

Natomas Pacific Pathways Prep



Family Handbook 2023-2024

NP³ Middle and High Schools

Campus Hours:
7:30 am - 4:15 pm

3700 Del Paso Road
Sacramento, CA 95834
916-567-5740

[NP³ Middle School – Pirates](#)

[NP³ Charter High School – Home of the Pirates](#)

NP³ Elementary School

Campus Hours:
7:30 am - 4:00 pm

3800 Del Paso Road
Sacramento, CA 95834
916-567-5890

[NP³ Elementary – NP³E](#)

NP³ Mission Statement

The NP³ community graduates college-ready students who value diversity, intellectual engagement, and are dedicated to personal and civic responsibility.

NP³ Vision

The vision of NP³ K-12 is to inspire, cultivate, and support innovative educational excellence every day.

NP³ Values

The NP³ Community Values:

relationships
diversity
service learning
high levels of learning
a collaborative culture
student voice

True Pirates Lead

Tenacity
Reflection
Unity
Empathy

Persevere
Inspire
Responsibility
Accepting
Thoughtful
Empowered
Safe

Lead
Engage
Achieve
Develop

NP³ Elementary School Bell Schedules

2023-2024

<u>Regular Day</u> 2:30 pm Dismissal	<u>Minimum Day</u> 1:00 pm Early Release
<u>Kindergarten Schedule</u> 8:00 - 9:50 Instruction 9:50 - 10:10 AM Recess 10:10 - 11:00 Instruction 11:00 - 11:30 Lunch/Recess 11:30 - 1:30 Instruction 1:30 - 1:45 PM Recess 1:45 - 2:30 Instruction	<u>Kindergarten Schedule</u> 8:00 - 9:50 Instruction 9:50 - 10:10 AM Recess 10:10 - 11:00 Instruction 11:00 - 11:30 Lunch/Recess 11:30 - 1:00 Instruction
<u>1st Grade Schedule</u> 8:00 -9:35 Instruction 9:35 - 9:50 AM Recess 9:50 - 11:00 Instruction 11:00 - 11:30 Recess/Lunch 11:30 -1:30 Instruction 1:30-1:45 PM Recess 1:45 - 2:30 Instruction	<u>1st Grade Schedule</u> 8:00 -9:35 Instruction 9:35 - 9:50 AM Recess 9:50 - 11:00 Instruction 11:00 - 11:30 Recess/Lunch 11:30 -1:00 Instruction
<u>2nd/3rd Grade Schedule</u> 8:00 - 9:15 Instruction 9:15 - 9:30 AM Recess 9:30 - 11:45 Instruction 11:45 - 12:15 Recess/Lunch 12:15 - 2:15 Instruction 2:15 - 2:30 PM Recess	<u>2nd/3rd Grade Schedule</u> 8:00 - 9:15 Instruction 9:15 - 9:30 AM Recess 9:30 - 11:45 Instruction 11:45 - 12:15 Recess/Lunch 12:15 - 1:00 Instruction
<u>4th/5th Grade Schedule</u> 8:00 - 12:15 Instruction 12:15-1:00 Recess/Lunch 1:00 - 2:30 Instruction	<u>4th/5th Grade Schedule</u> 8:00 - 12:15 Instruction 12:15-1:00 Recess/Lunch

NP³ Middle School Bell Schedules

2023-2024

REGULAR DAY		
Period	Class Time	Min
1	8:00-9:05	65
2	9:08-10:13	65
Snack	10:13-10:23	10
3	10:26-11:31	65
4	11:34-12:39	65
Lunch	12:39-1:12	33
Adv	1:17-1:57	40
Enrichment/ Intervention	2:00-2:40	40

MINIMUM DAY		
Period	Class Time	Min
1	8:00-9:10	70
2	9:13-10:23	70
Snack	10:23-10:34	11
3	10:37-11:47	70
4	11:50-1:00	70
Lunch	1:00	
Bus Departs		

LONG ADVISORY		
Period	Class Time	Min
1	8:00-9:05	65
2	9:08-10:13	65
Snack	10:13-10:23	10
3	10:26-11:31	65
4	11:34-12:29	65
Lunch	12:39-1:12	33
Adv	1:17-2:40	80

1st Day of School & 1st Day of Semester 2		
Period	Class Time	Min
Advisory	8:00-8:58	58
1	9:01-9:56	55
Snack	9:56-10:06	10
2	10:09-11:04	55
3	11:07-12:02	55
4	12:05-1:00	55
Lunch	1:00	
Bus Departs		

High School Bell Schedules

2023-2024

Monday & Friday 8:30 am - 3:35 pm		Tuesday & Thursday 8:30 am - 3:35 pm		Wednesday 8:30 am - 1:30 pm	
7:40 - 8:25	Period 0	7:40 - 8:25	Period 0	8:30 - 9:30	Period 1
8:30 - 9:55	Period 1	8:30 - 9:50	Period 1	9:35 - 10:35	Period 2
10:00 - 11:25	Period 2	9:55 - 11:15	Period 2	10:40 - 11:20	Advisory
11:30 - 12:05	Advisory	11:20 - 11:35	Advisory	11:25 - 12:25	Period 3
12:05 - 12:35	Lunch	11:35 - 12:05	Lunch	12:30 - 1:30	Period 4
12:40 - 2:05	Period 3	12:10 - 1:30	Period 3		
2:10 - 3:35	Period 4	1:35 - 2:10	Tutorial		
		2:15 - 3:35	Period 4		

First Day of Term 8:30 am - 1:30 pm		SLC Late Start (Tuesdays) 9:10 am - 3:35 pm		Midterms & Finals 8:30 am - 12:30 pm	
8:30-8:50	Advisory	9:10-10:25	Period 1	8:30-10:15	Period 1/3
8:55-9:50	Period 1	10:30-11:45	Period 2	10:20-10:40	Advisory
9:55-10:50	Period 2	11:45-12:15	Lunch	10:45-12:30	Period 2/4
10:55-11:50	Period 3	12:20-1:35	Period 3		
11:55-12:50	Period 4	1:40-2:15	Tutorial		
12:55-1:30	Advisory	2:20-3:35	Period 4		

Attendance Policy

Your child's attendance patterns often have a direct link with their achievement. Frequent absences hurt academic performance. California State Law mandates that children be on time and attend school daily. Student absences will only be excused for the reasons listed below.

Excused Absences:

- Student illness
- Student medical appointment
- Bereavement of an immediate family member
- Observance of a religious holiday

For any of the above reasons, parents must notify the NP³ school office within 24 hours.

For planned absences of more than 3 days, please review the [Independent Study Policy](#) to determine whether the absence qualifies for Independent Study.

Absence Procedure

You may inform the school of your student's absence by phoning the front office or providing a written note stating the reason and date(s) of the absence(s).

Front Office Phone Numbers:

NP³ Middle and High School: 916-567-5740

NP³ Elementary School: 916-567-5890

Chronic Absenteeism

On-time, regular school attendance is critical to academic success. Absences from school affect the student's education, decrease academic achievement, and directly impact our school funding. NP³ students and families commit to regular attendance at school.

The State of California - California Education Code section 60901 (c) (1) - considers a student to be chronically absent when they miss 10% of the school year. Any student who misses ten (10) full school days or equivalent will be placed on attendance watch, and a formal Student Support Team (SST) meeting may be convened. Students on attendance watch may not participate in any extracurricular activities during the term of the attendance watch (productions, field trips, sports, etc.). Students who miss fifteen (15) full school days or equivalent will be considered chronically absent and must provide a doctor's note for any additional absences in that school year.

NP³ Attendance Review Team

1. The attendance review team shall direct the parent/guardian that no further unexcused absences or tardies shall be permitted.
2. The parent/guardian may be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the attendance review team shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 1. Parent/guardian to attend school with the child for one day
 2. Required school counseling
 3. Loss of field trip privileges
 4. Loss of school event privileges
 5. Alternative school day (e.g., Saturday School, intersession, etc.)
 6. Required remediation plan as set by the NP³ Administration

*Notice of action recommended by the attendance review team will be provided in writing to the parent/guardian.

NP³ COVID-19 Policies and Procedures

As we continue to live with COVID-19 in our community, NP³ will continue to monitor and follow local recommendations and guidance from Sacramento County Public Health.

Prioritizing Vaccination

Vaccination is our best protection against COVID-19. While the vaccine may not always prevent infection, it has been proven to reduce the severity of infection, resulting in fewer hospitalizations and deaths. All students and family members 6 months and older are strongly encouraged to get vaccinated and boosted, when eligible. To find a vaccination clinic, please go to [My Turn - California](https://myturn.ca.gov) (myturn.ca.gov).

Stay Home when Sick and Get Tested

Students, teachers, and staff who have symptoms of infectious disease, such as influenza (flu) or COVID-19 are required to stay home and should contact their healthcare provider for testing and care.

Student Dress Code Policy

NP³'s dress expectations provide enough flexibility to express one's individual and personal style while fostering a positive and collaborative learning environment. NP³'s dress expectations ensure all students feel welcome, safe and supported. Student dress expectations shall not reinforce or increase the marginalization of any group based on race, gender, ethnicity, religion, sexual orientation, ability level, body type, household income, gender identity, cultural observance, or any other categorization.

The following dress expectations apply to all students on the NP³ campuses:

1. Clothing must fit properly and appropriately (as determined by NP³ Administration).
 - Clothing tops must at a minimum sit near the waist and have straps or sleeves.
 - Clothing bottoms must be down to approximately 3 to 4 inches inseam length on the upper thighs.
 - Rips or tears in clothing must be below the 3 to 4-inch length inseam.
2. Pajamas and pajama bottoms may not be worn outside of a designated spirit day.
3. See-through or mesh garments must not be worn without appropriate coverage underneath that meets the minimum requirements of the dress code.
4. Specialized courses may require specialized attire, such as performances, dance classes, sports uniforms, or safety gear. (i.e. PE requires close-toed shoes for participation).
5. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana, or other controlled substances.
6. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
7. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, ability level, or any other protected classification.
8. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute that advocates illegal or disruptive behavior is prohibited.

Electronic Device Policy

Electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. However, it has been proven that students who are on cell phones or other electronic devices when it is not part of the instructional lesson are not fully engaged in learning. In order to preserve the teaching and learning environment, this document is to clarify the electronic devices policy for NP³ schools.

Students may be held accountable for misuse of electronics during school hours AND/OR outside of school hours if:

- The use results in bullying/cyberbullying of another person.
- The use is deemed inappropriate and/or causes a distraction to learning during the school day.

NP³ Electronic Devices (Chromebooks)

Students are responsible for caring for their NP3-issued Chromebook and bringing their Chromebook (fully) charged to school each day. NP3 expects students to complete electronic classroom work using their school-issued Chromebook. All students will sign a Chromebook use agreement.

Students should be aware and understand they are not guaranteed rights to privacy concerning the use of NP3 technology, including NP3-owned devices and the District Network. From time to time, the district may monitor the District Network for general security purposes and to ensure compliance with Board Policy, Administrative Regulation, and this policy. Please review the information on the next page on GoGuardian.

Personal Electronic Devices (Cell Phones, Airpods, etc.)

Students may bring their (personal) electronic devices to school. Devices may be used before school, during passing periods, during lunch, and after school. Students may only use electronic devices in the classroom if the teacher has permitted use for educational purposes. Teachers may ask students to check their electronic devices. Teachers will make all efforts possible to safeguard the collected items. NP3 is not responsible for lost, stolen, or damaged electronics.

Parents should not call or text students' cell phones during the school day. Parents wishing to contact their students during the day should call the front office. When a student uses an electronic device during class without permission, the teacher may take the device for the remainder of the period. If, after this instance, a student has the device out again in that same class, the device will go to an administrator, and the following consequences will occur:

1st instance to admin: The device will be given to an administrator for the remainder of the day.

2nd instance to admin: The device will be given to an administrator for the remainder of the day and must be picked up by a parent/guardian.

3rd and future instances to admin: The device will be given to an administrator for the remainder of the day and must be picked up by a parent/guardian. The student will check-in their device at the front office each day for a full week. This process will continue for all future instances as well.

GoGuardian

GoGuardian unifies school filtering, classroom management, and school mental health tools into one system. GoGuardian's tools help maximize the learning potential for schools 1:1 school technology program. NP³, in cooperation with NUSD, uses GoGuardian to filter content used on any school-owned technology equipment and its Network. All devices issued by NP³ or any device which is connected to NP³ or NUSD's network, is subject to monitoring using the GoGuardian system. GoGuardian is designed to filter content, provides teachers with classroom management tools and assists NP³ administrators with monitoring student safety.

Infinite Campus

Infinite Campus is a browser-based student information system. Parents and students can use the parent portal of Infinite Campus to view grades, attendance, comments, and teacher email addresses. Infinite Campus is available to students, teachers and parents anytime and from any computer with internet access.

If you are experiencing trouble logging into the parent Infinite Campus Portal, please visit [Infinite Campus for Parents Tab](#) on the website under Parents.

Photo Release

As part of the NP³ promotion of school activities or recognition of student achievement, a photograph or video may include your child, either individually or with a group of students, engaged in school activities not normally open to the public. Unless you complete [this form](#), your child's image may thereafter appear in one or more forms of NP³-authorized communication such as brochures, posters, websites, social media, news media, newsletters, or television programming.

If you DO NOT wish to have your child's photographic image appear in public communications to promote school activities or recognize student achievement, please fill out [this form](#). This form will remain in effect for the 2023-24 school year. It does not apply to public events -- such as team sports, concerts, or performances -- nor does it prohibit the use of photos and videos of the above-named student in student-produced materials such as yearbooks. The form serves as a guide for news media coverage, but there are times when students are interviewed off-campus or otherwise unknown to school officials, so filing the form is no guarantee your child will not be interviewed or photographed.

NP³ Student Code of Conduct and Behavior

A NP³ student is considered a member of the school community at all times and in all places. As such, he or she must always be conscious of his or her actions and show courtesy and respect. Respect for self, peers, staff and school should guide all student decisions. NP³ reserves the right to review and take action in cases involving student conduct and actions, regardless of when or where such actions take place, if they are of a nature to bring discredit upon the school and/or are in violation of criminal or civil law or the reasonable rights of others.

Alcohol: Possession of, use of, consumption of, distribution of, or being under the influence of, any alcoholic beverage on campus, within view of the campus or at any school function is strictly prohibited, and makes a student subject to suspension and/or expulsion. NP³ does not condone student use of any alcoholic beverages at non-school related functions or gatherings, and reserves the right to address cases involving student conduct and actions, regardless of when or where such actions take place.

Tobacco: Possession of, use of, or distribution of any form of tobacco or tobacco products, including E-cigarettes, on campus, within view of the campus or at any school function is strictly prohibited, and makes the student subject to suspension and/or expulsion.

Drugs: Possession of, use of, distribution/sale of, manufacturing of, or being under the influence of illegal or unauthorized prescription drugs on campus, within view of campus, or at any school function is strictly prohibited and makes the student subject to suspension and/or expulsion. NP³ does not condone student drug use at non-school functions or gatherings and reserves the right to address cases involving student conduct and actions regardless of when or where such actions take place.

There may be times when the school requires a student to undergo drug/ alcohol testing and/or treatment at the expense of the parent/guardian as a condition for continued enrollment.

Theft/Vandalism: Theft/Vandalism is prohibited under California Ed Code (48900 e-g). Any student caught stealing or attempting to steal any public or private property, or vandalizing public or private property on campus may make the student subject to consequences such as mediation, suspension, or expulsion.

Weapons: Weapons of any kind – including paraphernalia such as knives, guns, brass knuckles, chains, lighters, and other such objects that can be used as weapons or in a threatening manner – may not be brought on campus or to school activities. Any student who brings such items on campus or to school activities is subject to suspension/expulsion.

Gambling: Any form of gambling, whether or not money is visible, is prohibited on campus. Students involved in gambling are subject to suspension.

Closed Campus: The NP³ campus is a closed campus. Once students arrive at school they may not leave the campus without parent/guardian permission and an early dismissal cleared through the front office. Students violating the closed campus policy are subject to mediation, detention, or suspension.

Unauthorized Sales of Food: NP³ students are not permitted to sell any food items for personal profit. Students may sell food in coordination with the NP³ Administration and/or NP³ Student Government for the purposes of club activities or fundraising, but not for personal gain.

Food Service: NP³ provides cafeteria service. Students may get breakfast and lunch from the cafeteria. Students may also bring lunches from home. Food from outside vendors is not allowed. Any fast food brought to the student will need to be eaten in the front office – it will not be allowed elsewhere on campus. Students are never to order food for delivery to campus or have friends/family deliver food to them. Food from outside vendors will be confiscated without reimbursement. A school lunch will be provided.

Bikes/Skateboards/Scooters

All students who bike, skateboard or scooter to and from school must store the bike, skateboard or scooter in the proper designated location during school hours.

Bikes: All bikes must be walked while on campus (upon entering/until exiting the parking lot). This is a safety concern for all students. All bikes must be locked in the designated bike racks on each school campus.

Skateboards/Scooters: All skateboards or scooters must also be walked while on campus (upon entering/until exiting the parking lot). This is a safety concern for all students. All skateboards or scooters must be stored in the designated area in the front office during school hours. Students are not permitted to carry their skateboard or scooter with them during the school day.

NP³ Restorative Practices

Restorative Practices support NP³ Schools by incorporating and creating healthy, equitable, caring school communities by preventing and addressing behavioral disruption in a non-punitive way that supports accountability and enables healing. Restorative Practices represent a shift in the way schools respond to behavior and promote discipline. By building, maintaining, and restoring relationships between members of the entire school community, we help to create an environment where all students can thrive.

Restorative practices empower students to resolve conflicts on their own and in small groups, and it's a growing practice in schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances.

NP³ Suspension Policy

A student may receive a suspension when he/she demonstrates a disregard for school rules and policies, chronically violates policies or is a chronic disruption to instruction. Only the Administration may suspend a student. Suspension will generally be for one (1) to five (5) school days. Administration will determine the length of the suspension. The student's parent/guardian will be informed of the suspension. A conference with the Principal and/or Assistant Principal, parent/guardian, and student will be held. A suspended student may not attend regular classes, any school function, event, or activity. Suspension may be imposed for any of the following:

- Acting in any way that could cause personal injury, property damage, or endanger other students, staff, or self.
- Using or possessing any form of alcohol, drug or tobacco on campus or within view of the campus or at any school event.
- Fighting on campus or at any school sponsored activity.
- Demonstrating disregard through attitude or actions for staff or other students or the NP³ school community and/or disrupting the orderly process of learning.
- Falsifying notes or phone calls from parents/guardians.
- Any other action deemed serious at the discretion of the Principal.

There are 2 types of suspension: In-House and Out of School Suspension.

Generally, In-House Suspension is given as an alternative to Out of School Suspension if the offense is of a lesser nature. In-House Suspension is up to the Principal or the Assistant Principal's discretion. The nature and number of violations of school rules will be a consideration in the decision as to which suspension the student is to receive. No student will be referred to In-House who could be a threat to themselves or to other students or staff.

All suspensions will be considered an unexcused absence.

Students receiving multiple disciplinary actions will be placed on a behavior contract.

Bullying, Cyberbullying, and Harassment

NP³ acknowledges that all students have the right to participate fully in the educational process, free from bullying and harassment, and in that regard, a safe and civil environment in school is necessary for students to learn and to achieve high academic standards. Bullying and harassment, like other disruptive or violent behaviors, are forms of conduct that disrupt both a student's ability to learn and a school's ability to educate its students in a safe environment. Because students learn by example, school administrators, faculty, staff, and volunteers are expected to demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying and harassment.

Bullying: written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics that may be defined by the district or state educational agency. This also includes association with a person or group with one or more of the abovementioned characteristics, whether actual or perceived.

Harassment: written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion, or any other distinguishing characteristics that may be defined by the district or state educational agency. This also includes association with a person or group with one or more of the abovementioned characteristics, whether actual or perceived.

Cyber-bullying: use of any electronic communication technology to bully or harass, as defined above, one or more students, regardless of location or the type of electronic communication used.

Scope of Proscribed Conduct

This policy is applicable to all educators, staff members, students, and volunteers, and covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops. This policy also pertains to usage of electronic technology and electronic communication that is used for bullying, harassment, or cyberbullying.

Prohibition on Bullying Behavior

Bullying, harassment, and cyber-bullying are prohibited at NP³. Retaliation or threats of retaliation meant to intimidate the victim of bullying, harassment, or cyber-bullying, or toward those investigating incidents thereof, are also prohibited.

Educator and Staff Responsibilities

Educators and school personnel share responsibility for modeling appropriate behavior and creating an environment where mutual respect, civility, tolerance, and acceptance among students and staff are promoted and where students understand that bullying and harassment are inappropriate, harmful and are taken seriously. All educators, school and staff members will take reasonable measures to prevent bullying, harassment, and cyber-bullying and are obligated to report in a timely manner any such acts or complaints of such that come to their attention.

Student Responsibilities

Students share responsibility for helping to create a safe school environment by not engaging in or contributing to bullying, harassment, or cyber-bullying, treating everyone with respect, and being sensitive as to how others might perceive their actions or words. Any student who observes an act of bullying, harassment, or cyberbullying should report the incidents to school authorities in a timely manner.

Complaint Procedure

- A. All allegations of bullying, harassment, or cyber-bullying shall be reported to the designated school administrator, either orally or in writing. Any student, parent or guardian, volunteer, educator, or staff member may file such a report. If a report contains incomplete information, the designated administrator shall take reasonable measures to contact the individuals involved to determine whether an investigation should be pursued.
- B. Upon receiving a complaint of bullying, harassment, or cyber-bullying from any student, educator, staff member, or parent, the designated school administrator shall:
 - 1. Promptly and thoroughly investigate the alleged incident of bullying, harassment, or cyber-bullying;
 - 2. Take immediate steps, at the administrator's discretion, to protect any involved students, educators, or staff pending completion of an investigation;
 - 3. Provide notification to the parents or guardians of all involved students, provided that such notification does not endanger the health, safety or well-being of any student;
 - 4. Maintain a written or electronic record of the complaint, any investigation, and any intervention or disciplinary actions taken;
 - 5. Take proper disciplinary action immediately following the conclusion of the investigation.

Notification of Parents and Guardians

When a complaint of bullying, harassment, or cyber-bullying is filed, the designated school administrator shall notify the parents or guardians of all involved students. Additionally, when the investigation is completed, the designated administrator shall report in a timely manner regarding the complaint, investigation, and any disciplinary measures taken to the parents and guardians of any involved students. Private educational or personal data regarding an alleged perpetrator who is a student or employee of NP³ shall not be disclosed, to the extent protected by law. In certain circumstances, disclosure of the basis for which a student is bullied may result in additional negative consequences to the student's health and well-being. Prior to notification of any parent or guardian regarding any incident of bullying, harassment, or cyber-bullying, school authorities must consider the issue of notification as they would any other educationally-relevant decision, considering the health, well-being, and safety of any students involved in the incident.

Discipline

Disciplinary actions for bullying, harassment, and cyber-bullying may include, but are not limited to: warnings; counseling; loss of opportunity to participate in extracurricular activities, school social events or graduation exercises; loss of school bus transportation; community service; in-school suspension; or short term suspension. The specific consequences should be consistent, reasonable, fair, age appropriate and match the severity of the incident. While NP³ takes ALL reported cases of bullying, harassment, and cyber-bullying seriously, we promote restorative practices and intervention as opposed to “zero tolerance” policies.

If necessary, counseling will be provided for the target and/or the student perpetrating the bullying, harassment, or cyber-bullying.

Suicide Prevention

The Governing Board of Natomas Pacific Pathways Prep recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students). The purpose of this policy is to protect the health and well-being of all K-12 NP³ students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. NP³: (a) recognizes that physical, behavioral, and emotional health is an integral component of a student’s educational outcomes, (b) further recognizes that suicide is a leading cause of death among young people, (c) has an ethical and legal responsibility to take a proactive approach in preventing deaths by suicide, and (d) acknowledges the school’s role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. In an attempt to reduce suicidal behavior and its impact on students and families, NP³ shall develop strategies for suicide prevention, intervention, and postvention and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for staff. Please see our school websites to review the policy in full.

For additional Sacramento area resources and crisis resources please view our website:

<https://natomasunified.org/np3h/counseling/sacramento-area-resources-crisis-services>

School Policy:

<https://natomasunified.org/np3m/students-services/suicide-prevention-policy/>

State Testing

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

NP³ schools will give the mandated state testing to all students required to take the exams in their specific grade level in spring semester. All students need to be at school during this time frame. Independent study requests will not be approved. The Smarter Balanced tests will be taken on computers; practice tests are available for everyone to use at <http://www.smarterbalanced.org/>.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school counselor a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test. NP³ encourages you to explore the practice tests with your student and discuss them with each other.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

- Who takes these tests? Students in grades 3–8 and grade 11.
- What is the test format? The Smarter Balanced assessments are computer-based.
- Which standards are tested? The California Common Core State Standards.

CAASPP: California Science Test (CAST)

- Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
- What is the test format? The CAST is computer-based.
- Which standards are tested? The California Next Generation Science Standards (CA NGSS).

ELPAC

- Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.
- What is the test format? Both the Initial and Summative ELPAC are computer-based.
- Which standards are tested? The 2012 California English Language Development Standards.

Physical Fitness Test

- Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.
- What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.
- Which standards are tested? The Healthy Fitness Zones, which are established through the Fitnessgram®.

Hearing and Vision Screenings

Schools are required at specific intervals and grade levels to conduct vision screening on all students upon school entry and every third year thereafter through grade eight. For example, vision testing may be done in kindergarten or first grade and in grades two, five, and eight, as well as on enrollment and referral at any grade level. Hearing screening is mandated in kindergarten or first grades and in second, fifth, eighth, tenth/eleventh grade and upon first school entry (California Code of Regulations, Title 17, Section 2952 (c)(1)). Hearing screening in California public schools must be conducted by a credentialed audiometrist. If you would like to opt your student out of the above health screening please let the school know by September 15.

California Healthy Youth Act

The California Healthy Youth Act, which took effect in January 2016, requires school districts to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV prevention education at least once in middle school and once in high school. The law is intended to ensure that students develop the knowledge and skills necessary to 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It promotes understanding of sexuality as a normal part of human development.

To access additional information regarding the law, please go to the following website: <https://www.cde.ca.gov/ls/he/se/>. As a parent, if you would like to opt your child out of comprehensive sexual health instruction, you must provide a written request to your child's counselor. Your child will remain for the other portions.

NP3 Emergency Procedures

The purpose of these procedures is to define various responses that NP3 schools may use in emergency situations. Possible events that could trigger these responses range from minor disruptions of school such as local power outages, storm warnings, or a building system failure; to a more serious event that would require immediate action such as a fire, hazardous material incident, major weather event with injury or damage, an accident involving students, or any serious threat to student or staff safety. NP3 schools' responses to a situation will be determined by the director or administration with the goal of providing the safety and reliable supervision of all students. All NP3 schools will practice safety procedures during the first month of school to ensure staff and students understand these emergency procedures. These responses may include any of the following: Early dismissal, Shelter-in-place, Lockdown, Evacuation, Relocation, and Secure Site. For further information on NP3's safety procedures or to view NP3's comprehensive safety plan, please click [here](#).

Releasing Students from School

If you are unable to pick up your student from school, please send a signed note to the school with the name of the person you have authorized to pick up your student that day. If a person listed on the emergency card requests to take a student out of school during the day without a note from the parent/guardian, the school may telephone the parent/guardian to confirm that the individual has permission to take the student out of school. If the parent cannot be reached, the student will not be released.

Students will be released to the individuals listed on the emergency card ONLY when contacted by a school official, this could occur if a student is ill, has an emergency, is suspended, or has not been picked up from school at the end of the day and the parent cannot be reached. All individuals may be required to show identification when picking up a student at school. All students are required to bring a signed note from their parent/guardian in order to be released from school early.

Natomas Pacific Pathways Prep High School Addendum



2023-2024

NP³ High School

Campus Hours:
7:30 am - 4:15 pm

3700 Del Paso Road
Sacramento, CA 95834
916-567-5740

[NP3 Charter High School – Home of the Pirates](#)

Student Support at NP³

Advisory Teachers & Counselors

Advisory: The Advisory teacher welcomes the student to Freshman Year and meets with their Advisory class every school day until Graduation. The Advisory teacher is the students and parents first line of communication with NP³ High School. Throughout the school year, the Advisory teacher contacts each of their Advisory student's parent/guardian at least once a month, often through email. Each Advisory Class forms a bond and creates a small learning community within our bigger NP³ family. The Advisory teacher checks their students' grades regularly, and may make referrals to Intervention, Study Skills, and/or the student's Counselor. They help students to update their 4-Year Plan, publicize Service Learning opportunities, Career & College Exploration activities in 9th & 10th & 11th Grades, and in 12th grade, and facilitate Senior Project planning and implementation, and write letters of recommendation for colleges, scholarships and jobs.

Counselors: School counselors help develop social/emotional education and interventions for all students. Counselors are assigned by grade level Advisory class. Our counselors meet with each of their students at least once during the school year, to discuss their progress, future plans, and address any personal concerns. They also visit Advisory classes to explain the role of counseling at NP³, work with Advisory teachers to help each student develop their 4-year plan, provide materials and appropriate career and college prep information to students and parents, help coordinate college visits, and present the Academic Planning meetings for parents each February. Students may request an appointment by sending an email, or by leaving a note in their counselor's mailbox. Parents and teachers may also refer a student to counseling.

Counseling Assignments:

9th-12th Grade Counselor: Ms. Kelly Clancey, kclancey@natomasunified.org

- 9th Grade Advisory classes: Simpson, Seaver
- 10th Grade Advisory classes: England, Huang
- 11th Grade Advisory classes: Guzman, Knestrick
- 12th Grade Advisory classes: Felt, Qasmi

9th-12th Grade Counselor: Ms. Navjot Hayer, nhayer@natomasunified.org

- 9th Grade Advisory classes: Hembree, Wabinga
- 10th Grade Advisory classes: Riehl, Vallesfino
- 11th Grade Advisory classes: Jones, Osborn, Thompson
- 12th Grade Advisory classes: Ciubal, Hernandez, Ho

9th-12th Grade Counselor: Ms. Lindsay Ulrich, lulrich@natomasunified.org

- 9th Grade Advisory classes: Spall/Rice, Harris (Dotson), Tyshchenko/Maccini
- 10th Grade Advisory classes: Parker, Rodriguez
- 11th Grade Advisory classes: Peacock, Villaneva/Daragahi
- 12th Grade Advisory classes: Dillingham, Durham

NOTE: Because our Advisory teachers are teaching most of the day, and our Counselors schedule many appointments with students every day (including before and after school), please be sure to ***call or email in advance to make an appointment***. We know that your time is valuable, too, and we don't want you to have a long wait until your student's Counselor or Advisory teacher is available to speak with you.

NP³ High School Grading Policy

NP³ High School utilizes a uniform grading policy in all academic content areas throughout the school. The goal is to ensure that grading practices reflect student learning and provide an accurate representation of student achievement, as determined by the completion of learning targets. The following grade scale will be used:

A (90-100) = Mastery: Demonstrates a thorough understanding of the course content and consistently applies the standards, skills, and/or concepts in a variety of contexts.

B (80-89) = Proficient, with elements of mastery: Demonstrates an understanding of the course content and consistently applies the standards, skills, and/or concepts in a variety of contexts.

C (70-79) = Proficient: Demonstrates a basic understanding of the course content; may need additional support to apply the standards, skills, and/or concepts in a variety of contexts.

NC (69 and below) = fails to demonstrate proficiency, and thus **No C**redit is earned.

Process and Product Assignments:

All graded work will be entered as either a **Process** assignment or a **Product** assignment. In each class, students will be given multiple opportunities to demonstrate their learning. Some of these opportunities occur while in the process of learning specific concepts. Examples of these types of ***process assignments*** are discussion questions, study guides, reading notes, homework, participation, quizzes, first drafts of essays, etc. Ultimately, other significant opportunities are provided for students to demonstrate their culminating understanding of course objectives and learning standards. These ***product assignments*** may be in the form of essays, tests, projects, presentations, virtual labs, etc.

- All grades will be recorded as Product or Process.
- All grades will be recorded as a percentage, with a 50% being the lowest possible grade. If work is not turned in, it will be entered as a 50% in the gradebook.
- 80% of the final grade for the course will be made up of Product assignments and 20% of the final grade will be made up of Process assignments.

Late and Missing Work

- Process assignments that are turned in late, but are proficient, will earn a 70%.
- All Product assignments must be completed to pass each class; therefore, late work will be accepted on Product assignments. Students are expected to complete all Product assignments by the DUE Date, and will lose 1 percentage point for each school day that the assignment is late. The penalty will be capped at 10 percentage points.
- No missing Products will be accepted for a grade the final week of the term. If a student turns in a missing product during the final week of the term, the student will receive a 50% on the Product, but the grade will not be locked at an NC.
- If a final product assignment is due the last week of the term, it must be turned in on the Due Date. If it is turned in after the due date, but by the end of the term it will receive a 50%.
- If a Product assignment is not turned in, the overall grade will be locked at an NC until the assignment is completed.
- If a student has an excused absence they will have the same number of days to turn in missed work as the number of days of their absence. It is the student's responsibility to gather missed work.

Reassessments in CP classes

- Reassessments will only be provided on Product assignments.
- In order to re-assess, a student must make a good faith effort on the original Product assignment and complete the assignment on time. Students who turn in late Product assignments will not be eligible to re-assess.
- All process assignments done in preparation for the Product must be completed in order to re-assess, thus showing that the student has engaged in the learning process leading up to the Product assessment.
- If a student fails a Product assignment, they will be allowed to reassess until they reach 70%. If a student earns a 70% or higher they will have one opportunity to re-assess, providing that they have met the reassessment requirements stated above.
- Each department will establish a reassessment policy which includes appropriate steps and deadlines that a student must follow to re-assess. Steps may include attending tutorials or teacher Office Hours, completing practice work, or making test corrections. It is the student's responsibility to meet the expectations for reassessment.
- Reassessment opportunities exclude finals, oral presentations and labs.

Reassessments in Honors & ACE Classes

- Due to the pace of Honors and ACE courses and the quantity of material covered, reassessments will not be given in these courses. Teachers will determine when and if it is necessary to allow for a reassessment.

Reassessments and Grade Bumps in AP classes

- Due to the pace of AP courses and the quantity of material covered, reassessments will not be given in most AP courses. Departments will determine when and if it is necessary to allow for a reassessment opportunity for students.
- Students will be able to demonstrate improvement and growth on either their cumulative midterm, final, or both, depending on the course. Teachers can evaluate cumulative exams to determine if a student has demonstrated proficiency and improved their understanding of content assessed in prior units. If it is determined that performance on the cumulative exam is better than the unit exams, teachers can replace unit exam scores with scores from the cumulative exam.
- Students must take the National AP exam for the course in order for the grade to be weighted. If students do not take the AP exam the course will be transcribed on a 4 point scale.
- If a student does not show up for an AP exam, no refund will be given and they will be advised against enrolling in future AP courses.
- The following will be used to adjust student grades based upon their scores on the national AP exam:
 - Score: 3** - NC converts to C (As, Bs and Cs remain)
 - Score: 4** - One letter grade bump (NC to C, C to B, B to A)
 - Score: 5** - Grade converts to A (regardless of final grade)

Academic Dishonesty

Academic dishonesty and plagiarism will not be tolerated. Students will receive a 50% on the assignment and will not have the ability to reassess. In addition, if it is a Product assignment, the grade for the course will be locked at an NC until the assignment is successfully completed. (the assignment grade will remain a 50%) Additional disciplinary actions may also be taken.

NP³ Academic Dishonesty Policy

NP³ expects all students to commit to a high level of responsibility and integrity in their academic achievement. Academic honesty and personal integrity are fundamental components of a student's education and character development. It is the responsibility of each student to adhere to this level of integrity in all aspects of their academic performance. The integrity of the entire school community depends on the student accepting responsibility for personal conduct in both social and academic endeavors.

Academic dishonesty is considered a serious offense.

Examples of academic dishonesty include:

1. Using, as your own, the work, ideas and information provided, knowingly or unknowingly, by others.
2. Sharing and/or copying homework, labs, projects, essays, and/or all other assignments.

3. Using unauthorized information during class time, including information stored in a calculator or phone, or on a “cheat sheet.”
4. Sharing and/or copying test/quiz answers.
5. Using friends or siblings papers or work from previous years as your own.
6. Fabricating data, information, or sources to pass off made up material as the result of genuine efforts.
7. Submitting images or documents from the Internet without citation of the source(s).
8. Using another’s ideas without proper citations.
9. Incorporating portions of another’s writing within the context of your own work.
10. Failing to acknowledge a source of information.
11. Using graphs, charts, diagrams, and illustrations without citations.

Any student who engages in academic dishonesty will be subject to the following consequences:

1st instance–

- Students will receive a failing grade (50%) on the assignment and will not have the ability to reassess process assignments. Students must reassess product assignments, however, the grade for the course will be locked at an NC until the assignment is successfully completed. The grade for the assignment will remain at 50%.
- The student’s name will also be documented by the NP3 administration.
- Administration will notify the following stakeholders of the student’s instance: student’s parent/guardian, counselor, and advisor.

2nd instance–

- Any student who commits academic dishonesty a second time will be subject to further consequences in addition to receiving the 50% in conjunction with the 1st instance. Further consequences include, but are not limited to:
 - Notification of the student’s academic dishonesty to the following stakeholders in the form of an Academic Intervention Conference (AIC): all current and future academic teachers, the student’s parent/guardian, counselor, and advisor.
- For repeat instances on Product assignments in the same class within the same term, the student will automatically fail the course and may be removed from the class.
- Students will be ineligible and/or lose eligibility from all academic organizations (National Honor Society, Student Government, tutoring programs, etc.) for the remainder of the current academic year.
- Students will be removed from any appointed leadership role for the remainder of the academic school year.
- Students will receive no academic recognition at award events, including promotion and/or graduation ceremonies for the school year.

3rd instance-

- Students will be subject to consequences in conjunction with the 1st and 2nd instances.
- Students will be suspended.
- Students may face an expulsion hearing.

High School Tardy Policy

It is very important that each student be on time to school and class each day. Promptness is not only a necessary courtesy to the teacher and other students but, more importantly, students who arrive late lose valuable instruction and learning. Helping students realize the importance of being on time is part of building good habits for life.

Tardiness is only excused if a student has a medical, dental, legal appointment (and brings a note from the appointment) or a family emergency. All other tardies are considered unexcused.

Students are expected to be in class seated at their desk for the start of each class. If they are not meeting this expectation, the following rectifications will occur based on the number of tardies the student has:

1-9 total tardies: The student will have a check-in with their Advisory teacher and parent/guardian to determine the cause of tardiness and to brainstorm solutions.

10+ total tardies: Tardy letter will be sent home notifying the student and parent/guardian of next steps if tardies continue. Next steps can include but are not limited to lunch detention, student meeting with parents, Advisor, and administrators, and ineligibility to participate in school events.

Natomas Pacific Pathways Prep Middle School Addendum



2023-2024

NP³ Middle School

Campus Hours:
7:30 am - 4:15 pm

3700 Del Paso Road
Sacramento, CA 95834
916-567-5740

[NP3 Middle School – Pirates](#)

Student Supports at NP³ Middle

Advisory Teachers & Counselors

Advisory Teachers Grades 6-8

The Advisory teacher welcomes the student at the beginning of each school year and meets with their Advisory class four days a week until the end of the school year. The Advisory teacher is the student's and parent's first line of communication with NP³ Middle School. Each Advisory class forms a bond and creates a small learning community within our more prominent NP³ family. The Advisory teacher checks their students' progress, works on organization and community building, holds student-led conferences three times a year, and participates in other school-wide activities such as the Career or College Fair. They help students update their planners, choose enrichment courses, and prepare them for high school.

Counselors:

Your student's last name will determine their counselor. Counselors meet with each of their students (as needed) during the school year to discuss plans and address any personal concerns. They also visit Advisory classes to explain the role of counseling at NP³, work with Advisory teachers to help ensure each student is supported, and coordinate college visits, College Fair, Career Fair, and Career Day. Students may request to see their counselor by filling out a counseling form. Counseling forms are in every classroom and the front office. Parents and teachers may also refer a student to counseling. Parents and teachers may refer students to counseling services.

Grading Expectations and Guidelines

The primary purpose of grades is to communicate student achievement to students, parents, and school administrators. The expected outcome for students is the creation of citizens who are knowledgeable, ethical, responsible, critical thinkers and engaged members of society. In order to achieve this outcome, parents, students, and teachers all have responsibilities around the areas of Academic Performance and Social Development and Work Habits.

The grading policy is derived from a mastery of learning approach. Grades K-8 use standards based grading and a standards based progress report. Grading standards and procedures are intended to assure that course grades reflect mastery of learning. However, these guidelines recognize that parents also want to know if their child is applying him/herself and behaving in class. Thus, progress reports will reflect both Academic Performance and Social Development and Work Habits. The purpose of the standards based report card is to communicate a clear and accurate description of your child's progress in meeting the California State Standards in each subject area. Each grade level has identified a set of key standards based on the California State Standards.

Progress Reports will be distributed during the fall, winter, and spring conferences and at the end of the school year.

Academic Performance

Progress is measured by the student's ability to show mastery on identified standards. Multiple measures of assessments are used to measure a student's understanding of a concept or skill.

Social Development and Work Habits

Social Development and Work Habits will be communicated on the progress report and at parent conferences. Social Development and Work Habits include, but are not limited to the following: responsibility, organization, collaboration, academic goals, and being prepared.

Report Card Descriptors

Academic Performance Level for NP3 Middle Standards	
Name	Score
Exceeding	4
Meeting	3
Nearly Meeting	2
Minimal Progress to Meeting	1
Excellent	E
Satisfactory	S
Needs Improvement	N
Incomplete	I

Homework

Homework is an opportunity for students to reinforce a concept or skill. Homework should be completed independently. Students should expect 1-2 hours of homework daily.

Student Led Conferences (SLC)

The purpose of student-led conferences is for the student, parents/guardians and teacher to meet to discuss the student's goals and progress throughout the year. Conferences take place prior to each two week break. NP³ is excited to continue in person student-led conferences this year!

Academic Dishonesty

Students who engage in academic dishonesty shall be subject to disciplinary consequences and shall still be required to do the work and/or demonstrate mastery of the content. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Discipline Plan

Teachers and students work within a raised responsibility classroom philosophy using proactive strategies that promote natural consequences. This plan is used school-wide K-8 and is based on the Discipline Without Stress model by Dr. Marvin Marshall. Common language from this model will be used.

Natomas Pacific Pathways Prep Elementary Addendum



2023-2024

NP³ Elementary School

Campus Hours:
7:30 am - 4:00 pm

3800 Del Paso Road
Sacramento, CA 95834
916-567-5890

[NP³ Elementary – NP³E](#)

NP³ Elementary Student Supports

Strong relationships with your school community can result in more learning for your student. The brain research about relationships supports:

- Positive relationships build motivation
- Positive relationships create safe spaces for learning
- Positive relationships build new pathways for learning
- Positive relationships improve student behavior

NP³ Elementary works proactively to support students. Below are some of the student supports.

Leader in Me (adapted from [Leader in Me](http://www.LeaderinMe.org))

Leader in Me (LiM) is an evidence-based, social-emotional learning process that empowers students with the leadership and life skills they need to thrive in the 21st century. LiM is rooted in secular principles and personal, interpersonal, and organizational effectiveness practices. Distinct in several ways, LiM starts from a powerful premise--every child possesses unique strengths and can be a leader.

To learn more about this whole school leadership framework, please visit:

www.LeaderinMe.org

Morning Meeting

Morning meetings are a schoolwide classroom management practice used to address students' social-emotional learning needs on a daily basis. Daily, teachers gather their students in a circle (15 to 30 minutes) to interact with one another and kick-off the day.

There are four essential components to morning meetings:

- **Greeting:** teachers and students welcome each other
- **Sharing:** students and teachers share about something in their lives; the rest of the group practices active listening and asks follow-up questions
- **Activity:** promotes teamwork and collaboration, gives students additional time to practice social and emotional skills
- **Morning Message:** a short note from the teacher explaining the day's events and objectives

NP³ Elementary Academic Grading Expectations and Guidelines

The primary purpose of grades is to communicate student achievement to students, parents, and school administrators. The expected outcome for students is the creation of citizens who are knowledgeable, ethical, responsible, critical thinkers, and engaged members of society. Parents, students, and teachers all have academic performance, social development, and Work Habits to achieve this outcome.

The grading policy reflects a mastery of the learning approach. Grades K-8 use standards-based grading and a standards-based progress report. Grading standards and procedures assure that course grades reflect this mastery of learning. However, these guidelines recognize that parents also want to know if their child is applying

themselves and behaving in class. Thus, progress reports will reflect academic performance, social development, and work habits. The purpose of the standards-based report card is to communicate a clear and accurate description of your child's progress in meeting the California State Standards in each subject area. Each grade level has identified a set of essential standards based on the California State Standards.

Families receive progress reports during the fall conference, the spring conference, and the last day of school.

Academic Performance

Academic progress is measured by the student's ability to show mastery of identified standards. Multiple assessments measure a student's understanding of a concept or skills. Teachers will reteach students and reassess students regularly.

Social Development and Work Habits

Social Development and Work Habits are communicated on the progress report and at parent conferences. Social Development and Work Habits include, but are not limited to, the following: responsibility, organization, collaboration, academic goals, and being prepared.

Homework

Homework is an opportunity for students to reinforce a concept or skill. Because homework is completed independently, without teacher support, it is the teacher's responsibility to ensure the assignment is appropriate and developmentally appropriate. Homework is not assigned on Fridays and over quarterly breaks. Teachers may send optional work home (to avoid learning gaps) over extended vacations.

Please see the chart below to guide how much homework to expect for your student.

Monday-Thursday

Grade Level	Reading	Other
Kindergarten	10 - 20 minutes	10 - 15 minutes
1st and 2nd Grade	20 minutes	15 - 30 minutes
3rd Grade	20 minutes	20 - 40 minutes
4th and 5th Grade	20 - 30 minutes	30 - 45 minutes

Parent Conferences and Student-Led Conferences

The purpose of parent conferences is for the student, parents/guardians, and teacher to meet to discuss the student's goals and to discuss the student's progress throughout the year. At these meetings, the teacher shares learning goals for the next quarter.

The teacher also discusses concerns about academic performance or behavior. The winter (second-fifth grades) and spring conferences are student-led.

NP³ Elementary Discipline Plan

Discipline Without Stress Punishments or Rewards:

Teachers and students work within a raised responsibility classroom philosophy using proactive strategies that promote natural consequences. This plan is used school-wide K-8 and is based on the Discipline Without Stress, Punishments, or Rewards model by Dr. Marvin Marshall. Common language from Discipline Without Stress, Punishments, or Rewards is reflected in all K-8 classrooms.