



Natomas Park ELEMENTARY

STUDENT/FAMILY HANDBOOK

4700 Crest DR.
Sacramento, CA 95835
(916) 928-5234
<https://npe.natomasunified.org/>

HOWL! It's the Coyote Way!

Natomas Park Elementary Mission

At Natomas Park Elementary School, we are committed to the academic growth and social-emotional well-being of all learners. We are united in creating a safe, engaging, and inclusive community for all.

Section 1: School Site Information

Contact Information

Office Hours	Monday - Friday, (7:30 a.m. -3:30 p.m.)
Main Office	916-928-5234
Attendance	916-928-5234

Administration Contact Information

Aimee Smith
Principal
Email aimeesmith@natomasunified.org
916-928-5234

Viasna Nov
Assistant Principal
Email ynov@natomasunified.org
916-928-5234

Teacher Contact Information

Natomas Park Elementary teachers can be contacted through email or phone. To find your teacher's email address, please refer to the school website at npe.natomasunified.org or call the school office at 916-928-5234 and let the office staff know you would like to leave a message for the teacher.

Natomas Park Elementary Bell Schedule

Arrival			
7:15-7:30 AM	Students may arrive on campus and eat breakfast in the cafeteria		
7:30-7:43 AM	Morning walk and supervision begins, Breakfast continues		
7:43 AM	First Bell Rings, students line up on the blacktop		
7:45 AM	Instruction Bell Rings, Teachers meet class on the blacktop and walk students to class. Gates close.		
Morning Recess 1st-6th Main Playground		Morning Recess TK/K Kinder Playground	
8:45-9:00	Grade 1/SDC 1-2	8:15-8:30	TK/K/1 SDC

9:00-9:15	Grade 2		8:35-8:50	TK (Group 1)	
9:20-9:35	Grade 3		8:55-9:10	TK (Group 2)	
9:40-9:55	Grade 4/SDC 3-6		9:15-9:30	K (Group 1)	
10:00-10:15	Grade 5		9:35-9:50	K (Group 2)	
10:20-10:35	Grade 6		9:55-10:10	PK SDC (AM)	
Lunch Time (20 mins)	Recess Time (15 mins)	Grade	Kinder Lunch Time	Kinder Recess Time	Grade
			10:10-10:30	10:30-10:45	Grade TK
10:25-10:45	10:45-11:00	Grade 1/SDC 1-2	10:25-10:45	10:50-11:05	Grade K
10:45-11:05	11:05-11:20	Grade 2			
11:05-11:25	11:25-11:40	Grade 3	11:25-11:45	11:45-12:00	SDC Grade PK, TK-1
11:25-11:45	11:45-12:00	Grade 4/ SDC 3-6			
11:45-12:05	12:05-12:20	Grade 5			
12:05-12:25	12:25-12:40	Grade 6			
Afternoon Recess 1st-6th Main Playground			Afternoon Recess TK/K Kinder Playground		
12:40-12:55	Grade 1/ SDC 1-2		12:15-12:30	Grade TK	
1:00-1:15	Grade 2		12:55-1:10	Grade K	
1:20-1:35	Grade 3 (SDC 3 only)		1:15-1:30	SDC TK-1	
			2:15-2:30	SDC PreK PM	
Dismissal			Minimum Day Schedule		
1:38 TK/K	1:55 1st-6th		12:18 TK/K	12:35 1st-6th	

Procedures for Notifying the 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) 928-5234, or by writing a note, visiting the link on Parent Square, or by 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

Scholars can enter through the bus gate on North Bend Drive or through the front gate (by the office) on Crest Drive. We have a car lane for families to drop off and pick up on Crest Drive. **Drivers are to stay in their cars at all times and move all the way forward before releasing their scholar.** At no time should a car be left unattended. We ask for drivers to drive slowly and be very careful when driving through the car lane. There is no pickup or dropoff in the parking area of the parking lot.

Scholars should not arrive before 7:15 a.m., as there is no supervision before this time. Scholars are to go to the cafeteria and wait to be released at 7:30 am. Scholars head to the black top and walk the perimeter of the black top until the first bell rings at 7:43 a.m.. Any scholar who arrives after 7:45 a.m. is tardy. Scholars will be directed to go to their class between 7:45 a.m. -7:55 a.m., where teachers will then mark them tardy. Scholars who arrive after 7:55 am will receive a tardy pass from the front office.

We have a visitor check-in policy during instructional hours, 7:45 a.m.- 1:55 p.m. For dismissals, teachers will walk their classes out to the gates. Parents will need to remain outside the gates to wait for their scholar. If a parent needs to come onto campus, they must check-in at the front office and receive a visitor's pass.

Student Pickup/Drop Off (Parking Lots)

The parking lot driveway will be used solely as a student drop-off and pick-up area during arrival and dismissal times. Cars are not to be parked and left unattended. The parking lot will remain open all day but has very limited space. Staff will monitor the gates during the morning from 7:30 to 7:40 a.m. and in the afternoon from 1:38 to 2:10 p.m.

NUSD is dedicated to fostering a welcoming and safe environment for our students. To enhance student and staff safety, all parents/guardians are to drop off and pick up students at the school gate. If a parent needs to enter the campus, they may do so by checking in through the office first. Upon leaving, the parent must check out at the front office. This ensures that staff are aware of all adults on campus. The safety of students is always our top priority, and we thank our families for their cooperation in our efforts.

Traffic Safety

Natomas Park Elementary School is committed to student safety. We reinforce the use of crosswalks when students are walking to and from school. There should be no jaywalking/ and or students running across the street without using a crosswalk. Please do not park in any crosswalk path during arrival and dismissal times. This is at the request and partnership of the Sacramento police department.

Parent Opportunities for Involvement

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Teacher Association (PTA)
- Positive Behavior Interventions and Support (PBIS) Team
- Classroom Volunteer

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: 7:15 a.m. -7:45 a.m.
- Lunch: Please see the bell schedule
- Supper: TK/K 1:38 p.m., 1st-6th 1:55 p.m. -2:05 p.m.

Nutrition Services Expectations/Rules

- Outside food delivery is prohibited
- Selling outside food on campus is prohibited without administrative authorization

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 Natomas Park Elementary's Late Policy:

- The warning bell rings at 7:43 a.m. All students are to walk to their lines. The instructional bell rings at 7:45 a.m.
- Students arriving after 7:45 a.m. are tardy, and teachers will mark them tardy in the classroom. Office staff will distribute tardy slips beginning at 7:55 a.m. Students are expected to walk themselves to class.

Before and After-School Care

The gates will open at 7:15 a.m. All students are to go to the cafeteria until 7:30 a.m., as there is no supervision on the blacktop before then.

Transitional Kindergarten (TK) and Kindergarten students who are not picked up at 1:38 p.m. will remain at the gate with supervision until 2:00 p.m. The office will call the parent/guardian. First through sixth-grade students are dismissed at 1:55 p.m. and are to immediately leave campus unless they are in LEAP, 4th R, Extended Day, or getting supper.

Lost and Found

The lost and found is located in the cafeteria. Throughout the school year, leftover items will be donated. Reminders will be posted on Parent Square when donations are made.

Section 2: Site-Specific Programs and Student Support

Site Specific Programs and Info

- AVID: "Advancement Via Individual Determination" focuses on core strategies for WRITING, INQUIRY, COLLABORATION, ORGANIZATION, and READING. The AVID goal is that all scholars graduate college and career-ready.
- PBIS: NPE operates using Positive Behavioral Interventions and Supports. Students are rewarded for their positive behaviors in various ways.
- Restorative Justice: NPE students are encouraged and empowered to resolve conflicts individually and in small groups, and they are taught to restore the relationship and repair any harm that may be done.
- NPE partners with AmeriCorps to bring reading tutors on-site to work with students needing reading intervention support.

Academic Support

If students are having challenges academically, parents may request an SST through their teacher. The teacher will complete an MTSS referral form, stating the parents' specific concern. Alternatively, if teachers have academic concerns, they will notify the parent(s)

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, they must have a pass from their teacher.

Section 3: Behavior Expectations

Student Expectations & Rules

Natomas Park Elementary is a Positive Behavior Interventions and Supports (PBIS) and Restorative Justice school. NPE scholars Have Respect, Offer Kindness, Make Wise Decisions, and are Lifelong Learners. We H.O.W.L! It's the Coyote Way. Our teachers explicitly teach our school rules, one lesson a day at the start of the year, using lesson plans developed by our PBIS team. Throughout the school year, and after breaks, the rules are retaught.

In addition, our teachers explicitly teach Social Emotional Learning (SEL), using Second Step, during the SEL block. During this time, teachers conduct a community circle, focusing on checking-in with scholars.

 [PBIS Behavior Matrix NPE](#)

Safe and Welcoming Learning Environment

A goal of Natomas Park Elementary is to ensure that children feel physically and emotionally safe in school so that they can learn at their best. We focus on teaching students the skills they need for working and learning cooperatively with others. Teachers create learning environments that enable students to work independently and productively with peers, setting students up for academic success. Teachers teach the positive social and emotional skills needed for successful school participation and handle misbehavior respectfully and effectively so that students stay on track with their learning. Natomas Park Elementary School prides itself on a discipline plan that is fair, restorative, and consistent, and our policies are grounded in the training and philosophy of restorative justice. We feel that all students have a right to go to school in a safe environment. Each student and teacher has a responsibility to do their part in creating and maintaining a respectful, safe, and stimulating learning environment. These expectations will be positively reinforced through our HOWL assemblies. We realize that there will be times when students forget their responsibility or are temporarily unwilling to be cooperative. For this reason, we have developed a progressive discipline that restores a safe and stimulating environment and supports those who are negatively impacted by misbehavior.

Dress Code

Scholars are expected to wear school-appropriate clothing. Hats are allowed; however, if they distract the learning environment in any way, the teacher may take them to hold until recess. Scholars who have on an inappropriate shirt may be given a school shirt to wear for the day. For safety, scholars need to wear appropriate shoes with their toes and heels covered, and shoes need to

be worn at all times when on campus. On days scholars have scheduled physical education activities, they are expected to wear sports shoes.

Student Behaviors

Tier 1 Procedure and Related Consequences

Tier 1 misbehaviors can be adequately redirected at the time and location of which they occur and do not require administrative involvement. Examples include but are not limited to: blurting/calling out, touching (non-sexual), not following directions, excessive talking, accidental profanity, out of seat/attention seeking, tardies, eating food in non-designated areas, inappropriate cell phone use during school hours, dress code violation, etc.

Tier 2 Procedure and Related Consequences

Tier 2 misbehaviors continue to be corrected at the time in which they occur. However, documentation and notification to administration and parents/guardians is required. Examples include but are not limited to theft (first offense), profanity to other students, targeting others, refusal to do work, disrespectful behavior to staff members, habitual lying, tripping/pushing other scholars, first-stage bullying behavior, etc.

Tier 3 Procedure and Related Consequences

Tier 3 misbehaviors require immediate attention from administration and involve more severe consequences that may include suspension up to expulsion. Examples of these behaviors include, but are not limited to, injury to another person, possession of a weapon, possession or use of tobacco or drugs, obscene acts, bullying, hazing, sexual harassment, etc.

Student Supports and Resources (Differentiated Layers of Support)

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

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

Natomas Park School-Parent Compact

Natomas Park School receives funding under Title 1, Part A of the Elementary and Secondary Education 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 to my child's education.
- Become actively involved in the school through volunteering in my child's classroom, and attending parenting workshops and family night activities when possible.

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 ensuring we **Have** respect, **Offer** kindness, **Make Wise** Decisions, and be a **Lifelong Learner**, that is the Coyote 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:
