30 am - 1:05 pm

### **Nutrition Services Expectations/Rules**

- Outside food delivery is prohibited
- Selling outside food on campus is prohibited without administrative authorization.
- **Please be aware that food delivery services cannot be accepted in the office.** Food delivery services are a safety concern with visitors coming on campus and attempting to contact students directly. If parents deliver lunch to students, please ensure that their lunch is delivered by lunchtime; students will not be allowed to eat lunch in class during instructional time.
- Scholars may throw their trash away when their table is dismissed.
- Scholars must raise their hands to use the bathroom or get a drink from the water fountain and wait patiently to be released.
- Scholars may talk in a conversation level voice to those sitting close to them.
- Scholars will refrain from moving throughout the cafeteria to socialize.

## **Family Involvement on Campus**

### **Visitor/Volunteers - BP/AR 1250**

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee 24 hours in advance. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

Volunteers are welcomed in our District and are valuable members of our learning community. A volunteer is defined as a non-paid individual who, with school District authorization, assists students, schools, or educational programs. This individual may not always be under the direct supervision of District staff. The service can be on short-term, project specific or on-going basis. A volunteer is required to complete a Volunteer Application, Code of Conduct, take a tuberculosis (TB) test, and have a fingerprint/background check completed prior to rendering service. For complete information regarding becoming a Natomas Unified School District volunteer and to complete an application, please visit the district website Parents Resource <https://natomasunified.org/family/>

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

### **Civility Policy - BP 1313**

Natomas Unified School District is committed to ensuring a safe, orderly, and respectful environment at all District facilities and during all District events and meetings. This policy is intended to promote a positive environment where behavior and communication is based on mutual respect, civility, and orderly conduct among District employees, parents, and the public. This policy is not intended to deprive any person of their constitutionally protected freedoms. It is intended to ensure an orderly, civil, and harassment free place for students, employees, parents, and the public to participate in the District's programs and activities. The District encourages students, employees, parents, and the public to communicate in a positive, calm, respectful and productive manner and to avoid hostile, aggressive, and confrontational behavior. If a student, employee, parent, or member of the public believes that another person is violating this policy, they should report this concern to the school site principal or designee and if that does not resolve the issue then to the superintendent or the superintendent's designee.

## **Classroom Visitation**

A parent or guardian has the right to observe instruction and other school activities that involve his or her child in accordance with procedures determined by the governing board of the school district to ensure the safety of pupils and school personnel and to prevent undue interference with instruction or harassment of school personnel. Reasonable accommodation of parents and guardians shall be considered by the governing board of the school district. Upon written request by the parent or guardian, school officials shall arrange for the parental observation of the requested class or classes or activities by that parent or guardian in a reasonable timeframe and in accordance with procedures determined by the governing board of the school district. [E.C. 49091.10(b)] In lieu of a written request by the parent or guardian, the principal, upon his or her discretion, may grant a classroom visit with a verbal request.

## **Use of E-Visitor**

Parent/Guardians who are interested in visiting the classrooms must first report to the front office to obtain an E-visitors badge. At this time, you will be asked to present an ID and to sign in on the visitors sign in sheet. Our staff member will then take a picture of you and print a badge. Once you are done with the visit, parents/guardians are to come back to the office and sign out. The purpose of this badge is to make visitors to school sites and District offices easily identifiable, which will increase safety for all.

## **Pathway to Successful Communication**

- Address the matter with the site staff member directly (teacher, coach, etc.) by scheduling an appointment 24 hours in advance
- If unresolved, please contact the school administrator(s)
- If unresolved, contact Constituent and Customer Services for informal resolution at (916) 561-5253
- If unresolved, a formal complaint form is available through Constituent and Customer Services

**Contacting Principal or Assistant Principal:** If you would like to meet with school administration, please contact Kerry House in the front office, and she will assist you in scheduling a meeting or a phone call with either the school principal or assistant principal. Please be advised that the principal spends most of the school day in classrooms and with students; emails and phone messages will be responded to within 24 hours. Your child's educational experience is our highest priority, and we highly value our partnership with families. For this reason, any concerns should first be addressed with a staff member directly (teacher, coach, etc), then with the school principal, and then CCS. If still unresolved, CCS will contact the Supervisor of Schools or appropriate department.

## **Opportunities for Involvement**

- **Parent Teacher Association (PTA):** Our PTSA (Parent Teacher Association) is an integral part of our school community and provides funding for many of our special programs including assemblies, field trips, art, music and other community events. Elections are held each spring for officer positions, but all parents are welcome and encouraged to become a member and get involved! Please see our PTA Link on our website for more information.

- **School Site Council:** The School Site Council (SSC) helps to determine how we spend our school's categorical funding, based on our school-wide goals and action items. In addition, this group reviews student attendance and achievement data to determine if we are successfully implementing these plans, which is called our Single Plan for Student Achievement (SPSA). School Site Council members are elected by other parents using a ballot system, and the committee consists of 5 parents and 5 school staff members, including the principal.
- **English Learner Advisory Committee (ELAC):** Our ELAC team offers advice and recommendations to the principal, staff, and SSC regarding our instruction and services provided to our students who are English Learners (ELs).

If a parent or guardian is seeking additional ways to volunteer their time at PVS, they can assist with sports, arts, Girls on the Run, and serving as field trip chaperones.

For complete information regarding becoming a Natomas Unified School District volunteer and to complete an application, please visit the district website Parents Resource Page at <https://natomasunified.org/family/>

## Parent Square

Paso Verde School uses ParentSquare for school communication, primarily with email, text and app notifications. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number. We encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified.

### Here's what parents/guardians can do with ParentSquare:

- Receive messages from the school via email, text or app notification
- Choose to receive information as it comes or all at once at 6pm daily
- Communicate in your preferred language
- Comment on school postings to engage in your school community
- Direct message teachers, staff and other parents
- Participate in group messages
- Sign up for parent-teacher conferences with smart online technology
- Send payments, sign forms & permission slips, receive report cards, sign up to volunteer and more all from your phone or web portal

## Community Resources

- School Site Digital Backpacks <https://natomasunified.org/digital-backpack/>
- NUSD Community Resource Guide <https://natomasunified.org/community/>
- NUSD Communications and Family Engagement <https://natomasunified.org/communications/>
- Child Action [www.childaction.org](http://www.childaction.org)
- North Sacramento Family Resource Center and Birth and Beyond [www.kidshome.org](http://www.kidshome.org)
- Sacramento Covered [www.sacramentocovered.org](http://www.sacramentocovered.org)

- Planned Parenthood of Sacramento [www.ppmarmonte.org](http://www.ppmarmonte.org)
- Sac County Dental Clinics [www.sacdhhs.com](http://www.sacdhhs.com)
- Women's Health Specialists [www.cawhs.org](http://www.cawhs.org)
- Community Services in Sacramento (800) 500-4931 [www.211sacramento.org](http://www.211sacramento.org)
- Sacramento Area Emergency Housing/Next Move [www.nextmovesacramento.org](http://www.nextmovesacramento.org)
- Sacramento Employment and Training (SETA) [www.seta.net](http://www.seta.net)
- 24 hour Parent Support Line (888) 281-3000
- California Youth Crisis Line (800) 843-5200 [www.youthcrisisline.org](http://www.youthcrisisline.org)
- Child Protective Services (916) 875-5437 [www.sacdhhs.com](http://www.sacdhhs.com)
- La Familia Counseling Center [www.lafcc.com](http://www.lafcc.com)
- Sacramento Crisis Nursery [www.crisisnurseryonline.com](http://www.crisisnurseryonline.com)
- WEAVE (Women Escaping a Violent Environment) [www.weaveinc.org](http://www.weaveinc.org)
- WIC [www.sacdhhs.com](http://www.sacdhhs.com)
- Saca Community Center/Sacramento Food Bank and Family Services [www.sfbfs.org](http://www.sfbfs.org)

A complete list of community resources are available on our district website at <https://natomasunified.org/family/>.

## **Student Academic Monitoring**

### **School Site Grading Periods**

Paso Verde School has three formal reporting periods. Student-led conferences are held for every student in the first reporting period. During the conferences, your scholar will demonstrate and share their work. Afterward, the teacher will be available for any questions or additional progress toward each area assessed. PYP Report cards reflect progress toward completion of the California standards for each major academic area. MYP report cards follow a traditional letter-grading system, which calculates a G.P.A. (Grade Point Average) for each Trimester. Students receive one cumulative average grade for each of their eight classes.

### **PYP STANDARDS-BASED GRADING**

Our curriculum standards establish what students are expected to know and be able to do. Our PYP elementary report cards are Standards-Based, which means grades communicate how students perform on clearly defined learning targets. The purpose of standards-based grading is to identify what a student knows, understands, and is able to do in relation to those learning targets- as opposed to simply averaging grades/scores over the course of the grading period. TK-6 teachers grade based on what each student has learned and how that student meets the standards, which is then communicated with an overall score of 4 (Exceeds Standard), 3 (Meets Standard), 2 (Nearly Meeting Standard), or 1 (Not Meeting Standard). In no way does a 4,3,2,1 relate to A, B, C, or D letter grades. Standards-based grading does not average but rather assesses a student's overall body of work- especially the most recent evidence. The grade should reflect what the student has learned. The goal is for all students to be meeting or exceeding standards by the end of the school year.

### **MYP TRADITIONAL REPORT CARD**

Our MYP report card follows a traditional letter-grading system, which calculates a G.P.A. (Grade

Point Average) for each Trimester. Students receive one cumulative average grade for each of their eight classes.

MYP Teachers will update grades a minimum of every other Friday by 4:00pm beginning the third week of school.

## **Monitoring Student Progress**

Students and parents can check academic progress at any time through Infinite Campus. The Infinite Campus Portal is a great resource for parents/guardians and students to monitor grades, attendance, and progress toward graduation. Every parent and guardian can have an Infinite Campus Parent Portal account, which will give you access to the Student Information System for all of your students in your household. With the Infinite Campus Parent Portal, you can:

- Monitor Attendance
- View Grades
- View upcoming assignments
- Receive important information from your student's school

To access Infinite Campus Portal from your computer or mobile device go to the NUSD Website at <https://natomasunified.org/icportal-2/> to learn how to:

- Sign Into the Infinite Campus Portal
- Download the Mobile App
- Change Contact members and preferences
- Update Phone Numbers
- View Student Information such as grades, attendance, and high school students four year plan

In need of support of setting up, accessing or troubleshooting the parent/guardian portal, please refer to the <https://natomasunified.org/icportal-2/> or contact contact the IC help desk at (916) 567-5819 or email [icportal@natomasunified.org](mailto:icportal@natomasunified.org). To request a password reset, complete the form found in the Help Desk and Password Reset tab below.

## **Student Deliveries**

Due to the importance of instructional time, student deliveries will not be made during the school day. Deliveries of birthday or other celebration items (like balloons, flowers, etc.,) will not be delivered. If a student is found to have these items and is a distraction to the learning environment, the items may be confiscated by school personnel and held until the end of the school day

## **Before and After-School Care**

There is no supervision provided before 8:00 am and after 2:45 p.m. The exceptions are if your scholar is a scholar athlete, enrolled in an afterschool enrichment program, extended day or attends before or after school child care. If so, those times will be provided by the facilitator.

## After School Programs

PVS offers after school enrichment courses and after school care provided by 3rd party programs. Please contact the programs, listed below, directly for information.

- Girl on the Run (Grades 3-5) and Heart and Sole (Grades 6-8) are community-based fitness and personal development programs designed for girls. The program is held after school for a fee, but scholarships are available. Registration information will be sent out for the Fall and Seasons.
- Let's Get Moovin' Is a nonprofit organization that supports the health, development, and wellness of local TK/K – 8th graders by providing fun, structured, and supervised opportunities to engage in sports and other physical fitness activities.  
Web: <https://www.letsgetmoovin.com/> | Email: [edgarcia@letsgetmoovin.com](mailto:edgarcia@letsgetmoovin.com)  
|Phone: (916) 541-1874
- 4th R A City of Sacramento run program that provides care beginning at approximately 7:00 a.m. and continues after school until 6:00 p.m. The cost of the program is based on the number of hours you use each week. The program is built around STEAM. If you have already registered at your family's previous school, your registration will be transferred over and you do not need to register again.  
Web: <https://www.cityofsacramento.org/ParksandRec/Youth-Division/4thR> |  
Email: [pasoverde4thr@cityofsacramento.org](mailto:pasoverde4thr@cityofsacramento.org) | Phone: (916) 566-4496

## Section 2: Site Specific Programs and Information

### International Baccalaureate (PYP and MYP)

Paso Verde is an IB World School, which encourages students to think critically and consider multiple perspectives, promotes language development and multilingual students, and uses best practices from data-based research to support teaching and student learning.

### Common Core State Standards

These standards are called the Common Core State Standards (CCSS). Educational standards describe what students should know and be able to do in each subject in each grade. NUSD report cards are developed based on the CCSS.

### Grade Level Wonders

Wonders by McGraw-Hill is the district adopted Language Arts curriculum for grades K-5th. This expansive curriculum offers instruction in phonics, reading comprehension, grammar, writing, speaking and listening, and vocabulary. Wonders assessments are used school-wide for placement, formative progress, and summative data.

### **StudySync ELA**

StudySync is the district adopted Language Arts curriculum for grade 6th through 8th. It offers in teacher instruction coupled with online instruction in the areas of reading comprehension, grammar, writing, speaking and listening, and vocabulary. StudySync assessments are used for placement, formative progress, and summative data.

### **Writing Instruction**

PVS scholars learn to write and progress in writing using exemplars and real world examples such as picture books and news articles. Supplemental materials are used to develop writing units that reflect IB central ideas and conceptual learning. Standard district-wide assessments are given each trimester for summative data in writing.

### **GoMath/SVMI**

GoMath is the district adopted mathematics curriculum for K-8th. This math program is supplemented with SVMI, Silicon Valley Math Initiative. Teachers collaborate with SVMI trainers in order to provide real world, hands-on activities that provide scholars with an opportunity to develop problem solving skills while developing an ability to communicate mathematical reasoning.

### **Restorative Practices**

Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, scholars are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

### **Feedback**

Feedback is the process of giving suggestions and acknowledgements on completed work in comparison to a previously determined rubric. Feedback is done in all academic and social areas.

- Teacher to Scholar
- Scholar to Teacher
- Scholar to Scholar
- Teacher to Teacher
- Administration to Teacher
- Teacher to Administration

### **Online Supplemental Materials**

PVS uses many online resources to supplement all academic and learning experiences. Each of these are used by appropriate grade levels to access and target instruction in order to provide the best possible environment for student growth and progress.

- Amira (Phonic and Reading Comprehension)
- IXL (Math and ELA)

### **Differentiated Teaching**

- WINquiry - Differentiated groups that are designed to allow for designated support for English Language Learners. These groups are designed to also meet the needs of the English

Only scholars by providing leveled, targeted instruction. Scholars are exchanged across grade levels in order to meet the largest amount of needs.

- Grade level flexible groupings - Each grade level determines needs and develops groups to meet scholar's needs and target instruction accordingly. Scholars are exchanged fluidly through groups as their needs change.

### **Inquiry-Based Homework**

PVS uses inquiry-based homework to develop important IB skills and conceptual learning. These homework projects are based on the Approaches to Learning, ATLS, that have been adopted at each grade level. These skills include research, writing, asking inquiry questions, and presentation.

### **Student Council**

PVS offers a Student Council Leadership Program to scholars in grades 6-8. This program is designed to help scholars develop leadership skills, independent work skills, increase student involvement, and plan and implement school-wide activities to build school culture and community engagement with families.

### **Sport Programs**

District athletics are offered at no cost to all scholars in grades 4th-8th. Permission slips and an athletic packet need to be turned in yearly in order to participate.

- Soccer
- Volleyball
- Flag Football
- Basketball
- Track

### **Healthy Kids Act**

The Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, well being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices. Food and beverages sold or served at school meet the nutrition recommendations of the U.S.D.A. Dietary Guidelines. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

## **Section 3: Student Expectations and Supports**

### **Academic Integrity - BP 5131.9**

The Governing Board believes that personal integrity is basic to all solid achievement. Students will reach their full potential only by being honest with themselves and with others. NUSD expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts. NUSD expects that students will not cheat, lie, or plagiarize. Each school shall provide an environment that

encourages honesty. Students must know that their teachers will not ignore or condone cheating and that anyone discovered cheating will be penalized.

## **Academic Work**

### Absences and Late Work

According to Board Policy 5121(a), whenever a student misses an assignment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the students grade for nonperformance.

## **Academic Honesty Policy**

### Philosophy

Paso Verde places great value on personal integrity and academic honesty and PVS scholars will approach learning with honesty and integrity. We firmly believe that academic dishonesty (of all kinds) denies the value of education, damages the ethical character of the individual student, and undermines the integrity of our school. Our philosophy is guided by three of the learner profile attributes:

- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
- **Inquirer:** Acquire the skills necessary to conduct inquiry and research.

### Principles of Academic Honesty

Students at PVS will:

- take responsibility for their learning and completion of work
- prepare for and complete assignments in a fair and ethical manner
- understand how to avoid plagiarism and actively ask questions about plagiarism when unsure
- report violations of academic honesty to staff members in a timely manner

### Definition of Academic Dishonesty

Academic dishonesty is using a person's work, concepts, designs, ideas, research, or documentation, without giving proper or clear credit to the source. Academic dishonesty includes: lying, cheating, copying assignments, using or providing unauthorized materials in preparation for an assessment, or using or providing unauthorized materials during an assessment, and other acts. It also includes any attempt (even if unsuccessful) to be academically dishonest.

## **Teacher's Professional Judgment**

A teacher's professional judgment guides the implementation of this Academic Honesty Policy. The teacher is responsible for setting the academic expectations, explaining the consequences of the Policy, evaluating any evidence of scholar misconduct in the light of the Policy, and determining whether the Policy has been violated.

## **Shared Responsibility for Academic Integrity**

Administrators, teachers, parents/guardians and students must understand, accept and share responsibilities for this policy to be effective.

## **Scholar Responsibilities**

The scholar will:

- set aside sufficient time to study
- regularly attend and participate actively in class
- protect work (do not lend or borrow work)
- not look at another's test or allow his or her test to be seen
- not communicate in any form with others during a non-collaborative test
- not represent as his or her own the work of a friend, parent, brother, sister, or anyone else
- not change a test item in any way when the test is returned for review
- not allow one member of a team to do an unequal amount of work
- learn how to paraphrase and summarize properly
- learn how to cite sources appropriately
- review the policy and take the policy home for their parents to do the same

## **Parental Responsibilities**

The parent/guardian will:

- communicate to the scholar values of moral and ethical behavior
- refrain from placing undue pressure for high grades at any cost
- be aware of a scholar's need for a quiet time and place to study
- support the scholar's efforts, but not do the work assigned for the student
- encourage wise use of time
- review the policy at the beginning of the school year

## **Teacher Responsibilities**

The teacher will:

- review the policy at the beginning of the year and various examples and forms of academic dishonesty that should be avoided
- instruct scholars to take the policy home to parents for their review

- be specific to the expectations for all behavior
- clearly explain whether work is to be cooperative or individual, i.e., clarify the definition and expectation of “group work”

## Administrator Responsibilities

The administrator will:

- provide copies of the policy to all teachers for distribution
- support teachers in upholding the policy
- record incidents or follow-up actions needed in cases of academic dishonesty
- hold parent conferences and other disciplinary meetings as needed

## Assessment Policy

### Philosophy

Assessment is an essential tool in the planning, teaching, and learning cycle. It is an ongoing process that informs teachers, scholars, and parents of scholars’ academic knowledge and understanding of the essential elements of the Primary Years Programme. Assessment guides and improves our instruction, so it must be frequent, varied, and ongoing. Data is continuously gathered and analyzed to drive the instruction based on the needs of our scholars. Self-reflection allows scholars and teachers to reflect upon learning and the learning process. All stakeholders are provided with meaningful feedback from assessments.

This policy was created in collaboration with the educational community to comply with the International Baccalaureate assessment policy and is shared with our learning community through our school handbook and website.. This policy will be reviewed annually. The learning and teaching community have a shared agency within assessment (responsibility of assessment). Students and teachers use feedback to clarify and support stated outcomes in accordance with IB Philosophy.

International Baccalaureate Four Dimensions of Assessment	
<p><b>Monitoring Learning</b></p> <p>Monitoring learning is checking the progress of learning against personal learning goals and success criteria on an ongoing daily process.</p>	<p><b>Documenting Learning</b></p> <p>Documenting learning is a compilation of the evidence of learning, which can be physical, digital, or other.</p>
<p><b>Measuring Learning</b></p> <p>Measuring learning aims to capture what a scholar has learned at a particular point in time.</p>	<p><b>Reporting Learning</b></p> <p>Reporting learning informs the learner and the learning community:</p> <ul style="list-style-type: none"> <li>- How well are we doing?</li> <li>- Describes the progress and achievement of the scholars’ learning.</li> <li>- Identifies areas of growth.</li> </ul>

**Monitoring Learning:** Different types of assessment are used to inform and monitor teachers, scholars, and parents of scholars' knowledge and understanding at different stages of the learning process.

Types of Assessments		
Pre-Cycle Assessment (Formative)	Mid-Cycle Assessment (Formative)	End-Cycle Assessment (Formative and Summative)
<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• KWL charts</li> <li>• Questionnaires</li> <li>• Pre-Tests</li> <li>• Journal Writes</li> <li>• Thinking Maps</li> <li>• GoMath Pre-Tests</li> <li>• Thinking Maps</li> <li>• Reflection on background knowledge</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Discussions with scholar(s)</li> <li>• Self-assessments</li> <li>• Peer assessments</li> <li>• Anecdotal notes</li> <li>• Checklists / Rubrics</li> <li>• GoMath Midpoint check</li> <li>• Math Exit Tickets</li> <li>• Thinking Maps</li> <li>• Journals</li> <li>• Writing prompts</li> <li>• Reflections on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry Reports (various forms)</li> <li>• Explanations</li> <li>• Presentations</li> <li>• Projects</li> <li>• Evidence of Learning</li> <li>• Thinking Maps</li> <li>• GoMath Performance Tasks and Chapter Tests</li> <li>• Math Exit Ticket</li> <li>• Wonders Weekly Assessments</li> <li>• StudySync Unit Assessments</li> <li>• IAB (Interim Assessment Blocks)</li> <li>• ICA (Interim Cumulative Assessments)</li> <li>• CAASPP (California Assessment of Student Performance and Progress)</li> <li>• Writing Performance Tasks</li> <li>• Reflective journal writing</li> </ul>
Forms of Assessment		
Teacher to Scholar	Scholar to Self	Scholar to Scholar (peer)

**Measuring Learning:** These are the tools and strategies that teachers and scholars collaboratively

use to gather data and measure learning.

Assessment Tools and Strategies	
Assessment Tools	Assessment Strategies
<ul style="list-style-type: none"> <li>• Success criteria (Look Fors)</li> <li>• Rubrics</li> <li>• Exemplars</li> <li>• Checklists</li> <li>• Anecdotal records</li> <li>• Continuums</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Performance assessments</li> <li>• Process-focused assessments</li> <li>• Selected responses</li> <li>• Open-ended tasks</li> </ul>

**Documenting Learning:** Documentation of learning throughout the PYP is done in multiple ways, based on data, in order to show scholar growth and progress.

Types of Documentation
<ul style="list-style-type: none"> <li>• ESGI (Educational Software for Guided Instruction) Transitional Kindergarten and Kindergarten</li> <li>• Gradebook (Infinite Campus, Google Sheets, Teacher Records)</li> <li>• Evidence of Learning (Products, Projects, etc.)</li> <li>• Scholar presentations and screencasts</li> <li>• Scholar reflection journals</li> <li>• Scholar reflection videos</li> <li>• Scholar created goals</li> <li>• Portfolios <ul style="list-style-type: none"> <li>○ Pieces are selected by teacher and scholar together.</li> <li>○ Pieces of work will be selected to put into the portfolio for each unit.</li> <li>○ Each piece of work will be reflected on by the scholar.</li> <li>○ Each portfolio will be passed forward to the next grade level at the beginning of the year.</li> <li>○ Scholars will be given the work to take home at the end of 6<sup>th</sup> grade.</li> </ul> </li> </ul>

**Reporting on Learning:** Scholars' progress and results from assessments are reported to scholars and parents in multiple ways. Parent Teacher communication is the key to success.

Reporting on Learning	
What We Report	How We Report
<ul style="list-style-type: none"> <li>• Conceptual Understanding (Key and Related Concepts within Theme Descriptor, Central Idea, Lines of Inquiry)</li> </ul>	<ul style="list-style-type: none"> <li>• Report Cards <ul style="list-style-type: none"> <li>○ Three times a year</li> </ul> </li> <li>• Scholar Led Conferences <ul style="list-style-type: none"> <li>○ End of 1st Trimester</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Approaches to Learning (ATLs)</li> <li>● Learner Profile Attributes (progress on development)</li> <li>● Action</li> <li>● Inquiry Process (Kath Murdoch Inquiry Cycle)</li> <li>● Lines of Inquiry (formative assessments)</li> <li>● Assessment of Central Idea</li> <li>● Geo-Inqui</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Teacher Conferences <ul style="list-style-type: none"> <li>○ As needed</li> </ul> </li> <li>● State Assessment Score Report <ul style="list-style-type: none"> <li>○ End of Year (3rd-6th)</li> </ul> </li> <li>● Reflective Conferences</li> <li>● Rubric-informed <ul style="list-style-type: none"> <li>○ Exit Tickets</li> <li>○ Writing</li> <li>○ Attendance</li> <li>○ Inquiry Homework</li> <li>○ Program Assessments</li> <li>○ Behavior Matrix</li> </ul> </li> </ul>
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## Language Policy

### Philosophy

At Paso Verde School, we believe that language is an essential component to learning. listening, speaking, reading, and writing permeates our entire curriculum. Our students use language daily to communicate, inquire, explore new perspectives, acquire knowledge, and reflect on their learning. Exposure to a variety of texts and ideas enhances students' understanding of the world around them and enables them to become lifelong learners.

A strong foundation in language is crucial to the social and emotional development of our students. Through language, students are able to show empathy, compassion, and caring for one another.

Language is the connecting factor that links all of our students from a variety of cultural backgrounds. Students' international mindedness and cultural awareness increase from the exposure to different languages, cultures, and perspectives.

The teaching of language is the responsibility of all teachers. The staff and administration of PVS have committed to creating a positive learning environment in which students feel safe to be risk takers in their language development.

### School Profile

Natomas Unified School District is located in a culturally diverse community in Sacramento, California. According to Niche, Natomas Unified School District is the most diverse district in California and the second most diverse in the country. We have twenty-six languages spoken by students at our school and in the surrounding community. Fifty-six percent of our students are considered socio-economically disadvantaged.

## **Language of Instruction**

English is the language of Instruction at PVS. Reading, writing, and oral language are a main focus of each day. Teachers incorporate these skills into each unit of inquiry.

