



HOME OF THE JAGUARS

JEFFERSON SCHOOL

STUDENT/FAMILY HANDBOOK

2001 Pebblewood Drive

Sacramento, CA 95833

(916) 567-5580

<https://jfs.natomasunified.org/>

Our Goal is to ROAR to Success by creating a

Respectful and Caring Environment

Organized School Community

Academic Excellence

Relationships with Scholars, Families and the Community

Jefferson School Mission

Mission

The mission of our school is to provide all scholars with a high-quality education that is rigorous and relevant, that tasks scholars to use high order thinking skills and apply their learning to real-life situations. We seek to create an environment that promotes agency in learning and achieves equity for all scholars to ensure that each scholar is a successful learner, by challenging and supporting every scholar to thrive as a global citizen, achieve academic excellence, and by embracing the full richness and diversity of our community.

Section 1: School Site Information

Contact Information

Office Hours	Monday - Friday, 7:30am - 3:30pm
Main Office	916-567-5580
Attendance	916-567-5580

Administration Contact Information

Ms. Danisha Keeler
Principal
dkeeler@natomasunified.org
916-567-5580 ext. 74021

Renald Edwards
Assistant Principal
redwards@natomasunified.org
916-567-5580 ext 74015

Support Staff Contact Information

The support staff is responsible for coordinating a comprehensive system of support that will promote student connectedness to our academic program, extracurricular activities, work-based learning, academic peer counseling and health services. Referrals from parents, staff, or caring peers are encouraged.

Elizabeth Vargas
School Psychologist
evargas@natomasunified.org
916-567-5580 ext. 74408

Alanna Allen
Jefferson Site Social Worker
alannaallen@natomasunified.org
916-567-5580 ext. 74620

Arron Reese
Speech and Language Specialist
areese@natomasunified.org
916-567-5580 ext. 74407

Teacher Contact Information

Jefferson teachers can be contacted through email or phone. To find your teacher's email address, please refer to the school website at <https://natomasunified.org/ifs/> or call the school office at **916-567-5580** and let the office staff know you would like to leave a message for the teacher.

Jefferson Bell Schedule

PRESCHOOL AM SCHEDULE	
8:00 AM	Instruction Begins
8:30AM - 9:00AM	Outdoor Inquiry
9:30am - 9:45am	Snack Time
10:45am - 11:00am	Pack up & Dismissal

PRESCHOOL PM SCHEDULE	
12:00 PM	Instruction Begins
12:30PM - 1:00PM	Outdoor Inquiry
1:30pm - 1:45pm	Snack Time
2:45pm - 3:00pm	Pack up & Dismissal

TK & KINDERGARTEN SCHEDULE Regular Schedule	
7:25 AM	Breakfast (Optional)
7:55 AM	Warning Bell
8:00 AM	Instruction Begins
9:30AM-9:45AM	Morning Recess
10:30 AM - 11:05AM	Lunch (20), Recess (15)
1:05PM- 1:20PM	Afternoon Recess
1:53 PM	Dismissal

TK & KINDERGARTEN SCHEDULE Early Dismissal Schedule	
7:25 AM	Breakfast (Optional)
7:55 AM	Warning Bell
8:00 AM	Instruction Begins
9:30AM-9:45AM	Morning Recess
10:30 AM - 11:05AM	Lunch (20), Recess (15)
12:33 PM	Dismissal

ELEMENTARY SCHEDULE (1st-6th) Regular Schedule	
7:25 AM	Breakfast (Optional)
7:55 AM	Warning Bell
8:00 AM	Instruction Begins
9:35AM - 9:50AM	Morning Recess (1st-3rd)
10:05AM - 10:20AM	Morning Recess (4th-6th)
10:55AM - 11:30AM	Lunch- Grades 1st & 2nd (20) Recess (15)
11:25AM - 12:00PM	Lunch- Grades 3rd & 4th (20) Recess (15)
12:15PM - 12:50PM	Lunch- Grades 5th & 6th (20) Recess (15)
1:05PM- 1:15PM	Afternoon Recess (1st-3rd)
2:10 PM	Dismissal

ELEMENTARY SCHEDULE (1st-6th) Early Dismissal Schedule	
7:25 AM	Breakfast (Optional)
7:55 AM	Warning Bell
8:00 AM	Instruction Begins
9:35AM - 9:50AM	Morning Recess (1st-3rd)
10:05AM - 10:20AM	Morning Recess (4th-6th)
10:55AM - 11:30AM	Lunch- Grades 1st & 2nd (20) Recess (15)
11:25AM - 12:00PM	Lunch- Grades 3rd & 4th (20) Recess (15)
12:15PM - 12:50PM	Lunch- Grades 5th & 6th (20) Recess (15)
12:50 PM	Dismissal

MIDDLE SCHOOL SCHEDULE (7th & 8th) Regular Schedule	
7:25 AM	Breakfast (Optional)
7:40 AM	Warning Bell
7:45 AM	Instruction Begins
7:45AM - 8:45AM	Period 1
8:48AM - 9:47AM	Period 2
9:50AM - 10:49AM	Period 3
10:52AM - 11:51AM	Period 4
11:51AM - 12:26PM	Lunch (20) Recess (15)
12:29PM - 1:28PM	Period 5
1:31PM - 2:30PM	Period 6
2:30 PM	Dismissal

MIDDLE SCHOOL SCHEDULE (7th & 8th) Early Dismissal Schedule	
7:25 AM	Breakfast (Optional)
7:40 AM	Warning Bell
7:45 AM	Instruction Begins
7:45AM - 8:27AM	Period 1
8:30AM - 9:12AM	Period 2
9:15AM - 9:57AM	Period 3
10:00AM - 10:42AM	Period 4
10:45AM - 11:27AM	Period 5
11:30AM - 11:51AM	Period 6
11:51AM - 12:26PM	Lunch (20) Recess (15)
12:29PM - 12:50PM	Period 6
12:50 PM	Dismissal

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) 567-5580, using our online absence reporting system on our website and/or in Parent Square 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

Arrival and Dismissals

- Campus supervision does not begin until 7:30 am; therefore, scholars should not be on the playground before 7:30 am. Scholars arriving at 7:30 am for breakfast are to stay in the cafeteria until they are allowed to go out to the playground. This is for your child's safety.
- At the end of the school day, all scholars in grades 1st- 8th grade are to walk with their teacher out to the shade structure where they are to wait for the parent/guardian/daycare to pick them up. Transitional kindergarten and kindergarten scholars are picked up directly from the classroom.

Student Pickup/Drop Off (Parking Lots)

- **Parents are NOT TO LEAVE VEHICLES UNATTENDED unless it is a designated parking space.** Do not leave your vehicle unattended in the yellow, white or red curb areas.
- Scholars who are not picked up after 15 minutes after the end of the day will be walked to the front office to wait to be picked up and/or make phone calls to parents.
- **Scholars who are walking home are to walk directly home and not stop at the park and play or "hang out" with friends.** The park behind Jefferson school is a public park and we can not control what goes on there, but want to make sure that ALL scholars are safe and making positive and productive decisions as they are walking home. Scholars who are in constant violation of this will have phone calls home made by the principal and/or admin designee.

Traffic Safety

Jefferson School is committed to scholar safety. We are enforcing the use of crosswalks when parents/scholars are walking to and from school. There is no jaywalking and/or scholars running across the street without using the crosswalks. Scholars and parents need to use the designated crosswalks. Please do not park in the crosswalk path during arrival and dismissal times. This is at the request and partnership of the Sacramento Police Department.

Parent Opportunities for Involvement

- **Parent Teacher Association (PTA)**
 - The PTA is a collaborative group of Jefferson School parents and teachers who care about our scholars and about the environment of Jefferson School. The PTA meets regularly once a month, typically on the last Tuesday of the month. Any member of the school community or teacher may participate in the meetings and attend the activities. If you are interested in additional information please visit the PTA

Facebook page at: <https://www.facebook.com/JeffersonJaguarsPTA/>. TOGETHER, WE CAN MAKE A DIFFERENCE!

- **School Site Council (SSC)**
 - The school site council is a group of teachers, parents, classified employees, and students (at the high school level) that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers. The SSC meets regularly once a month on the second Thursday of every month. If you are interested in additional information, call the school office 916-567-5580. TOGETHER, WE CAN MAKE A DIFFERENCE!
- **English Learner Advisory Committee (ELAC)**
 - The role of the ELAC is to advise the principal and School Site Council on programs and services for English learners. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English learner community. Specifically, the ELAC:
 - Advises on the development of services for English learners in the Single Plan for Student Achievement (SPSA).
 - Assists in the development of the school’s needs assessment and efforts to make parents aware of the importance of regular school attendance.
 - Has representation on Council of Councils The ELAC meets regularly once a month on the second Monday of every month. If you are interested in additional information, call the school office 916-567-5580. TOGETHER, WE CAN MAKE A DIFFERENCE!
- **Superintendent Parent Advisory Council**
 - The purpose of the council is to provide two-way communications between the Superintendent and schools, and to review action taken by the Board. In addition to attending monthly meetings, Council Members will also act as communicators between the Superintendent's Office and schools, provide the Superintendent with information from the community, and act as a focus group for district issues.
- **Check with the classroom teacher for added ways to be involved.**

Nutrition Services

For information regarding school menus; applying for free/reduced price meals, online lunch payments please visit the Nutrition Services Department page on the Natomas Unified School District website at

<https://www.natomasunified.org/departments/nutrition-services>

Nutrition Service Hours of Operation

- Breakfast: 7:25am - 7:55am
- Lunch:

LUNCH SCHEDULE	
10:30 AM - 11:05AM	TK & Kindergarten Lunch (20), Recess (15)
10:55 AM - 11:30 AM	Lunch- Grades 1st & 2nd (20) Recess (15)

11:25 AM - 12:00 PM	Lunch- Grades 3rd & 4th (20) Recess (15)
11:51 AM - 12:26 PM	Middle School Lunch (20) Recess (15)
12:15PM - 12:50PM	Lunch- Grades 5th & 6th (20) Recess (15)

- Supper: 1:53 pm - 2:45 pm

Nutrition Services Expectations/Rules

- Outside food delivery is prohibited
- Selling outside food on campus is prohibited, without administrative authorization
- School breakfast or lunch items are to not leave the cafeteria. Scholars are to finish their food in the cafeteria prior to going outside to play.

