



PASO VERDE SCHOOL

**2026 - 2027
SCHOOL SITE HANDBOOK**

LEARN. LEAD. SUCCEED.

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

Paso Verde School Mission

At Paso Verde, we will cultivate an IB community grounded in standards-based learning and data-driven instruction. Scholars will thrive in a safe and supportive environment with high expectations, where accountability and positive behavior help drive academic achievement.

Four Pillars:

1. Integrated Standards-Based IB Instruction
2. Data-Responsive Teaching and Learning
3. Culture of Safety, Belonging, and High Expectations
4. Accountability with Support



PASO VERDE

OUR MISSION

At Paso Verde, we will cultivate an IB community grounded in standards-based learning and data-driven instruction. Scholars will thrive in a safe and supportive environment with high expectations, where accountability and positive behavior help drive academic achievement.



OUR FOUR PILLARS



INTEGRATED STANDARDS-BASED IB INSTRUCTION

We provide high-quality, rigorous instruction aligned to standards and the IB framework.



DATA-RESPONSIVE TEACHING AND LEARNING

We use data to inform instruction, meet individual needs, and drive growth for every scholar.



CULTURE OF SAFETY, BELONGING, AND HIGH EXPECTATIONS

We create a safe, inclusive environment where every scholar is known, valued, and supported in their success.



ACCOUNTABILITY WITH SUPPORT

We hold ourselves accountable and provide the support scholars need to reach their goals.

Section 1: School Site Information

Contact Information

Office Hours Monday - Friday, 7:30 - 3:30

Main Office 916- 567-5810

Administration Contact Information

Cassandra Poole
Principal
CPoole@natomasunified.org
916- 567-5810

Mandeep Biring
Assistant Principal
MBiring@natomasunified.org
916- 567-5810

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

Paso Verde School 2026 - 2027 Bell Schedule

PYP SCHEDULE (TK-6th) Regular Schedule	
7:45 AM	Campus Opens for Breakfast
8:15 AM	PYP Instruction Begins
8:55 - 9:10	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
10:20 - 10:55	Lunch – TK Lunch Recess- TK
10:40 - 11:15	Lunch– Kinder Lunch Recess- Kinder
11:00 - 11:20	Lunch – Grade 1 Lunch Recess- Grade 2
11:20 - 11:35	Lunch- Grade 2 Lunch Recess- Grade 1
11:35 - 11:55	Lunch- Grade 3 Lunch Recess- Grade 4
11:55 - 12:10	Lunch- Grade 4 Lunch Recess- Grade 3
12:10 - 12:30	Lunch- Grade 5 Lunch Recess- Grade 6
12:30 - 12:45	Lunch - Grade 6 Lunch Recess- Grade 5
12:45 - 1:00	PM Recess- TK On Fridays (1:15 - 1:30)
1:00 - 1:15	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-6th) Early Dismissal	
7:45 AM	Campus Opens for Breakfast
8:15 AM	PYP Instruction Begins
8:55 - 9:10	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 – Grade 1 Lunch Recess- Grade 2
11:20 - 11:35	Lunch- Grade 2 Lunch Recess- Grade 1
11:35 - 11:55	Lunch- Grade 3 Lunch Recess- Grade 4
11:55 - 12:10	Lunch- Grade 4 Lunch Recess- Grade 3
12:10 - 12:30	Lunch- Grade 5 Lunch Recess- Grade 6
12:30 - 12:45	Lunch - Grade 6 Lunch Recess- Grade 5
12:48	TK/Kinder Dismissal
1:05	1st-6th Dismissal

MYP SCHEDULE (7/8) Regular Schedule	
Period	Time
Period 1	8:00 – 8:45
Period 2	8:47 – 9:32
Period 3	9:35 – 10:20
Period 4	10:22 – 11:07
Period 5	11:10 – 11:55
Period 6	11:57 – 12:43
Lunch	12:43 – 1:13
Period 7	1:13 – 1:58
Period 8	2:00 – 2:45
MYP SCHEDULE (7/8) Advisory Schedule (Weds)	
Period	Time
Advisory	8:00 – 8:30
Period 1	8:32 – 9:12
Period 2	9:15 – 9:55
Period 3	9:57 – 10:37
Period 4	10:40 – 11:20
Period 5	11:22 – 12:02
Period 6	12:05 – 12:45
Lunch	12:45 – 1:22
Period 7	1:22 – 2:02
Period 8	2:05 – 2:45