English Language Arts Instruction focuses on:

- Reading Literature and Informational Text – Key ideas and detail, craft and structure, integration of knowledge and ideas, and text complexity.
- Writing- Types of writing and purpose, production and distribution of writing, and research.
- Speaking and Listening – Presentation of knowledge and ideas, comprehension, and collaboration.
- Media Literacy – Analyze and comprehend media.

## **English Language Development**

Students who have identified themselves as English as a Second Language receive 30 minutes of English Language Development (ELD) each day in accordance with California Education Code. English Language Development is provided within the regular PYP classroom during “What I Need” time (WIN).

English Language Development instruction focuses on:

- Listening and Speaking Strategies
- Reading – Word Analysis, Fluency, Vocabulary Development, Comprehension, and Literary Response / Analysis.
- Writing – Conventions, strategies, and applications.

Each year, all ELD students in the state of California take the English Language Proficiency Assessments for California (ELPAC). This test identifies students as beginning, early intermediate, intermediate, early advanced, or advanced in English Development. Once students reach Advanced on the ELPAC test and are recommended by their teacher, students will be reclassified so that they no longer receive ELD.

## **World Language Instruction**

Spanish will be the world language taught at PVS. Students receive thirty minutes of instruction each week. Spanish is taught to students in transitional kindergarten through sixth grade. The goal is to integrate world language instruction into grade level Programmes of Inquiry. Our students’ acquisition of Spanish is enriched by exposing them to the cultures of various Spanish-speaking countries in the world including México, Colombia, Guatemala, Chile, España, and the United States. This will be accomplished by sharing folklore, legends, historical figures, celebrations, music and history.

## **Home Language Support**

We understand and value the experiences and knowledge that our students bring to our learning community and strive to foster opportunities to allow them to engage in their native language. Below are a list of strategies we will embed in our instruction and pedagogical framework to support and honor the home languages of our scholars.

- Using home language as a cue
- Opportunity to present in their home language
- Opportunity to complete inquiry homework in their home language
- Documents translated into home language
- Bi-Literacy pathway support
- Resources representing a variety of languages available in the school library
- Shared document of ELPAC scores
- Create and share results of Home Language Survey

### **Language Development Tools**

**Below is a list of techniques, strategies, or programs that are used on our campus to support Language Development:**

- Grade level Wonders
- Common Core State Standards
- Reading Intervention
- WINquiry Groups
- Flexible Groups
- Assessment Conferences
- Picture Books
- Differentiated Instruction
- Into the book – advanced comprehension strategies
- Vocabulary Practice
- Use of Visual Support and Modeling
- GLAD
- Comprehensible Input

### **Process to Review and Update Language Policy Roles and Responsibilities**

- The Head of School, the PYP Coordinator, PYP Leadership Team, and teachers agreed to and were part of the development of the policy.
- The Language Policy will be reviewed and revised annually by the IB Leadership Team and by the whole staff.
- The entire staff is responsible for ensuring that the language policy is a working document. Suggestions for how to improve the language policy will be discussed as an

entire staff, at the PYP Leadership Team Meetings, or by the Head of School and Coordinator.

- Head of School is responsible for ensuring that the language policy is implemented.
- Teachers are responsible for using good teaching practices that support the language policy.

## **Professional Development and Teacher Certification**

- All of the teachers at PVS have earned their English Learner Authorization (ELA, CLAD, etc.) from the California Commission on Teacher Credentialing. In order to obtain this certification, teachers took classes that focused on specific strategies and lesson design that effectively teach students who are English Learners.
- Teachers will work to continuously improve their language instruction through reflection and collaboration on techniques, teaching strategies, and lesson ideas that are in accordance with our language policy.
- The Head of School and Natomas Unified School District will provide support to the California Common Core Standards in Language Arts.
- The Head of School and the PYP Coordinator will promote strategies that support and enhance our students' language development.

## **Inclusion Policy**

### **Philosophy**

The Paso Verde Inclusion Policy supports our core value that Scholars at Paso Verde have a range of abilities, skills, backgrounds and interests, and we believe that diversity, including scholars with exceptional needs, is a strength and fosters an internationally-minded school community. It is our goal is for all students to become independent, life-long learners who can thrive academically, socially, and emotionally. Scholars with exceptional needs can reach their full potential with the guided care and support by the PVS staff and community.

### **Objectives**

Teachers and staff must actively support all students by committing to the following:

- Ensuring that scholars with exceptional needs have maximum access to the whole curriculum and providing equal opportunities for all
- Maintaining high expectations and providing support to all scholars according to individualized needs
- Implementing differentiated instructional methodologies and assessments as needed by all learners
- Encouraging scholars to take an active role in monitoring and reflecting on their

- own learning
- Working collaboratively with fellow staff members to implement the policy effectively and meet the needs of all scholars
- Developing and monitoring a classroom and school-wide culture that is inclusive and supportive of the development of learner profile traits in all school environments.

### **Federal, State, and Local Requirements**

In order to effectively meet the needs of all scholars, we adhere to the policies and practices set forth by federal, state, and local authorities, including:

- Implementing the accommodations and modifications specified in the Individual Education Plans (IEPs) and 504 plans
- Providing differentiation, accommodations, and/or modifications for scholars
- Regularly reviewing and revising IEPs and 504s with all stakeholders

The following interventions will be used to support any scholar:

- Scholars with specific learning needs will receive additional intervention from the classroom teacher
- Teachers will provide enrichment or extension activities as appropriate
- Teachers will differentiate instruction to allow scholars to access the curriculum or deepen their understanding or skills
- Teachers will develop various methods of assessment to allow scholars various opportunities to demonstrate their learning
- Families will work with scholars and staff to personalize their educational experiences

In the case of a scholar with an Individual Educational Plan (IEP) or 504, the scholar shall be entitled to all accommodations during instruction and assessment to which she/he is legally entitled.

### **Extended Absences**

If a scholar has a temporary special need due to illness, injury, etc., it is the responsibility of the scholar and parent to inform the school administration in a timely manner. Supporting documentation may be required, and accommodations will be made as needed in accordance with the school and its policies. Teachers will provide the appropriate accommodations in accordance with the scholar's contract.

### **Social Inclusion**

Teachers will be vigilant to ensure that the school environment is a safe place socially for all scholars regardless of family background, race, gender/sexual orientation, mental status, religious beliefs, or any other type of lifestyle. Teachers and staff will take actions to create a safe, inclusive environment for all scholars by modeling supportive behavior, stopping

ostracism in its tracks, and working with the administrative team to deal with issues of prejudice and discrimination.

## **Professional Development**

With the core belief that PYP is a holistic program designed to meet the needs of all learners, teachers will receive professional development and resources to appropriately meet the needs of all learners in their classrooms

### **ACADEMIC SUPPORT**

We believe all students should have access to a quality education that supports them, celebrates and embraces diversity, and serves each student equitably. We incorporate differentiated instruction, environmentally sound practices, a technologically rich, standards-based curriculum, and innovative lesson plans that actively engage our students by recognizing a variety of learning styles. Our parents, staff, and community members collaborate to advance these goals

### **ENGLISH LEARNER SUPPORT**

When a scholar registers at PVS and indicates there is another language spoken at home besides English, the child is tested for English proficiency. The results are shared with the parents and a decision is made regarding placement in daily ELD (English Language Support). The scholar will be assessed each year using the ELPAC and will continue receiving ELD services until they are reclassified as English Language Proficient.

### **GIFTED AND TALENTED EDUCATION (G.A.T.E.)**

The Natomas Unified School District provides a Gifted and Talented Education (G.A.T.E.) program for those students who qualify. Qualification is based on teacher/parent recommendation, specialized testing, and standardized test scores. Once a scholar is designated as GATE, they are clustered in a general education class and will receive differentiated instruction designed to meet the needs of GATE students.

### **SCHOOL PSYCHOLOGIST**

A school psychologist is on staff at PVS. The role of the psychologist includes student assessment and parent/teacher/student consultation.

### **SPECIAL EDUCATION**

Special Education is provided for those students whose needs cannot be met in the regular education program and who have been found eligible for such services through the evaluation process. PVS has a Resource Specialist Program (RSP) and learning center where students are taught in a prescriptive manner addressing their particular areas of disability for up to forty-nine percent (the maximum allowed by law) of the school day. PVS also has self-contained Special Day Classes (SDC) for students requiring a specialized setting.

## SPEECH AND LANGUAGE

Speech and language services are provided for elementary school pupils who are eligible for such services. Parent's permission is required to assess a child's eligibility for the services. If you have any questions concerning your child's speech, please discuss them with your child's teacher.

## STUDENT SUCCESS TEAM (SST)

The SST process is a problem-solving effort in which parents are invited to attend a meeting which may include the Principal, Assistant Principal, Social Worker, Psychologist, Speech and Language Specialist, Resource Specialist, Regular Education Teacher and others involved with the student, to discuss how to better address the individual needs of a particular student. Problem-solving can include issues in academic, medical, emotional or social areas. **An SST meeting may be called by teachers and/or parents.**

## Homework - BP 6154

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding. Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

## **Cell Phone Policy**

**Education Code 48901.7 states that** (a) The governing body of a school district, a county office of education, or a charter school may adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a school site or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school.

- (b) Notwithstanding subdivision (a), a pupil shall not be prohibited from possessing or using a smartphone under any of the following circumstances:
  - (1) In the case of an emergency, or in response to a perceived threat of danger.
  - (2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

- (3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
- (4) When the possession or use of a smartphone is required in a pupil's individualized education program

#### **CELL PHONES: AWAY FOR THE DAY**

- In order to minimize distractions, foster student communication and collaboration, and protect students' privacy at school, we follow an "Away For the Day" cell phone policy at PVS. Cell phones, smart watches, or other communication and listening devices may not be used during the instructional school day, including during passing periods and lunch. If you feel your child must have a cell phone, it must remain in their backpack and TURNED OFF from the first bell in the morning until after the dismissal bell in the afternoon. Texting and filming are not permitted anytime during the school day, except for a valid instructional purpose determined by a teacher. Any device with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.
- Failure to follow these guidelines will result in confiscation of the phone and/or detention. The cell phone may be retrieved by the student at the end of the day on the first offense, and will only be returned to a parent or guardian for further offenses. Parents and guardians who need to communicate with their child during the school day should call the main office. It is not advisable to send your child to school with a costly cell phone, as the school is not responsible for lost, stolen, or damaged cell phones.

#### **Class Assignments and Changes**

Classes are scheduled for students with their success in mind, taking into account graduation and A-G requirements, as well as student interest and need. Schedules may only be changed when there are missassignments or other extenuating circumstances, and requests must be made through the counseling office in the first five (5) instructional days of each semester. Several factors will be considered when reviewing a possible course change, and may require a parent meeting to discuss impact. Course changes require approval by an administrator.

#### **Computer and Internet Policy - AR 6163.4**

al or people. The District is not responsible for the accuracy or quality of the information obtained through the District Network.

Families can read the entire District Student Use of Technology Board Policy 6163.4 and the Administrative Regulation 6163.4 by visiting our district website at: <http://natomasunified.org/board-of-trustees/board-policies-and-administrative-regulations>. Parents and students should read and understand the provisions of the Natomas Unified School District Student Use of Technology Board Policy 6163.4 and the Administrative Regulation 6163.4, which states that: (1) Students shall use the district's system safely, responsibly and primarily for educational purposes and (2) Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

In addition, By using any District Technology or otherwise accessing the District Network, on District Network, on District premises, students understand and agree to abide by the provisions and conditions of this policy as well as with any and all District policies and rules which may relate to usage of District Technology and/or District Network. Students also understand that their use of the Internet and electronic communication via District Technology is strictly limited to educational purposes, that they are not guaranteed any rights to privacy with respect to use of the District Technology, including use of District-Owned Devices and the District Network, and that from time to time the District may monitor the District Network for general security purposes and in order to ensure compliance with Board Policy, Administrative Regulation and this Agreement.

Also, the District makes no warranties of any kind, either express or implied, that the functions or the services provided by or through District Technology will be error-free or without defect. The District will not be responsible for any damage or harm users may suffer, including but not limited to, loss of data, interruptions of service, or exposure to harmful or inappropriate materi

### **PVS Dress Code and Policy**

Puma Dress Code:

Research has found a high correlation between the way children dress and their behavior at school. Standards of dress and grooming is primarily the responsibility of the parents, with the understanding that PVS Scholars will wear appropriate clothing and groom themselves in a manner which reflects good taste, does not violate the rules of decency, offend the standards of the other scholars or distract from the educational program. Clothes should be appropriate for all school activities. Parents are responsible for seeing that their child follows the dress code. Parents will be called to bring a change of clothes for students if there is a violation of the dress code.

#### **POINTS TO REMEMBER:**

- Shorts, dresses and skirts must be a modest length
- Clothing must cover all under clothes and fit appropriately.
- Halter tops, mesh or see-through sheer tops, bare midriff or bareback tops are not permitted.
- Clothing or items bearing profanity, advertising sex, drugs, alcohol, tobacco, gangs or violence are not allowed.
- Shoes must have a back strap.
- Jewelry is often snagged during play or lost altogether. Expensive and/or dangling jewelry is not appropriate.

In accordance with Natomas Unified School District Board Policy 5132 (a) we support the rationale that in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff, and parents/guardians at a school may establish a reasonable dress code.

### **Spirit Day Dress Code:**

Show your school spirit by wearing any Paso Verde Puma wear or our school colors.  
(Navy, Green, and Gold)

### **Field Trips**

Parents are encouraged to help chaperone PVS School field trips. Please make arrangements with your child's teacher. For insurance reasons, **SIBLINGS ARE NOT ALLOWED** to go on field trips

when parents are chaperoning. All chaperones must complete a Natomas Unified School District Volunteer form and must receive a fingerprint clearance and TB testing Certificate prior to the field trip.

### **FIELD TRIP PERMISSION SLIPS**

Students are given Parent Permission Slips several days prior to a scheduled field trip. These slips must be signed and returned to the teacher in order for the student to go on the field trip. We cannot accept an alternate permission slip or permission by phone. Another teacher at school will supervise students who are unable to attend their class field trip for any reason. Students are expected to behave properly on all field trips. Students who do not behave properly will be sent back to school. The principal will review each case and will make a decision based on the merits of the case.

### **Lost and Found**

It is recommended that name tags or inked names be placed in all coats, hats, sweaters, jackets, lunchpails and backpacks. Parents are encouraged to regularly go through the Lost and Found items located in the office and each classroom. Students should check for lost items before school, at lunchtime and after school. Students are not to search through the items during class time. Unclaimed books are returned to the Library. Lost and Found is given to a charity throughout the year. All families will be given at least a week's notice via multiple various forms of communication. (PVS Facebook, Puma Weekly, Parent Square)

## **Student Supports and Resources (Differentiated Layers of Support)**

### **Multi-Tiered Student Support (MTSS)**

A Multi-Tiered System of Supports (MTSS) is a systemic framework that effective schools use to ensure continuous improvement in academics and social-emotional supports for students. In this tiered system of Universal, Targeted, and Intensive Supports, our team meets once a month to engage in data-based problem solving and decision making in order to identify the best academic and social-emotional supports for students. Interventions may be provided by classroom teachers, education specialists, our school psychologist, or our school counselor.

### **School Safety Preparedness**

The safety of our students is of critical importance at Paso Verde school. All faculty and staff are trained with the district's "Emergency Management Plan,". Per Education Code 32280 -32289.5, Paso Verde School Comprehensive School Safety Plan is reviewed and updated March 1 annually. In addition, in alignment with required safety drills the following are practiced throughout the school year, following .

- **Lockdown:** A response to a situation that presents an immediate and ongoing danger to the safety of students, faculty, staff, and visitors by a person using firearms or other types of weapons or engaging in behaviors deemed to pose a threat to the safety of the school.
- **Earthquake/ Drop-Cover-Hold Drill:** A standard response to earthquakes. Drop where you are onto your hands and knees. Cover your head and neck with one arm and hand. Hold on to the shelter, and to head and neck until shaking stops.

- **Evacuation:** The immediate and urgent movement of students, faculty, staff, and visitors away from a threat or actual occurrence of a hazard due to fire, explosion, violent incidents, or other threats to immediate or local surroundings.
- **Shelter-in-place:** An action for all students, staff, and visitors to take shelter in a safe location indoors until there is an “all clear” release or direction to evacuate due to chemical, radiological, or environmental threat, active aggressor/shooter, severe weather, or other threat.
- **Other School-Wide Emergencies:** Comprehensive school plans allows for multiple response options depending on the nature of the emergency; based on situational awareness, staff may determine the best option or response such as lockdown, evacuate/escape, drop-cover-hold, or other.

In addition, as part of the Comprehensive School Safety Plan the district has a Reunification Process for Families. Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

- **Notification:** Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *“The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”*
- **Parent/Guardian Expectations** - If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.
- **How It Works** - For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification

NUSD Outdoor Environmental Guidelines provides direction to staff regarding the ozone pollution forecast and wildfire smoke advisories in the Sacramento region during the warmer months and fire season to ensure students and staff are being safe when partaking in outdoor activities, which may include changes to the school bell schedule and location of activities. Communication will be provided to families regarding alternative plans to the school day due to extreme outdoor environments.

## **Student Athletic/Activity Eligibility**

Each year the Natomas Unified School District **requires** that each student have a Student-Athlete Clearance Packet completed **prior** to being eligible to tryout or participate in a school-sponsored sports program. Part of the clearance packet is a physical form that needs to be signed by your child's physician. The Student-Athlete Clearance Packet is only completed once per year and is due by the deadline of the first sport your child plays. Below you will find the required documents for the 2024-25 school year.

[Physical Form](#)

[Physical Form \(Spanish\)](#)

[Clearance Packet](#)

[K-5 Handbook](#)

[K-5 Handbook \(Spanish\)](#)

[6-12 Handbook](#)

[6-12 Handbook \(Spanish\)](#)

[Voluntary Accident Insurance](#)

## **Student Council**

Officers and representatives will be elected a few weeks after school begins. These scholars are called upon to show leadership and pride in their school. The Student Council is responsible for many "fun" activities at PVS. The Student Council may also coordinate fund raisers on campus.

## **Student Recognition**

Scholar Dollars will be given to students by all staff when students comply with our three school rules of being respectful, responsible, and safe. The scholar dollars are placed in the classroom/office bin and students' names are drawn weekly to receive prizes. Students have an opportunity to win prizes

Scholar Spotlight is acknowledged to students at our weekly assemblies based on individual teacher selections within the classroom. Students can earn this award by showing the IB Learner Profiles: Principled, Open Minded, Communicator, Risk Taker, Thinker, Caring, Balanced, Knowledgeable, Inquirer, and Reflective.

## **ATTENDANCE RECOGNITION**

Each class will have individual incentives for students who are at school on time each day. Teacher's will implement an incentive system called the Golden Puma to give students rewards for excellent on time arrival and attendance. PVS's school wide goal is for all students to arrive on time, every day of the year.

## AWARDS ASSEMBLIES

At the end of each trimester, we hold Awards Assemblies. Students are honored for showing the IB Learner Profiles and exemplary academic achievement.

### **Textbooks - BP 6161.2**

The Board of Trustees recognizes that instructional materials are an expensive resource and that each student is entitled to sufficient instructional materials in accordance with law. The Superintendent or designee may establish procedures in accordance with law to protect instructional material from damage or loss. Instructional materials provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials are lost or so damaged that they are no longer usable, the student shall be immediately issued a replacement material. However, students or parents/guardians shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine an appropriate charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the Superintendent or designee may excuse the student or parent/guardian from payment of reparation.

If reparation is not excused and not paid by the student or parent/guardian, the district may withhold the student's grades, diploma and transcripts in accordance with law, Board policy, and administrative regulation.

## **Section 4: Student Safety and Behavior Policies/Procedures**

### **Progressive Student Discipline**

Maintaining a safe and orderly campus is a necessary component to student learning. There are occasions when students break school rules and behavior expectations. These types of behaviors will be addressed with the following progressive steps and interventions. Serious infractions may result in an advanced progression through steps based upon severity and previous behaviors.

#### **Tier 1 Procedure and Related Consequences**

Tier 1 infractions are handled by the classroom teacher and are dealt with quickly and efficiently. These interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are expected to implement a variety of teaching and classroom management strategies.

**Please review the table below for examples of Tier 1 behaviors, interventions and**

**possible consequences:**

Behavior Examples	Interventions	Consequences
<ul style="list-style-type: none"> <li>• Not Doing Any Work</li> <li>• Not Listening</li> <li>• Talking Back</li> <li>• Making Faces</li> <li>• Body Gestures</li> <li>• Talking/Screaming</li> <li>• Pounding Their Fist</li> <li>• Teasing</li> <li>• Messing Around</li> <li>• Cussing To Self</li> <li>• Name Calling</li> <li>• Using Unkind Words</li> <li>• Purpose: Playing Around / Reaction</li> <li>• Hitting/Pushing</li> <li>• Throwing An Object</li> <li>• Dropping An Object</li> <li>• Breaking An Object</li> <li>• Non-School Appropriate Items</li> <li>• Use Of Cell Phone, Headphones, Or Other Technology Without Permission</li> <li>• Petty Theft With Little Or No Value</li> <li>• Item Returned To Individual</li> </ul>	<ul style="list-style-type: none"> <li>• Establish positive relationship with student</li> <li>• Clearly posting &amp; defining classroom &amp; School-wide expectations</li> <li>• Acknowledge students who are demonstration appropriate behavior</li> <li>• Conference with the student to redirect behavior</li> <li>• Seat change</li> <li>• Pre-correction and redirection</li> <li>• Role play replacement behavior</li> <li>• Establish buddy teacher system</li> <li>• Parent/guardian accompany student in class</li> <li>• Daily progress report for behavior</li> <li>• Increase positive recognition</li> <li>• Goal setting with student</li> <li>• Analyze reason student is not complying with behavior expectations</li> <li>• Document behavior in Infinite Campus</li> <li>• Collaborate with administration, support staff and/or parents to develop a behavior intervention plan. Monitor plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact parent</li> <li>• Verbal corrective feedback</li> <li>• In-class time out to another classroom</li> <li>• Parent/guardian conference</li> <li>• Student verbal or written apology</li> <li>• Use buddy teacher system</li> <li>• Loss of classroom privileges</li> <li>• Student written reflection</li> <li>• Teacher and student conference</li> <li>• Recess restriction</li> </ul>

All offenses are documented and multiple offenses for the same behavior can lead to progressive consequences, resulting in Tier 2 or 3 consequences.

**Tier 2 Procedure and Related Consequences**

Tier 2 infractions can trigger a discipline referral and the student will be referred to the

Principal's Office. These behaviors can result in the loss of school privileges such as participation in school wide activities such as: field trips, dances, assemblies, rallies, field day and could also carry the consequence of detention (during and/or after school).

These consequences and interventions, used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible consequences and interventions that may be used. Level 1 interventions may still apply.

Behavior Examples	Interventions	Consequences
<ul style="list-style-type: none"> <li>• Direct profanity or abusive language towards another student, to include a verbal altercation</li> <li>• Non-correctable damage to property</li> <li>• Extremely defiant behavior</li> <li>• Leaving class and/or school without permission</li> <li>• Obscenity</li> <li>• Failure to report to the office when sent by a staff member</li> <li>• Failure to cooperate while in the office.</li> <li>• Skipping class and/or school (includes after-school detention)</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to SST/IEP/504 Team</li> <li>• Increase positive recognition</li> <li>• Collaborative problem solving</li> <li>• Establish positive relationship with student</li> <li>• Mentoring</li> <li>• Develop/revise positive behavior plan/contract</li> <li>• Check In/Check Out</li> <li>• Social/Academic Skills Group</li> <li>• Refer to School Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/guardian notification required</li> <li>• Student verbal or written apology</li> <li>• Removed privilege/restricted activity</li> <li>• Use buddy teacher system</li> <li>• Conference with student</li> <li>• In-class behavioral support</li> <li>• Restitution/community service</li> <li>• Time out</li> <li>• Relationship development action</li> <li>• Restorative conferencing</li> </ul>

### Tier 3 Procedure and Related Consequences

A Tier 3 infraction could also lead to suspension or expulsion due to the severity of the behavior or because Level 1 and Level 2 interventions/consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions/consequences may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.

Behavior Examples	Interventions	Consequences
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<ul style="list-style-type: none"> <li>• Physical altercation (fighting)</li> <li>• Promotion and/or support of violence or harm to others, this includes watching or filming fights.</li> <li>• Vandalism</li> <li>• Theft</li> <li>• Bullying (including cyberbullying)</li> <li>• Threatening or extremely dangerous behavior</li> <li>• Direct profanity or abusive language towards an adult</li> <li>• Harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop/revise positive behavior plan</li> <li>• Revise 504/IEP (for students with disabilities) and Behavior Support Plan</li> <li>• Develop Functional Behavior Assessment and Behavior Intervention Plan</li> <li>• Refer for educational/psychological evaluation</li> <li>• Restorative reentry conferencing</li> <li>• Manifestation determination (IEP only/504 compliance review)</li> <li>• Develop/revise positive behavior plan</li> <li>• Revise 504/IEP (for students with disabilities) and Behavior Support Plan</li> <li>• Develop Functional Behavior Assessment and Behavior Intervention Plan</li> <li>• Restorative re-entry conferencing or Alternative educational placement</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Restitution</li> <li>• In-School Suspension/Suspension from school</li> <li>• May refer for expulsion (total removal from school) if other means of correction have not brought about proper conduct <b>or</b> are not feasible <b>or</b> there is a continuing danger to the physical safety of the student or other</li> </ul>
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## Paso Verde School Student Expectations & Rules

### Aerosol Sprays/Perfumes

Students are not allowed to possess any aerosol spray/perfume containers on campus or at school sponsored events.

- Hair sprays, computer duster sprays, deodorant sprays are potential inhalants, which can and have been used by students to affect the central nervous system as a stimulant, depressant or hallucinogen. Various inhalants produce different effects. The possession of these products, for this purpose, or the use of these products in that manner is in violation of State Penal Code sec. 381.
- The propellants in aerosol containers cause the mist to project into a room and linger long enough to set off the smoke detectors. Students have been doing this at great expense to the educational process and local fire protection agencies. Deodorants, hair fixative, etc. can be

obtained in other forms: pump, roll on, etc. which are not aerosols and do not propel the contents in a fashion as described above.

### **Baked Goods**

Baked goods, such as cakes, cupcakes, brownies, etc. are NOT allowed on campus and will be confiscated. Baked goods, for the use of celebrations, must be approved by administration and provided directly to the class by the teacher.

### **Bullying - BP 5131.2**

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, students can report threats or incidents confidentially and anonymously by go to NUSD Report Bullying Webpage at <https://natomasunified.org/bully-prevention/>

### **Controlled/Illegal/Imitation Substances (Possession/Use/Intent to Sell)**

#### Possession of Controlled/Illegal/Imitation Substance with Intent To Sell

Students who arrange the sale/distribution of alcohol or drugs will receive a five (5) day out of school suspension and shall be recommended for expulsion (Education Code 48915).

#### Possession/Use of Controlled/Illegal/Imitation Substance

Students in possession and/or under the influence of drugs or alcohol will be subject to the following actions:

- The drug(s)/alcohol will be confiscated.
- Students will be removed from class or school activity.
- Parents/guardians will be asked to come to the school.
- Law enforcement officials will be contacted and facts reported.
- Home suspension and possible recommendation for expulsion.

#### Possession/Use of Tobacco Products

The term “tobacco products” includes, but is not limited to, cigarettes, cigars, pipes, chewing tobacco, electronic cigarettes, smokeless tobacco, “Swishers” and snuff. Possession and/or use of tobacco products by students are prohibited by State Law (Education Code 48900) and a violation of Natomas Unified School District policy. Students in possession and/or use of tobacco products can be subject to disciplinary actions, including, but not limited to suspension.

### **Title IX Prohibition of Sex Discrimination**

Title IX of the Education Amendments of 1972 (“Title IX”), implemented at 34 C.F.R. § 106 *et seq.*, provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research,

occupational training, or other education program or activity operated by an entity, including a K-12 school district, that receives federal financial assistance. Sex discrimination includes discrimination based on sex stereotypes; sex characteristics; pregnancy or related conditions; parental, family or marital status; sexual orientation, and/or gender identity. (34 C.F.R. §§ 106.10; 106.20.)

In compliance with Title IX, the Natomas Unified School District ("District") prohibits sex discrimination in any education program or activity that it operates, including but not limited to student programs and/or activities and employment.

Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

### **Title IX Coordinator**

The following is the contact information for the District's Title IX Coordinator(s):

Shannon Henry - Student-Related  
Director of Safety and Safe Schools  
1901 Arena Blvd. Sacramento, CA 95834



(916)567-5501

Sarah Laws - Employee-Related  
Coordinator III - Human Resources  
1901 Arena Blvd. Sacramento, CA 95834



(916)561-5211

Laura Westlake - Employee-Related  
Coordinator III Human Resource  
1901 Arena Blvd. Sacramento, CA 95834



(916)567-5720

### **Applicable Board Policies and Administrative Regulations**

The District's nondiscrimination policy, sexual harassment policy, and Title IX grievance procedures can be located at <https://www.natomasunified.org/title-ix>

### **Reporting Conduct/Filing a Complaint**

All individuals are encouraged to report conduct that may constitute sex discrimination, including but not limited to sex-based harassment.

All employees, except for designated confidential employees, are *required* to report conduct that may constitute sex discrimination, including but not limited to sex-based harassment, within one day of learning of the same.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the District's Title IX Coordinator.

### **Additional Resources**

Additional resources may be found at:

- California Department of Education ("CDE"):  
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>
- California Civil Rights Department ("CRD"): [CRD | Civil Rights Department \(ca.gov\)](https://www.cdcrd.ca.gov/)
- U.S. Equal Employment Opportunity Commission ("EEOC"):  
<https://www.eeoc.gov/sex-based-discrimination>;  
<https://www.eeoc.gov/sexual-harassment>
- United States Department of Education Office for Civil Rights:  
<https://www2.ed.gov/about/offices/list/ocr/index.html>
- United States Department of Education Office for Civil Rights Complaint:  
<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>
- United States Department of Education Office for Civil Rights Contact Information:  
1-800-421-3481 or [ocr@ed.gov](mailto:ocr@ed.gov)

### **Harassment**

The Board of Trustees is committed to maintaining an educational environment that is free from harassment.

#### **Sexual Harassment- BP 5145.7**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, or otherwise participates in district complaint processes. The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced

off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee.

Types of conduct which are prohibited in the district and may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, notes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class.
7. Massaging, grabbing, fondling, stroking or brushing the body.
8. Touching an individual's body or clothes in a sexual way.
9. Purposefully cornering or blocking normal movements.
10. Displaying sexually suggestive objects.

#### Nondiscrimination- BP 5145.3

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying targeted at any student by anyone based on the student's actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

#### **Language Policy**

Appropriate language for a professional educational environment should be used at all times while on campus. Use of vulgar or profane language is a violation of Educational Code 48900(i) and is a suspendable offense.

#### **Mutual Combat (Fighting)**

Mutual combat—students striking, pushing, or shoving each other—will not be tolerated. Under the Education Code and Penal Code, once a student decides to strike another student even if the other student started it or struck first it is considered Mutual Combat and not Self-Defense.

#### Self-Defense

A student who engages in self-defense is one who has tried EVERYTHING in his/her power to remove himself/herself from a situation that may result in physical blows. This includes refusing to engage in verbal threats or confrontations, walking away from the situation, seeking assistance from school personnel, and not striking back due to being hit by another person (grabbing, holding, or restraining one to prevent them from striking is self-defense). Students who are intimidated or harassed by another student should report the problem to a teacher or administrator. Teachers must report these incidents to an administrator immediately.

### Consequences for Mutual Combat (Fighting)

Students who engage in mutual combat (fighting) may be immediately suspended from school in accordance with California Education Code and Board Policy. Students who engage in mutual combat may be required to participate in restorative activities, such as mediation, detention, No Contact Contracts, and/or Project Save. Mutual combat may be reported to the Sacramento Police Department because these acts constitute a violation of California Penal Code. Students who engage in mutual combat multiple times in one school year may be recommended for expulsion as a continuing danger where other forms of intervention have not been successful.

### Instigating Mutual Combat (Fighting)

Students who instigate fights but are not actively involved (that is, students who carry rumors, put others up to fighting, carry information back and forth between other individuals who subsequently fight, watch or run to a fight, record and/or encourage a fight) submit themselves to the same penalties as those who are involved in the fight. Students who encourage Mutual Combat (fighting) by gathering around, recording, joining in the fight, yelling encouragement, and/or hindering and disregarding school officials, can be subject to disciplinary actions, including, but not limited to suspension.

### **Prohibited Items**

Items that are not allowed on the campus or school sanctioned events include, but are not limited to:

- Aerosol Sprays
- Dangerous Objects such as knives, explosives, firearms, imitation firearms, pellet guns, airsoft guns, brass knuckles, or any other item considered a weapon.
- Gambling Devices
- Lighters
- Laser devices (*Penal Code 417.27*)
- Tobacco and Tobacco Products
- Vaping Devices & Products
- Controlled/Illegal/Imitation substances
- Alcohol
- Items related to violence, gangs, or deemed discriminatory or offensive
- External Speakers
- Items that make loud or excessive noise (air horns)
- Items of no reasonable use to the student at school
  - Firecrackers
  - Stink bombs
  - Screwdrivers
  - Water guns
  - Water balloons

### **Public Displays of Affection (PDA)**

Paso Verde School is focused upon creating a positive learning environment. Behavior expectations should mirror business-professional standards, and inappropriate displays of public affection are to be avoided.

## **School Property**

Students are expected to take care of school property, including books, paper, supplies and other necessary materials used to enhance learning. Students must pay for damaged or lost items.

Parents/guardians have a responsibility to the community for damages caused by their children to school property during or after school. The California Education Code 48909 states that any student who willfully cuts, defaces or otherwise injures in any way property belonging to the school district is liable may be subject to disciplinary actions, including, but not limited to suspension or expulsion. Parents or guardians shall be liable for all damages so caused by the student. The parent or guardian of a student shall be liable to a school district for all property belonging to the school district loaned to the student and not returned on demand.

## **School Responsibility for Students To and From School**

According to the California Education Code 44808, no school district, city or county board of education, county superintendent of schools, or any officer or employee of such district or board shall be responsible or in any way liable for the conduct or safety of any student of the public schools at any time when such student is not on school property, unless such district, board or person has undertaken to provide transportation for such student to and from the school premises or in a school-sponsored activity.

## **Selling/Buying Personal Property**

Students may not arrange the buying and selling of any personal property, including food, on a school campus. Students found doing this will be subject to appropriate consequences and the items and money involved being confiscated by administration and returned to parents once determined the items involved are not illegal or stolen.

## **Student Photo Identification Cards**

(Insert Policy on Student ID Cards)

## **Student Search and Seizure - BP 5145.12**

The Board of Trustees is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

School officials may search individual students, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices. Please note reasonable suspicion is not the same as Law Enforcements probable cause.

### Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy

## **Consequences of Inappropriate Behavior**

### **Suspension - BP 5144.1**

Student discipline, suspension, or recommendation for expulsion from school shall be determined by the site principal, the superintendent, or a designee if the student has violated the Education Code..

A student may be **disciplined, suspended, or expelled for acts** that occur as cited by **Education Code 48900(s)**:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

### Class Suspension

A teacher may suspend a student from class, for any of the acts violations of Education Code section 48900. The class suspension can be issued for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision. As soon as possible, the teacher shall contact the parent or guardian of the student to conference regarding the suspension. The student shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal (Ed Code 48910).

### In-School Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the school site administration may establish a supervised suspension classroom program which meets the requirements of law (Ed Code 48900.5).

### Home Suspension

Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated California Education Code section 48900 or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process

State law allows for the suspension of a student if a student violates California Education Codes pertaining to student conduct, 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), or during, or while going to or from, a school sponsored activity.

When a home suspension is warranted, the student is not allowed to be on or about any campus of the Natomas Unified School district. This includes attending any school sponsored events. The suspension may be from one to five days in length.

#### Required Due Process to Suspend

- Informal conference between student and administrator or designee
  - Ask to hear students version of facts
  - Ask for a written statement from the student
  - Not required to include parents
- Explain the proposed suspension recommendation and evidence against them, including “other means of correction”
- School must make reasonable efforts to notify family
- Provide family with a copy of the suspension notification

#### After Suspension Re-Entry Meeting

The student will be required (and family if appropriate) to attend a meeting with an administrator in order to discuss the student’s successful reentry to school, possible interventions and support, and discuss consequences for further behavior issues.

### **Expulsion - BP 5144.1**

If a student has violated the Education Code related to behavior, the school may recommend to expel that student from the school as well as the Natomas Unified School District for a period up to one calendar year. This recommendation is made to the NUSD Governing Board. Violations of California Education Code section 48915 mandates administration to recommend expulsion for serious behavior infractions. **Expulsion is the removal of a student from all schools in the Natomas Unified School District for violations of the California Education Code as ordered by the Board of Trustees.** An expulsion is for a defined period, but an application for reentry must be considered within a specified period. State law provides for full due process and rights to appeal any order of expulsion.

#### Violations of E.C. 48915(c)

Natomas Unified School District has long maintained a strong position against offenses committed by students that involve the possession of weapons, acts of violence, or the sale or distribution of controlled substances. Violations Education Code 48915(c) mandates that the Board of Trustees shall expel students for:

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault/sexual battery
- Possession of an explosive

### Violations of E.C. 48915(a)(1)

Unless the Principal or Superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, Education Code 48915(a)(1) mandates immediate recommendation of expulsion if any of the following violations occur:

- Causing serious physical injury to another person except in self-defense
- Possession of any knife or other dangerous object of no reasonable use to the student
- Unlawful Possession of any controlled substance
- Robbery or extortion
- Assault or battery upon any school employee

### **NUSD Discipline Matrix**

This Discipline Matrix describes the range of consequences for violating California Education Codes pertaining to student conduct. The range of consequences include, interventions, suspension (other other means of correction if applicable), expulsions, and/or arrest by law enforcement.

	Intervention	SUSPENSION (OR ALTERNATIVE)	EXPULSION	ARREST
<b>I. ACTS OF VIOLENCE</b> (E.C. 48900(a1)(a2)(q), 48915(a)(1)(A), (a)(1)(E)) <ul style="list-style-type: none"> <li>● Hazing resulting in injury</li> <li>● Threatening to cause harm               <ul style="list-style-type: none"> <li>1. To a student</li> <li>2. To school personnel</li> </ul> </li> <li>● Fighting -- mutual combat</li> <li>● Aids or Abets</li> <li>● Inflict or attempts to inflict physical injury to another</li> <li>● Use of force or violence (battery/attack)               <ul style="list-style-type: none"> <li>1. Upon a student</li> <li>2. Upon school personnel</li> </ul> </li> </ul>	      	      	      	      
<b>II. WEAPONS AND DANGEROUS OBJECTS</b> (E.C. 48900(b), 48915(a)(1)(B), 48915(c1)(c2)(c5)) <ul style="list-style-type: none"> <li>● Possession, sale, or furnishing of weapons (knife, gun, sharp objects, club, look-alike weapons, or an object that could inflict injury). A look-alike weapon, if used in a threatening manner, is considered a weapon.</li> <li>● Explosives--use or possession.</li> </ul>	  	  	  	  
<b>III. DRUGS AND ALCOHOL</b> (E.C. 48900(c)(p), 48915(a)(1)(C), 48915 (c3)) <ul style="list-style-type: none"> <li>● Possession, use, sale or otherwise furnishing, or being under the influence of alcohol or drugs. Sale of drugs or alcohol will result in expulsion.</li> </ul>	 	 	 	 

IV. SALE OF "LOOK-ALIKE" DRUGS AND ALCOHOL (E.C. 48900(d))		X	X	X
<ul style="list-style-type: none"> <li>Offering, arranging, or negotiating to sell prescription drug soma, or furnish drugs or alcohol, and then substituting a look-alike substance intended to represent illegal drugs or alcohol.</li> </ul>				
V. ROBBERY OR EXTORTION (E.C. 48900(e), 48915(a)(1)(D))		X	X	X

(EXAMPLES OF ALTERNATIVES TO SUSPENSION (ED. CODE 48900V) ARE: COMMUNITY SERVICE, COUNSELING TREATMENT PROGRAMS, RESTORATIVE JUSTICE AND ALTERNATIVE PLACEMENTS)

	Intervention	SUSPENSION (OR ALTERNATIVE)	EXPULSION	ARREST
VI. DAMAGE TO PROPERTY (E.C. 48900(f))		X	X	X
<ul style="list-style-type: none"> <li>Cause, or attempt to cause, damage to school or private property</li> <li>Arson</li> </ul>		X	X	X
VII. THEFT OR STEALING (E.C. 48900(g))		X	X	X
<ul style="list-style-type: none"> <li>Stealing or attempting to steal school or private property</li> </ul>				
VIII. TOBACCO (E.C. 48900(h))				
<ul style="list-style-type: none"> <li>Possession of tobacco or nicotine products</li> <li>Use of tobacco</li> <li>Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is prohibited (BP 5131.62(a))(Discipline under 48900(k))</li> </ul>	X  X	X X X		
IX. PROFANITY, OBSCENE ACTS, DEMEANING RACIAL STATEMENTS, VULGARITY (E.C. 48900(i))				
<ul style="list-style-type: none"> <li>Directed at peers</li> <li>Directed at school personnel</li> </ul>	X	X X	X X	X X

X. DRUG PARAPHERNALIA (E.C. 48900(j)) <ul style="list-style-type: none"> <li>• Possession</li> <li>• Offer, arrange, or negotiate to sell</li> </ul>		X X	X X	X X
XI. WILLFUL DEFIANCE (E.C. 48900 (k)) <ul style="list-style-type: none"> <li>• Failure to follow school rules</li> <li>• Failure to follow directives or instruction of staff or teachers</li> <li>• Failure to follow conduct code for school bus passengers</li> </ul> <b>*Students enrolled in kindergarten or any of grades 1 to 8, shall not be suspended solely (independently) for any of the acts listed under 48900k</b>	X X X	X X X		
XII. POSSESSION OF STOLEN PROPERTY (E.C. 48900(l))	X	X	X	X
XIII. POSSESSION OF IMITATION FIREARM (E.C. 48900(m)) <ul style="list-style-type: none"> <li>• Replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.</li> </ul>		X	X	
XIV. SEXUAL ASSAULT OR BATTERY (E.C. 48900(n))		X	X	X

	Intervention	SUSPENSION (OR ALTERNATIVE)	EXPULSION	ARREST
XV. HARASSMENT, THREATS, OR INTIMIDATION OF A WITNESS (E.C. 48900(o)) <ul style="list-style-type: none"> <li>• Related to disciplinary proceedings.</li> </ul>	X	X	X	X
XVI. BULLYING (E.C. 48900(r)) <ul style="list-style-type: none"> <li>• Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act</li> <li>• Cyberbullying including posts on Social Networks</li> <li>• Creating a burn page</li> <li>• Creating a credible impersonation of another</li> </ul>	X X X X	X X X X	X X X X	
XVII. SEXUAL HARASSMENT (E.C. 212.5 & 48900.2; A.R. 5145.7) <ul style="list-style-type: none"> <li>• 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.)</li> <li>• Note: Harassment of any type is not tolerated. Students in grades K-3 will be dealt with appropriately in cases of</li> </ul>	X	X	X	X

harassment.				
<p>XVIII. ACTS OF HATE VIOLENCE (E.C. 48900.3)</p> <ul style="list-style-type: none"> <li>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 personal or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the per-petrator has the apparent ability to carry out the threat, may be considered an act of violence.</li> </ul>	X	X	X	X
<p>XIX. OTHER HARASSMENT (E.C. 48900.4)</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		X	X	X
<p>XX. TERRORIST THREATS (E.C. 48900.7)</p> <ul style="list-style-type: none"> <li>Against School officials, school property, or both. "Terrorist Threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property.</li> </ul>		X	X	X

## Section 5: Student and Family Acknowledgement Form



**Paso Verde School Student and Family Handbook Received Acknowledgement Form**

This document is available on our school website at (insert website link) and we will always have additional copies in the front office as well. To save printing costs, we will not be printing the document for every student, but we ask that you **sign and return this “Paso Verde School Student and Family Handbook Received Acknowledgement Form”** after your family has had a chance to review and discuss the information. Students will be held accountable for the expectations outlined in this handbook, therefore teachers will also review the handbook during the first 3 days of school and again in January 2023. However, to ensure clear communication, it is important that the family also review the handbook with your student.

My student and I have reviewed the 2024-2025 Paso Verde School Student and Family Handbook, and we understand and agree to follow the Policies and Procedures established by the school.

Student Name (Print) \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name (Print) \_\_\_\_\_ Relationship: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_