Cafeteria Rules

1. Enter quietly and respectfully. Always walk.
2. Follow the black line around the outer line of the cafeteria. Enter your lunch number on the keypad and proceed through the lunch line.
3. You must have permission from the lunch supervisor to leave the cafeteria.
4. Use a Level 2 (conversational) Voice Level
5. Use good table manners.
6. Classes will be excused when the previous lunchtime is complete. Scholars need to make sure that the table area is clean before being allowed to go out to the playground.

NOTE: Scholars not following the rules will be sent to the quiet table as a warning.

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 Jefferson Late Policy:

Scholars are required to be in class by 8:00 a.m. in grades TK-6 and 7:45am for middle school scholars (see Daily Schedule on page 2). Any scholars arriving after the start time are considered tardy. Those who arrive after 10 minutes of the school day starting must report to the office for an admit slip. In severe cases, tardiness may be regarded as truancy and may result in referral to the School Attendance Review Team (SART) and or School Attendance Review Board (SARB). If the tardiness is due to an appointment, a note from the doctor's office may be required.

Before and After-School Care

Before School Care Information

We DO NOT have before school care for scholars. Scholars will not be allowed on campus prior to 7:25 a.m. as they are unsupervised. The exception is scholars eating breakfast. Breakfast begins at 7:25 and will stop being served at 7:55. Scholars within first through sixth grade may play at morning recess beginning at 7:40am. Transitional Kindergarten and Kindergarten scholars are to proceed directly to their classrooms. Once the 7:55 bell rings scholars within first through sixth grade are to walk directly to their classroom. Scholars then form a line outside their class where their teacher will greet them and open the door @ 8:00am. Seventh and Eighth grade scholars will have a warning bell at 7:40am in which they are to walk directly to their first period. Scholars then form a line outside their class where their teacher will greet them and open the door @ 7:45am.

After School Care Information

LEAP ACADEMY AFTER SCHOOL PROGRAM: The LEAP ACADEMY after school program offers enrichment activities, recreation, literacy training, and homework assistance to transitional kindergarten through eighth grade in the Natomas Unified School District. Sites are operated on campus, and they are open until 6pm each school day. The LEAP ACADEMY program begins at the end of the day for transitional kindergarten and kindergarten at 1:53pm, 1st - 6th grade students at 2:10pm, 7th-8th grade students at 2:30pm. There is no charge for families to enroll their scholars in the program. Enrollment packets are available online on the Jefferson website.

Lost and Found

Parents are urged to label all personal items with their children's names for easy identification. The "lost and found" rack is located in the cafeteria on the stage. We also place the lost and found rack outside the cafeteria at morning drop off when the weather is nice, for additional convenience for parents. If your child has lost something, check the lost and found to see if it has been turned in. Parents are welcome to come in and check the lost and found at any time. The school will periodically donate all unclaimed lost and found articles to a local charity.

Student Photo Identification Cards

Students are provided Identification Cards in the fall of each year for free using their fall school picture.. These ID cards are for scholars to keep and use throughout the school year as necessary.

Section 2: Site-Specific Programs and Student Support

INTERNATIONAL BACCALAUREATE (IB) WORLD PRIMARY YEARS PROGRAM (PYP) SCHOOL

Jefferson School is an International Baccalaureate (IB) Primary Years Program (PYP) World School. Our IB program will help support scholars, teachers, families and the school community to increase the academic success of our scholars while also creating global learners. Having IB as a framework for elementary education at our school would feed into a strong Pre-Advanced Placement (Pre-AP) Program within our seventh and eighth grades here at Jefferson PK-8 School. It will eventually then feed into Pre-AP and Advanced Placement courses at Natomas and Inderkum High Schools. Eventually allowing interested scholars to be fully prepared and successfully complete the AP Capstone program at Natomas High or the IB Diploma Program at Inderkum High School.

What is International Baccalaureate (IB)?

The International Baccalaureate (IB) is an international organization that offers educational programs for scholars aged 3-19. The IB aims to develop inquiring, knowledgeable and caring young people who have the ability and skills to adapt to our global society and help make it a better world. Scholars at International Baccalaureate (IB) World Schools are given a unique education. They will be encouraged to think independently and drive their own learning. They will take part in programs of education that can lead them to some of the highest ranking universities around the world. They will become more culturally aware, through the development of a second language. They will be able to engage with people in an increasingly globalized, rapidly changing world. IB World School scholars develop strong academic, social and emotional characteristics.