MYP SCHEDULE (7/8) Minimum Day Schedule	
Period	Time
Period 1	8:00 – 8:32
Period 2	8:34 – 9:06
Period 3	9:08 – 9:40
Period 4	9:42 – 10:14
Period 5	10:16 – 10:48
Period 6	10:50 – 11:22
Period 7	11:24 – 11:56
Period 8	11:58 – 12:30
Lunch	12:30 – 1:05
MYP SCHEDULE (7/8) Advisory Schedule (1st Wednesday)	
Period	Time
Advisory	8:00 – 8:30
Period 1	8:32 – 9:09
Period 2	9:12 – 9:49
Period 3	9:52 – 10:29
Period 4	10:32 – 11:09
Period 5	11:12 – 11:49
Period 6	11:53 – 12:29
Lunch	12:29 – 1:04
Period 7	1:07 – 1:44
Period 8	1:47 – 2:25

Culture of Accountability

At Paso Verde, we are committed to maintaining a culture of accountability grounded in respect, responsibility, safety, and high expectations for all scholars. We believe that every scholar can learn, grow, and succeed when clear expectations are consistently taught, reinforced, and supported through strong partnerships between home and school.

Our ROAR expectations guide daily behavior across campus:

- Respect Others
- Offer Kindness
- Act Responsibly
- Reach for Success

Scholars are expected to demonstrate positive behavior, follow adult directions, arrive to school on time, prepared to learn, and contribute to a safe and productive learning environment. This includes using appropriate language, keeping hands and feet to themselves, staying engaged during instruction, and caring for school property and the learning environment.

Families play an essential role in supporting our school culture. We ask families to partner with us by reinforcing school expectations at home, ensuring scholars attend school regularly and on time, monitoring technology and social media use, maintaining communication with the school, and supporting respectful interactions with staff, scholars, and other families.

At Paso Verde, accountability also means working together to help scholars learn from mistakes, repair harm when needed, and continue growing academically, socially, and emotionally. Through consistent expectations, positive relationships, restorative practices, and a commitment to scholar success, we create a school environment where all scholars can learn, lead, and succeed.

PORTRAIT OF A PASO VERDE IB SCHOLAR

PASO VERDE SCHOOL

IB

INQUIRER
I ask questions, explore new ideas, and connect my learning to the real world.

THINKER
I use critical and creative thinking to solve problems and make meaningful decisions.

CARING
I show kindness, respect, and empathy. I take action to make my community and the world a better place.

RESPONSIBLE
I take ownership of my learning and behavior. I set goals, monitor my progress, and strive for excellence.

COMMUNICATOR
I express my ideas clearly, listen to others, and work collaboratively to achieve common goals.

REFLECTIVE
I reflect on my strengths and challenges, learn from feedback, and keep growing.

OUR MISSION

At Paso Verde, we will cultivate an IB community grounded in standards-based learning and data-driven instruction. Scholars will thrive in a safe and supportive environment with high expectations, where accountability and positive behavior help drive academic achievement.

LEARN
Gain knowledge and skills every day.

LEAD
Take initiative and make a positive impact.

SUCCEED
Strive for excellence and achieve your goals.

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, email, 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

Student Drop-Off and Pick-Up Procedures

To help keep all scholars safe, please review and follow the drop-off and pick-up procedures below. These expectations help traffic move smoothly and allow staff to safely supervise scholars during arrival and dismissal.

Campus Supervision

There is no supervision before 7:45 AM or after 2:45 PM. For safety reasons, scholars should not be on campus outside of those times unless they are with a parent/guardian or participating in an approved school activity.

- Campus opens for drop-off at 7:45 AM.
- Scholars arriving between 7:45 and 8:00 AM must report to the cafeteria.
- There is no playground supervision before 8:00 AM.
- From 8:00 to 8:10 AM, scholars will walk the track.
- When the bell rings, scholars will report to their classroom lines.
- Cell phones and electronic devices must remain put away while scholars are on campus.
- Scholars must exit campus immediately after dismissal unless they are participating in an approved after-school program.
- Scholars may not re-enter campus after dismissal without staff approval.

Ways to Access Campus

Families may access campus in the following ways:

- Westlake Parkway Entrance
 - Families may walk or ride bikes down Westlake Parkway to access campus. Please do not park in the roundabout at the campus entrance.
- Egret Park Entrance
 - Families may walk or ride bikes to campus through the Egret Park entrance. This gate will close and be locked at 8:30 AM.
- Park and Walk
 - Families may park in the Puma parking lot and walk scholars onto campus. Please park only in designated parking spaces and follow all posted signs.
- Drive-Up Loading Zone
 - Families may use the drive-up loading zone for quick drop-off and pick-up. Please follow all staff directions and procedures listed below.
- Puma Pounce: Walk and Ride to School
 - Paso Verde partners with JIBE for Puma Pounce Walk and Ride to School opportunities. Please contact the front office for the most updated schedule and information.

Traffic Safety

Accessing the Parking Lot:

- To access the parking lot, please bypass the roundabout entrance and use the left-turn lane to enter the lot. Families should enter the parking lot in the correct lane, watch carefully for roundabout traffic, and follow all posted signs.

Drop-Off at the Front Entrance

- During morning drop-off, only the far-right lane is used for student unloading.
- Please pull all the way forward before allowing scholars to exit.
- Scholars must unload from the passenger side only.
- Drivers must remain in the vehicle at all times.
- Driver-side doors must remain closed.
- Trunk unloading is not allowed in the loading zone during drop-off or pick-up.
- Scholars should be ready to exit quickly with backpacks, jackets, lunch pails, and other items in hand.
- Please make sure child locks are turned off before entering the loading zone.

Pick-Up at the Front Entrance

- During dismissal, the inner lane is used for student pick-up.
- Please pull as far forward as traffic allows.
- Drivers must remain in the vehicle at all times.
- Driver-side doors must remain closed.
- Trunk loading is not allowed in the loading zone during drop-off or pick-up.
- Scholars will walk to their vehicle once called by a staff member.
- Please do not wave scholars over to your car.
- Please continue pulling forward and fill all gaps in the loading zone.
- Scholars will wait behind the gate unless they walk or ride home.
- Cars may not enter the loading zone for dismissal before 2:15 PM.
- Families arriving before 2:15 PM should park in the parking lot.
- Please do not honk, signal, or call scholars from your vehicle.
- Please do not use your cell phone while driving or waiting in the school parking lot.

TK and Kindergarten Procedures

TK Drop-Off and Pick-Up

- TK scholars who are eating breakfast must be escorted to the MP Room by a parent or caregiver.
- TK parents/caregivers may walk scholars to their classrooms beginning at 8:00 AM. TK scholars must also be picked up from the classroom by a parent or caregiver. Families should park in the parking lot and walk onto campus for TK drop-off and pick-up.

Kindergarten Drop-Off and Pick-Up

- Kindergarten scholars will line up in the A Building hallway and wait for classrooms to open.
- For pick-up, Kindergarten families may use the roundabout or park and walk to the front of the A Building. Families walking onto campus may access the pick-up area through Westlake Parkway or by parking in the parking lot.

TK Pick-Up Time

- TK families may wait outside the A Building hallway and enter the building for pick-up at 2:08 PM.

Inclement Weather Procedures

- Drop-Off
 - During inclement weather, MYP scholars will proceed to their first-period class and wait under the covered area near their classroom.
 - PYP scholars in grades 1 through 6 will report to the cafeteria/gym between 7:45 and 8:00 AM. After 8:00 AM, they will go directly to their classrooms.
 - TK and Kindergarten will follow regular drop-off procedures.
- Pick-Up
 - Scholars being picked up in the car line will wait outside as usual. At 2:35 PM, scholars will transition to the A-Wing hallway.
 - PYP scholars waiting for MYP siblings will remain with this group until MYP dismissal at 2:45 PM.
 - Families who park or walk onto campus may enter campus and pick up scholars directly from classrooms during inclement weather dismissal.

Parent Opportunities for Involvement

At Paso Verde, we believe strong family partnerships are essential to scholar success. Families are encouraged to become active members of our school community through the many opportunities listed below.

- Parent Teacher Association (PTA)
 - Our PTA plays an important role in supporting the Paso Verde community. Through fundraising, volunteer efforts, and family events, the PTA helps provide enrichment opportunities for scholars including assemblies, field trips, art experiences, school events, staff appreciation activities, and community-building opportunities.
 - All families are encouraged to join and get involved. PTA officer elections are held each spring, but families may participate at any time throughout the school year. We value the partnership and support our PTA provides to our scholars, staff, and school community.
 - Please visit the PTA section of our school website for additional information.
- School Site Council (SSC)
 - The School Site Council (SSC) is a collaborative decision-making group made up of parents, staff members, and administration. SSC works together to review school data, identify areas of need, and help guide how categorical funding is used to support scholar achievement and school improvement efforts.
 - The SSC is responsible for reviewing and monitoring our Single Plan for Student Achievement (SPSA), including academic, attendance, and school culture goals. The council consists of five parent representatives and five staff representatives, including the principal. Parent representatives are elected by families through a ballot process.
- English Learner Advisory Committee (ELAC)
 - The English Learner Advisory Committee (ELAC) provides families of English Learners with opportunities to offer input and recommendations regarding programs, services, and supports for English Learner scholars.
 - ELAC works collaboratively with school leadership and the School Site Council to support student achievement, family engagement, and language development programs for our multilingual learners.
- Additional Volunteer Opportunities
 - Families interested in volunteering at Paso Verde may also support our school community through opportunities such as:
 - Field trip chaperones
 - Classroom and school event support
 - Athletics and extracurricular activities

- Art and enrichment programs

We value the partnership between home and school and encourage all families to become involved in ways that work best for them.

District Volunteer Information

For complete information regarding becoming a volunteer within Natomas Unified School District and to complete the volunteer application process, please visit:

[Natomas Unified Family Resource Page](#)

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: 7:45 - 8:10
- Lunch: Refer to bell schedule

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.

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's 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.

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.

- 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 | Phone: 916) 566-4496

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)

Section 2: Site-Specific Programs and Student Support

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

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

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.

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.

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

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.)

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	
Monitoring Learning Monitoring learning is checking the progress of learning against personal learning goals and success criteria on an ongoing daily process.	Documenting Learning Documenting learning is a compilation of the evidence of learning, which can be physical, digital, or other.
Measuring Learning Measuring learning aims to capture what a scholar has learned at a particular point in time.	Reporting Learning Reporting learning informs the learner and the learning community: - How well are we doing? - Describes the progress and achievement of the scholars’ learning. - Identifies areas of growth.

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)
• Class discussions • KWL charts • Questionnaires • Pre-Tests • Journal Writes • Thinking Maps • GoMath Pre-Tests • Thinking Maps • Reflection on background knowledge • Other	• Teacher observations • Discussions with scholar(s) • Self-assessments • Peer assessments • Anecdotal notes • Checklists / Rubrics • GoMath Midpoint check • Math Exit Tickets • Thinking Maps • Journals • Writing prompts • Reflections on learning	• Inquiry Reports (various forms) • Explanations • Presentations • Projects • Evidence of Learning • Thinking Maps • GoMath Performance Tasks and Chapter Tests • Math Exit Ticket • Wonders Weekly Assessments • StudySync Unit Assessments • IAB (Interim Assessment Blocks) • ICA (Interim Cumulative Assessments) • CAASPP (California Assessment of Student Performance and Progress) • Writing Performance Tasks • Reflective journal writing
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
• Success criteria (Look Fors) • Rubrics • Exemplars • Checklists • Anecdotal records • Continuums	• Observations • Performance assessments • Process-focused assessments • Selected responses • Open-ended tasks

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
• ESGI (Educational Software for Guided Instruction) Transitional Kindergarten and Kindergarten • Gradebook (Infinite Campus, Google Sheets, Teacher Records) • Evidence of Learning (Products, Projects, etc.) • Scholar presentations and screencasts • Scholar reflection journals • Scholar reflection videos • Scholar created goals • Portfolios ○ Pieces are selected by teacher and scholar together. ○ Pieces of work will be selected to put into the portfolio for each unit. ○ Each piece of work will be reflected on by the scholar. ○ Each portfolio will be passed forward to the next grade level at the beginning of the year. ○ Scholars will be given the work to take home at the end of 6th grade.

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
• Conceptual Understanding (Key and Related Concepts within Theme Descriptor, Central Idea, Lines of Inquiry) • Approaches to Learning (ATLs) • Learner Profile Attributes (progress on development) • Action • Inquiry Process (Kath Murdoch Inquiry Cycle) • Lines of Inquiry (formative assessments) • Assessment of Central Idea • Geo-Inqui	• Report Cards ○ Three times a year • Scholar Led Conferences ○ End of 1st Trimester • Parent Teacher Conferences ○ As needed • State Assessment Score Report ○ End of Year (3rd-6th) • Reflective Conferences • Rubric-informed ○ Exit Tickets ○ Writing ○ Attendance ○ Inquiry Homework ○ Program Assessments ○ Behavior Matrix

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.

Section 3: Behavior Expectations

Student Expectations & Rules

R.O.A.R.	Respect Myself and Others	Offer Kindness	Act Responsibly (safety)	Reach for Success
All Settings	Be caring, and keep hands, feet, and objects to yourself. Be principled and follow all staff directions the first time Communicate using voice level 0-2	Be caring, use appropriate language and safe/kind words Be principled, take care of personal belongings and school property Be caring, help others when needed	Be principled and honor property, privacy, and personal space of others. Demonstrate appropriate behavior consistently	Be aware of your surroundings.
Hallways & Puma Pounce Voice Levels: 0-1	Be principled and follow all staff directions the first time Be caring, and keep hands, feet, and objects to yourself. Communicate using voice level 0-1	Be caring, and take care of personal belongings and school property. Be a risk-taker and offer friendly reminders to others when needed.	Be principled, walk at all times. Be principled, go directly to your destination	Walk with your head up and eyes forward Be aware of your surroundings.
Cafeteria/MPR Voice Levels: 0-2	Be caring, keep hands, feet, and objects to self. Be principled and follow all staff directions the first time Communicate using voice level 0-2	Be caring, use kind words Be caring, invite others to sit with you	Be caring, walk at all times and wait patiently in lunch line and when dismissed Be reflective, throw away all trash	Eat your own lunch Be caring, clean up after yourself and the area around you
Playground Voice Levels: 0-4	Be principled and follow all staff directions the first time Be caring, keep hands, feet, and objects to ourselves. Communicate using the appropriate voice level	Communicate using appropriate language and kind/safe words Be caring, invite others to play with you.	Be principled, follow recess whistle procedures- 1: PAWS, 2: Walk to line Be principled use playground equipment safely and appropriately	Be open-minded and open to new ways to play. Be reflective, take ownership of your actions to problem solve
Assemblies Voice Levels: 0-2	Be caring, keep hands, feet, and objects to self Be principled and follow all staff directions the first time Communicate using voice level 0-2	Be caring, use appropriate language and safe/kind words Be caring, celebrate others	Be principled, enter and exit in a single file line. Sit facing forward to give speaker your full attention	Be open-minded and ready to learn Be open-minded and willing to learn new things

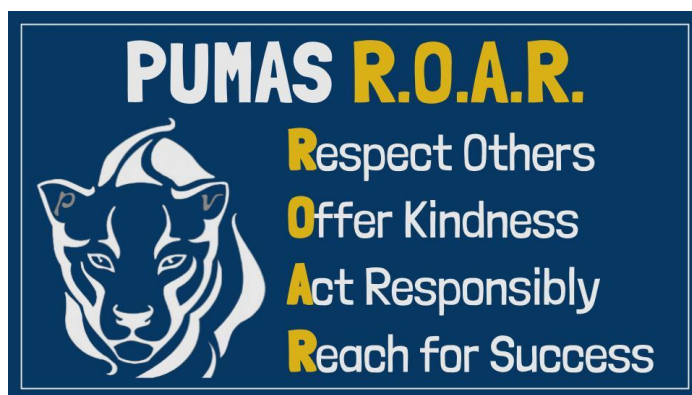
Pick Up & Drop Off Voice Levels: 0-2	Be caring, keep hands, feet, and objects to self Be principled and follow all staff directions the first time Communicate using voice level 0-1	Be caring, use appropriate language and safe/kind words Be principled, demonstrate appropriate behavior	Wait patiently outside in your assigned grade level line for pick-up Be principled, stay with your group and be attentive to your surroundings	Be aware of traffic and listen for your name Be prepared and ready to go for quick and safe dismissal
Library Voice Levels: 0-1	Be principled and follow all staff directions the first time Be caring, keep hands, feet, and objects to self. Communicate using voice level 0-1	Be caring, use kind words. Be caring, leave the space better than you found it	Be principled, handle books with care and return them in a timely manner Be caring, use chairs and shelf markers appropriately. Be principled, enter and exit in a single file line	Be open-minded and ready to learn Be open-minded and willing to learn new things
Garden/Tinker/Art Lab Voice Level: 0-3	Respect everyone's learning environment. (caring)	Think about what is being said. (thinker) Be open to learning new things. (open-minded)	Leave the space better than you found it. (caring) Speak kindly/safely to others (caring) Keep hands, feet, body and objects to yourself. (caring) Walk while in class as well as when entering and exiting. (principled) Listen to the speaker. (thinker) Follow directions the first time given. (principled)	Complete your work with your best effort. (principled)
Office Voice Level: 0-2	Be principled and follow all staff directions the first time Be caring, keep hands, feet, and objects to self. Communicate using voice level 0-1	Be caring, use kind words. Be caring, leave the space better than you found it	Be principled, handle books with care and return them in a timely manner Be caring, use chairs and shelf markers appropriately. Be principled, enter and exit in a single file line.	Be open-minded and ready to learn Be open-minded and willing to learn new things
Bathrooms Voice Levels: 0-2	Be caring, respect the privacy of others. Be principled and follow all staff directions the first time Communicate using voice level 0-2	Be a communicator, notify staff of any concerns Be caring, keep the bathroom clean	Be caring, use only the water, soap, and toilet paper you need. Be principled, use the bathroom in a timely manner	Be open-minded and be mindful of the environment while using the resources Be balanced, wash hands with soap every time and always flush the toilet.

Bike/Scooter Racks Voice Levels: 0-4	Respect the privacy of others' equipment. (caring)	Report graffiti, damage, or disturbances to a staff member. (communicator)	Walk transportation equipment as soon as you get on campus. (principled, caring) Lock equipment (thinker)	Be mindful of others around you while walking equipment. (open-minded)
Bus Voice Levels: 0-2	Enter the bus and sit down quietly. Pretend there is an imaginary line between the seats and stay in your side of the line. Talk quietly while you are on your way home.	Be a role model by consistently demonstrating proper behavior when lining up. (reflective)	Enter the bus by walking. Stay seated for the whole trip. Make sure you don't leave your backpack, jacket, or trash when you leave.	Remind your friends to grab all of their belongings and trash when they're leaving the bus.

Safe and Welcoming Learning Environment

Why do we have School-Wide Rules?

Having a few simple, positively stated schoolwide expectations helps create consistency across all areas of campus. When scholars hear and see the same language used throughout the school, expectations become clearer, easier to remember, and easier to follow. Using common language also helps ensure consistency



among staff members and strengthens our overall school culture.

At Paso Verde, our R.O.A.R. expectations provide a foundation for behavior across all settings:

- Respect Others
- Offer Kindness
- Act Responsibly
- Reach for Success

Positively stated expectations are essential because research shows that recognizing and reinforcing positive behavior is more effective than focusing primarily on negative behavior. By using positive language, staff are more likely to acknowledge scholars who are meeting expectations and making positive choices.

Our expectations are intentionally broad so they can be applied across all school settings and situations. Staff should consistently connect scholars' behavior to R.O.A.R. expectations with specific feedback and praise.

Examples include:

- "Thank you for **Acting Responsibly** by walking directly to class and staying out of the hallways during instructional time."
- "You were **Reaching for Success** by staying engaged during instruction and keeping your Chromebook focused on learning."
- "Thank you for **Respecting Others** by cleaning up your area in the cafeteria before leaving."
- "You were **Offering Kindness** by including another scholar during recess instead of leaving them out."

- “Thank you for **Acting Responsibly** by putting your phone away the first time you were asked.”
- “You were **Respecting Others** by using an appropriate voice level while walking through the hallway.”

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 students to pay attention to the school rules. School Rules posters should be large enough to read and highly visible in all school settings.

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)

NUSD Behavior/Discipline Protocols and Guidelines

The NUSD Behavior/Discipline Protocols and Guidelines 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. Please click on the link below to see the updated [NUSD Behavior/Discipline Protocols and Guidelines](#).

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