GATE

Natomas Unified will test all 1st-grade scholars every year for Gifted and Talented Education, or GATE, unless parents or guardians opt their scholar out of the process. Testing is conducted in February and March. Scholars in 2nd through 5th grades can be referred for GATE testing by their teacher or by a parent or guardian. If a scholar is identified as a GATE student, they are placed in a GATE cluster within a class or classes at their grade level. The Jefferson teachers use a variety of instructional strategies to challenge all scholars, but especially those that are identified as GATE. It is based on instructional strategies that the teacher uses with scholars in order to challenge them in a variety of ways. One of which is to use the Depth and Complexity Prompts throughout lessons. At times GATE scholars may have different types of assignments that are more challenging than the rest of the class or they may have options in how they want to show their understanding of the content and standards.

Once in middle school we continue to cluster our GATE scholars within specific contents to continue to challenge scholars in a variety of ways. We also have some accelerated classes for Math in 7th and 8th grade if our scholars qualify, as there is a placement test they take in 6th grade. If scholars qualify in 6th grade for accelerated math they will complete Compacted 7/8 math in seventh grade. If scholars maintain a good grade (and pass) in that class they then move on to Math 1 (high school math) for eighth grade. All of this happens on our campus so they are ready for a different path than the normal freshman, going into high school.

ENGLISH LANGUAGE DEVELOPMENT FOR SECOND LANGUAGE LEARNERS (ELD)

The Natomas Unified School District provides English Language Development for students who are designated as English Learners (or Dual Language Learners). Using information from parent answers to the Home Language Survey on student enrollment forms, some students are eligible to take the English Language Proficiency Assessment for California (ELPAC) Instructional support is provided to help students both learn the English language and to learn other academic content while still learning English. When a student passes the ELPAC at higher rates, he/she can be reclassified as "Fluent-English Proficient" and will at that time no longer receive English Language Development classes.

EARLY RELEASE DAYS

To help your scholar learn and succeed, Natomas Unified teachers come together throughout the year to learn, practice and collaborate on improving instruction. Shared teacher learning is consistent with district goals of increasing academic success and training and retaining high-quality staff. **This year, five Staff Development Early Release Days will take place, on September 9, October 14, December 9, January 13, and February 24.** Jefferson scholars within Transitional Kindergarten and Kindergarten will be dismissed at 12:33pm and scholars within 1st - 8th grade will be dismissed at 12:50pm on these days. Please make sure to make a note of these days and

make arrangements so that your scholar will be picked up on time. For more information please contact your scholar's teacher/teachers or school office staff.

PBIS School

In the 2024-2025 school year Jefferson School was recognized by the California PBIS (Positive Behavior Interventions and Supports) Coalition, as a **2024 GOLD Medal School** for the dedicated implementation of PBIS school-wide. Some of the school-wide practices include but are not limited to: school-wide expectations and acknowledgement system, weekly behavior lessons with videos and PBIS minor/major referral implementation and tracking. Jefferson School has used the site based PBIS Tier II team to target specific scholars for added behavioral interventions that include: IYT boys mentoring program, Check In/ Check Out system, and Second Step Curriculum focused on Social Emotional Learning.

Restorative Justice

Jefferson School has also implemented Restorative Justice Practices schoolwide. A Schoolwide program that focuses on building and strengthening our school and classroom communities. This program emphasizes scholar responsibility as well as repairing relationships. Teachers have been provided multiple opportunities to attend 12 hours of Restorative Justice training on the implementation of Restorative Justice Practices within the classrooms. Teachers have committed to having no less than monthly Restorative Justice Circles within the classroom setting. These meetings are monitored and tracked so that the data collected can be used for future training and/or coaching that may be needed throughout the year. These Restorative Justice circles to address concerns, give scholars a voice, and build our scholars' sense of belonging.

AFTER SCHOOL ACADEMIC AND SPORTS PROGRAMS

After School Programs

Jefferson School offers several learning opportunities after school. Many of our teachers and staff provide additional tutoring or enrichment services after school and we are continuing to add more programs. Currently, the following programs are available:

JAGS (Jefferson Academy of Growth & Success)

JAGS stands for Jefferson Academy of Growth & Success. Children are selected to participate in this intervention program through teacher referral. For this program, Jefferson teachers teach a small class of scholars focused on topics after school in their classrooms. scholars work toward proficiency on targeted standards identified through multiple measures, including classroom and district assessments. Your child may or may not be with their regular classroom teacher during this time. scholars are placed based on the standard of need to reach grade-level proficiency.

IMPROVE YOUR TOMORROW (IYT)

Founded in 2013, Improve Your Tomorrow (IYT) is a community based non-profit focused on serving the educational needs of young men of color. Our organization predominantly serves students who are academically underperforming, socially at-risk, and/or have experienced chronic stress or violence at home or in their community. The core initiatives and services provided to IYT students include: Academic Support: Weekly tutoring, monthly skills institutes, and summer workshops; College Preparation: College readiness advice, application coaching, and university visits; Mentorship: Mentors meet monthly in small groups and individually to review grades,

attendance, and personal issues. IYT is open to all of our middle school boys in which they need to complete the interest form. IYT meets three times a week after school until 5:30pm with added check-ins during the school day with individual students. Space is limited.

INTRAMURAL SPORTS FOR 4th - 8th Grade Scholars

Natomas Unified Athletics program offers Flag Football, Volleyball, Girls and Boys Basketball, Girls and Boys Soccer throughout the year. Tryouts are held for and open to all scholars who wish to participate in 4th - 8th grades.

RUNNIN' 4 RHETT/ FITNESS CLUB

The R4R Team is for all girls and boys in Kindergarten through 8th grade who like jogging for distance or would like to learn how to jog for distance. Your child will work out two times a week for 10 weeks; be trained according to their ability (grouped for station workouts and running distance), they'll gain a better understanding of fitness, their body and working as a team.

ELIGIBILITY TO PARTICIPATE POLICY

In order to participate in clubs, school incentive parties, reward field trips, athletics, extracurricular activities, and end of year activities, scholars must meet the following criteria.

- Scholars who are suspended from school will not be eligible to participate in school activities while serving their suspension.
- **8th Grade scholars: JEFFERSON SCHOOL CRITERIA FOR PARTICIPATION IN END OF YEAR ACTIVITIES INCLUDING 8TH GRADE PROMOTION CEREMONY.** In order for an eighth grade scholar to be eligible for participation in the end of year eighth grade activities, field trips and promotion, he/she must be in good standing, which includes:
 - Average 2.0 GPA from Semester 1 and Semester 2 of their 8th grade year
 - Minimal discipline incidents:
 - Scholars that begin to acquire multiple discipline incidents will be placed on a behavior contract. Scholars who break this contract will lose their privilege to participate in promotion.
 - No suspension during 3rd Trimester
 - Positive attendance

Academic Support

Planners are provided to 2nd - 8th grade scholars. The planner is a very useful tool in helping scholars to be organized and responsible for their own success. The planner is helpful for parent/teacher communication. scholars are expected to use their planners to write down daily assignments.

In **NOVEMBER** there are five minimum days scheduled for Parent-Teacher Conferences. These conferences often prove to be very helpful to all parties concerned - the child, the parents and the teacher. If you feel the need for an additional conference during the school year, please request it in advance by contacting your child's teacher first. **Please do not drop by for an unscheduled conference.** If you need help with scheduling meetings with a teacher(s) please contact the front office at 916-567-5580.

JAGS stands for Jefferson Academy of Growth & Success. Children are selected to participate in this intervention program through teacher referral. For this program, Jefferson teachers teach a small class of scholars focused on topics after school in their classrooms. scholars work toward

proficiency on targeted standards identified through multiple measures, including classroom and district assessments. Your child may or may not be with their regular classroom teacher during this time. scholars are placed based on the standard of need to reach grade-level proficiency.

Instructional Time

During the school day scholars are expected to be in their assigned classrooms on time and remain for the entire instructional class. If a scholar must leave class they are required to have a pass issued by a Jefferson staff member. Scholars without a pass will be sent back to class in order to obtain one. This is to ensure the safety of all scholars on the Jefferson campus.

Section 3: Behavior Expectations

Jefferson School Student Expectations & Rules



Jefferson School is a PBIS (Positive Behavior Interventions and Supports) school.

What are Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting scholars to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports ALL scholars through intervention ranging from a school-wide system to a system for developing individualized plans of specific scholars. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all scholars and improve school climate.

By the end of the first week of school, and again at Back to School Night, a copy of the teacher's classroom behavior management plans will be provided to the parents/guardians. These will also be posted in the classrooms. Any changes in the rules/consequences will be sent home as information to the parents. If you have any concerns about the rules or application of the rewards and consequences please contact the classroom teacher. You can also refer to the NUSD scholar Code of Conduct located at <https://natomasunified.org>

School-Wide Rules

Be Safe, Be Kind, Be Productive

School Rules Posters

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc.. This will help to prompt staff and scholars to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

Teaching School-wide Rules, Behavioral Expectations & Routines

Starting the Year off Right

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations and routines to all scholars across all settings in the school. The PBIS team is organizing a set of events that hopes to provide scholars and staff with an entertaining, memorable and positive first week of school in which everyone learns the rules, expectations and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

Why teach the Rules, Expectations and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is so that all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the scholars.

A second major reason is that we cannot assume that scholars know the expectations and routines.

What are Routines?

Routines are the procedures and processes that scholars are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up scholars to engage in misbehavior in the school that follows the same set of procedures.

Booster Sessions: Re-teaching the Rules, Expectations and Routines

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations (including watching PBIS videos again and discussing them with scholars), increasing the number of acknowledgement tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

Safe and Welcoming Learning Environment

Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because scholars will be learning through the same language. By focusing on 3 simple rules it is easier for scholars to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

School-Wide Rules: Be Safe, Be Kind, Be Productive

Positively stated rules are important, because research has shown that recognizing scholars for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch scholars engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school settings according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- You were **Being Kind** by holding the door for an adult and/or a peer without being asked.
- Thank you class for **Being Productive** by coming into the class in a timely manner and getting straight to work without interrupting others working around you.

All staff and scholars in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and scholars know the school-wide rules. The goal is that 90% of staff and scholars know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

Dress Code

Weekly Dress Code: Scholars need to dress appropriately for school. At Jefferson School, it is essential to learn and model etiquette and appropriate attire in preparation for the outside working environment. Clothing and hairdo is individual and personal; however, at Jefferson School a concern arises when styles are extreme, detract from or disrupt learning, or contribute to unsafe conditions. The dress and grooming code has been adopted to maintain the focus on educational excellence and safety, in accordance with NUSD Board Policy 5132, Administrative Regulation 5132. In cooperation with this 2025-2026 scholar Dress Code, please use the following guidelines in selecting your wardrobe:

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or insignia(s) which is crude, vulgar, profane or sexually suggestive. Additionally, items that advertise drug, alcohol or tobacco products or which advocate racial, ethnic or religious prejudice are also not acceptable.

Quick Dress Code Reminders

- No clothing with holes showing skin. Jeans that have holes in them from the knee down are allowed, however, jeans or other clothing garments with holes above the knee and below the shoulder must not show skin. Scholars may wear tights or something to cover their skin.
- No visible underwear or undergarments.
- No slippers, flip flops or slides.
- No pajamas or other sleepwear. No blankets.
- No sunglasses are to be worn in the hallways, classrooms, offices or other school facilities (unless prescribed by a physician).

Head Gear

- All inappropriate hats seen on campus may be confiscated, parents will need to pick them up from administration in the office.

- Scholars must adhere to individual teachers and classroom policies regarding the wearing of approved hats or beanies while inside the classroom, gym, library, and/or administrative offices (unless a scholar is wearing religious garb or has a documented medical condition).
- Bandanas, “dew-rags”, ski masks, and sports balaclavas, also known as "shiesties," are not permitted on the Jefferson School campus.

Shirt and Tops

- Tank tops 2 inches wide at the shoulder are permissible.
- Spaghetti straps and sleeveless shirts with extended arm holes are not appropriate and shall not be worn at school.
- **Not acceptable: Bare midriffs, bare backs or T-shirts/undershirt**

Pants, Skirts, Jumpers, Skorts and Shorts

- Skirts, skorts and shorts are to be longer than fully extended fingertips at the side.
- Pants and/or shorts that have holes (small and/or oversized) within the thigh area or above are not permitted. Clothing (leggings, bike shorts, etc...) needs to be worn underneath these areas so that skin is not showing.
- **Not acceptable: saggy and/or baggy pants. This includes no sagging of pants and/or shorts**

Shoes

We expect that scholars will wear shoes that allow them to safely participate in P.E. and recess activities. **If scholars wear sandals they must have a back strap. No slippers, flip flops or slides.** It is recommended that socks are worn with sandals and if heels are worn, they are no higher than 2 inches.

Outerwear

Caps, jackets and rain gear may be worn when cold or inclement weather calls for shelter from the rain, sun, wind, etc. We strongly urge scholars not to wear expensive jackets to school. If a scholar loses a jacket, we are unable to pay for a replacement. Therefore, we encourage parents to provide outerwear that is a solid color with no writing or markings on the outside. Hats and caps will not be worn indoors.

Due to the frequency of changing styles in clothing, Jefferson School reserves the right to adjust the dress code as needed. The dress code will be reviewed periodically by staff, parents, scholars and the School Site Council. Exceptions to the above may be made by the Principal for special days or special events. Questions regarding the dress code due to medical or religious reasons should be directed to the principal.

**Site administration has discretion at any time to revise the dress code policy to ensure the safety and security of the school academic environment.

Spirit Day Dress Code: Jefferson School has weekly spirit days in which we look for ALL students to participate.

- **Wednesdays: College Day-** wear any type of college gear you have to represent any college you want.
- **Thursdays: Anti-bullying/Kindness Days-** wear shirts that promote kindness, anti-bullying and inclusion of everyone.

- **Fridays: Jefferson School Spirit Day**- wear your Jefferson School shirts, sweatshirts, etc... to show your school spirit.

We also have added spirit weeks throughout the school year promoted by the Student Council in which themes will be communicated prior to the start of the spirit week.

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.

<i>Minor Behavior-managed in classroom</i>		<i>Major Behavior-may require administrator action</i>	
Behavior	Definition	Behavior	Definition
Inappropriate language	Loud, profane, or abusive language that may include swearing, name-calling or using words in an inappropriate way NOT directed toward an individual or group.	Abusive language	Threatening language that may include swearing, name-calling or using words in an inappropriate way directed to an individual or group – requires more serious discussion or consequence, or after repeated minor instances.
Physical contact	Engaging in non-serious, but inappropriate physical contact. (E.g. pushing/shoving, play-fighting, kicking, etc.)	Fighting or physical aggression	Actions involving serious physical contact with intent to harm (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, spitting, etc.)
Defiance/respect	Engaging in brief low-intensity failure to respond to an adult's request. Verbal/non-verbal socially rude intersection. May include talking back, interrupting, and eye rolling, teasing, laughing at or mimicking others.	Overt defiance/disrespect	Refusal to follow an adult direction that puts children or others at risk. High intensity instance of verbal/nonverbal socially rude interaction.
Disruption	Inappropriate behavior causing the teacher to stop instruction to deal with disciplinary actions. E.g. (talking to neighbor, leaving seat, entering and exiting loudly, and disruptive noises i.e. tapping pencil, etc.)	Overt disruption	Dangerous or sustained inappropriate behavior causing a severe disruption of a class or activity
Property misuse	Not using property (pencil, pen, books, computer, backpack, desk, etc.) to its correct use.	Property damage	Deliberate damage or destruction of property (books, computer, desks, etc.)
Electronic violation	Non-serious, but inappropriate use of cell phone, music/video player, camera or computer; first offense.	Serious electronic violation	Serious misuse of cell phones, music/video players, camera or computers. (See board Policy)
Harassment/bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, written notes, Disrespectful messages include negative comments based on race, religion, gender, age, and or national origin, disabilities or other personal matters. First offense requires teacher intervention.	Ongoing harassment/bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; disabilities or other personal matters.
Other	Engaging in any other minor problems, behaviors, or activity that may not fall within the above categories including minor offenses of lying, cheating, or theft that can be managed by the teacher or support staff.	Other	Other behaviors include: possessions or use of alcohol, combustibles, tobacco, drugs or weapons. Would include serious instances of lying, cheating, forgery, and theft that require attention by the administrator.
		Chronic/repetition minor infraction	When a student repeats a minor behavior as listed to the left 5 or more times.

Teach and reinforce behavioral expectations to be proactive in stopping potential misbehaviors

OBSERVABLE PROBLEM BEHAVIOR

What type of behavior is it?

- STAFF/TEACHER MANAGED (MINOR):**
- Inappropriate Language
 - Physical Contact
 - Defiance/Disrespect
 - Disruption
 - Property Misuse
 - Electronic Violation
 - Harassment/Bullying
 - Other (see referral form)



- OFFICE MANAGED (MAJOR):**
- Abusive/Inappropriate Language
 - Fighting or Physical Aggression
 - Overt Defiance or Disrespect
 - Property Damage
 - Serious Electronic Violation
 - Harassment/Bullying
 - Chronic/Repetitive Minor Infractions
 - Other (see referral form)

- Staff/Teacher will:**
- Give warnings/Problem solve with student
 - Re-teach Behavioral Expectations
 - Remind students of Consequences
 - In-Class Self-Reflection
 - Complete **MINOR BEHAVIOR REFERRAL** Form
 - Log in Infinite Campus

Behavior Management Flowchart

COMPLETE MAJOR REFERRAL FORM
Send Student and Contact Office

- Administrator Decision:**
- Conference with student
 - Investigate if necessary
 - Determine consequences
 - Follow through with consequence
 - Contact family
 - Log in Infinite Campus
 - Provide feedback to staff

Did behavior resolve?

NO

- YES**
- Use Positive Reinforcement
 - Document Interventions
 - Reinforce Expectations
 - Correct as needed

- APPROPRIATE CONSEQUENCES**
Examples:
- Out of Class Self-Reflection
 - Parent Contact (Log in IC)
 - Provide Structured Choice

Document with Minor Referral Form

Is this the 5th incident?

YES
Refer to Office Managed Behaviors

- MINOR Behavior Referrals**
- Use only after classroom interventions have not been met with success
 - Document behavior in IC for future analysis
 - Consequences are logical and correspond to demonstrated behavior when possible
 - Administered with student knowledge

BEHAVIOR MANAGEMENT -- MISBEHAVIOR LEVELS

LEVEL 1 MISBEHAVIORS Can be adequately redirected at the time and in the setting which they occur and which do not require formal observation or admin intervention.	LEVEL 2 MISBEHAVIORS Continue to be corrected at the time and the setting in which they occur. Notification to other staff members that a pattern is developing or to request support; documentation is required.	LEVEL 3 MISBEHAVIORS Serious misbehaviors that require immediate administrative involvement and formal documentation is required.
<p>EXAMPLES</p> <ul style="list-style-type: none"> - Blurting/calling out - Touching (non-sexual) - Making noises - Not following directions - Name calling - Excessive talking - Profanity (accidental) - Throwing objects (no harm intended) - Out of seat/Inattention - Tardies - Walking/Climbing on furniture - Eating food - Work not complete - Misuse of equipment - Inappropriate use of cell phone during school hours - Dress code violation - Running in the hallways - Playing in the hallways/restroom 	<p>EXAMPLES</p> <ul style="list-style-type: none"> - Stealing (minor/one-time) - Targeting/Threatening others - Profanity to other students - Non ASB-approved fundraising/items - Refusal to do work - Talking back to adults - Damaging property - Playing in the hallways/restroom (- Habitual misuse of equipment - Inappropriate play - Possession of dangerous or inappropriate objects - Not following directions (insubordination) - Habitual lying - Tripping/Pushing - Throwing objects or food (made contact, no injuries) - Bullying behaviors (early-stage/not severe) 	<p>48900 Ed. Codes</p> <ul style="list-style-type: none"> (A) Injury to person (B) Weapon or dangerous object (possession or brandishing) (C) Possession of intoxicating or controlled substance (D) Distribution of intoxicating controlled substance (E) Robbery or extortion (F) Damage to property - severity of incident or habitual (G) Stolen property - severity of incident or habitual (H) Tobacco (I) Obscene act or profanity - severity of event, directed at an adult or habitual (J) Drug paraphernalia (K) Defiance or disruption - after several, varied redirects (L) Receiving stolen property (M) Simulated weapon (N) Sexual assault or battery (O) Harassed a witness (P) Distribution of Soma (Q) Hazing - actual or attempted (R) Engaged in bullying (T) Aid or abet an injury to a person (Z) Willful violence <ul style="list-style-type: none"> (.2) Sexual harassment (.3) Hate violence (.4) Non-sexual harassment (.7) Terroristic acts

Student Supports and Resources (Differentiated Layers of Support)

Differentiated Layers of Support is a systematic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting scholars. Differentiated Layers of Support at Jefferson School is based on a problem-solving approach that considers the environmental factors as they might apply to an individual scholar's difficulties, and provides services and interventions as soon as the scholar

demonstrates a need. Focused primarily on academic problems, Differentiated Layers of Support can also work to address behavioral and attendance problems as well.

At Jefferson School a SAP (Scholar Assistance Plans) is completed by teachers based on the scholar's area of need. Teachers monitor and track interventions that scholars are receiving over targeted timeframes. If interventions are successful in supporting scholars the interventions are continued and no other action is needed. If interventions are not working to support scholars to become successful, then the teacher and parents will meet with the site-support team through the SST (Scholar Success Team) process.

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; and sexual orientation. (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

Jefferson School-Parent Compact

Jefferson School receives funding under Title 1, Part A of the Elementary and Secondary Act (ESEA) and must develop a written school-parent compact jointly with parents for all children participating in Title 1, Part A activities, services and programs. The compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. This compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help the students achieve the State's high academic standards.

As a Parent I will...

- Attend personalized learning conferences (Parent Teacher Conferences) for my child and then carry out my part of the plan with my child at home. Specific academic strategies will be discussed at the personalized learning conference.
- Read the materials my child brings home and return all requested correspondence.
- Send my child to school regularly and on time.
- Expect my child to follow school rules and support the school's efforts to ensure a safe learning environment.
- Provide a safe and supportive environment for the student to grow and develop.
- Discuss report cards, behavior reports, and other assessments of performance or achievement with my child.
- Attend quarterly school functions to show support and commitment of my child's education.
- Become actively involved in the school through volunteering in my child's classroom, PTA, and attending parenting workshops and family night activities.

As a Student I will...

- Always do my best in my work and in my behavior.
- Attend school regularly and arrive on time.
- Bring needed materials to class and complete assignments on time.
- Assist in keeping my school safe and clean.
- Respect the personal rights and property of others.
- Demonstrate life skills by being safe, being kind and being productive in all areas of my academics and school, that is the Jaguar Way.
- Make sure to give important papers/documents to my parents and return items to my teacher that require parental signatures.

As a Teacher I will...

- Know the content standards that students must master in my class for on-grade level performance.
- Use instructional models and teaching strategies to meet the needs of all learners in my class.

- Assess student achievement regularly and communicate progress of areas of concern to students and parents through frequent progress reports, interim reports and report cards.
 - Parents will have access to me before school, during my planning time, after school, by telephone, or email.
 - Provide a print-rich environment in my classroom.
 - Create conditions for learning in my class and establish procedures for effective classroom management. Help each child grow to his or her potential.
 - Show respect, care, and concern for each student.
 - Demonstrate professionalism in all areas of my work.
 - Take an active role in communicating with parents and engaging them in their child's learning.
-
- Enforce class and school rules fairly and consistently.
 - Encourage parents to attend quarterly activities at the school with their children.
 - I will provide classroom activities that engage parents in student learning both during and after school hours.

As a Principal I will...

- Provide staff with the proper tools needed to help move children in their academic development and success to be college and career ready..
- Provide staff development and training for all staff members in academics, discipline and parental involvement.
- Be an active presence in classrooms.
- Monitor students' progress reports, interim reports, and report cards.
- Make sure parents have reasonable access to the administrative team as well as all staff members.
- Encourage and provide parents with quarterly activities at the school to participate in with their children.
- Encourage community involvement within the school and foster networks with local businesses to help enrich the school environment.

Teacher's Signature:

Principal's Signature:

Parent/Guardian's Signature:

Student's Signature:
