



Heron School

STUDENT/FAMILY HANDBOOK

5151 Banfield Drive
Sacramento, CA 95835
916-567-5680

Heron Flyers SOAR!
Show Respect, Offer Kindness, Act Responsibly, Reach for Success

Heron School's Mission

Heron TK-8 is a joyful place to learn. We care for our students and provide the support they need to achieve academic and personal growth. We engage with our community to provide a rigorous and nurturing learning environment, where students learn to collaborate, communicate, and treat each other with kindness and respect.

Section 1: School Site Information

Contact Information

Office Hours Monday - Friday, 7:45 AM-3:45 PM

Main Office 916-567-5680

Administration Contact Information

Stephanie Schulzkump
Principal
sschulzkump@natomasunified.org
916-567-5680

John Coffman
Assistant Principal
jcoffman@natomasunified.org
916-567-5680

Wellness Coordinator Contact Information

Our Wellness Coordinator is responsible for coordinating a comprehensive system of support. This includes individual and group skills-based counseling, conflict resolution services, connection to resources, friendship groups, classroom lessons, parental support, and other services. Our Wellness Coordinator is available via appointment. Referrals from parents, staff, or caring peers are encouraged.

Melissa Huerta
mhuerta@natomasunified.org
916-567-5680

Teacher Contact Information

Heron School teachers can be contacted through email or phone. To find your teacher's email address, please refer to the school website at www.natomasunified.org/hes/ or call the school office at 916-567-5680 and let the office staff know you would like to leave a message for the teacher.

HERON SCHOOL 2025-2026 Bell Schedule

TK & KINDERGARTEN SCHEDULE Regular Schedule	
7:45 am	Breakfast (Optional)
8:00 am	Classrooms Open
8:15 am	Instruction Begins
8:35 am - 8:50 am	1st Recess
10:30-10:50	Lunch - All
10:50-11:05	Lunch Recess- All
1:45 pm-2:00 pm	2nd Recess
2:08 pm	Dismissal

TK & KINDERGARTEN SCHEDULE Early Dismissal	
7:45 am	Breakfast (Optional)
8:00 am	Classrooms Open
8:15 am	Instruction Begins
8:35 am - 10:25 am	1st Recess
10:30-10:50	Lunch - All
10:50-11:05	Lunch Recess
12:48 pm	Dismissal

ELEMENTARY SCHEDULE (1st-6th) Regular Schedule	
7:45 am	Breakfast (Optional)
8:10 am	Bell Rings to Line Up
8:15 am	Instruction Begins
9:15 am -9:30 am	Recess- Grade 1
9:30 am-9:45 am	Recess – Grade 2
9:55am-10:10am	Recess – Grades 3 & 4
10:15am-10:30am	Recess – Grades 5 & 6
10:50 am-11:25am	Lunch – Grades 1 & 2
11:30 am-12:05pm	Lunch - Grades 3 & 4
12:48 pm-1:23 pm	Lunch - Grades 5 & 6
1:25 pm-1:40pm	Recess – Grade 1
1:40pm-1:55pm	Recess – Grade 2
1:55 pm - 2:10 pm	Recess- Grade 3
2:25 pm	Dismissal

ELEMENTARY SCHEDULE (1st-6th) Early Dismissal	
7:45 am	Breakfast (Optional)
8:10 am	Bell Rings to Line Up
8:15 am	Instruction Begins
9:15 am - 9:30 am	Recess- Grade 1
9:30 am-9:45 am	Recess –Grade 2
9:55am-10:10am	Recess – Grades 3 & 4
10:15am-10:30am	Recess – Grades 5 & 6
10:50 am-11:25am	Lunch – Grades 1 & 2
11:30am-12:05pm	Lunch - Grades 3 & 4
12:30 pm-1:05 pm	Lunch - Grades 5 & 6
1:05pm	Dismissal

MIDDLE SCHOOL SCHEDULE (7th-8th) Regular Schedule	
7:45am	Breakfast (Optional)
8:00am	Warning Bell Rings
8:05-9:15 am	Period 1
9:19-10:15 am	Period 2
10:18-11:14am	Period 3
11:17am-12:13 pm	Period 4
12:13 pm - 12:48 pm	Lunch
12:53 pm - 1:49 pm	Period 5
1:54 pm - 2:50 pm	Period 6
2:50 pm	Dismissal

MIDDLE SCHOOL SCHEDULE (7th-8th) Early Dismissal	
7:45am	Breakfast (Optional)
8:00am	Warning Bell Rings
8:05am-8:59am	Period 1
9:02am-9:41am	Period 2
9:44am-10:23am	Period 3
10:26am-11:05am	Period 4
11:08am-11:47am	Period 5
11:50 am-12:13pm	Period 6A
12:13 pm - 12:48 pm	Lunch
12:51 pm - 1:05 pm	Period 6B
1:05 pm	Dismissal

Procedures for Notifying School of Absences

Parents/guardians must clear all absences in advance of the absence or upon return to school by calling the attendance office at 916-567-5680, 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

Closed Campus Policy

All Natomas Unified School District schools maintain a Closed Campus Policy, including during drop-off and pick-up times. This policy is in place to enhance the safety and security of all our students and staff. Parents and guardians drop off and pick up students at designated gates rather than entering the campus with their student(s).

All drop-off and pick-up occur at the Heron Front Main Gate and the Minden Gate. If you need to enter campus for any reason, check in through the main office first to obtain a visitor pass. Please note that visitor passes will not be issued for dropping students off in their classroom or picking them up.

Entry and Exit Points for 1st-8th Grade Students

- **School Front Main Gate:** Located on Banfield Drive near the parking lot
- **Minden Gate:** Located on Minden Drive near the bus loop (The bus loop is only for NUSD buses and authorized daycare transportation)

Important: The Heron Park Gate is now permanently closed. Students will only be able to enter the Heron School campus through the main entrance and the Minden Gate.

Arrival Procedures

7:45 Breakfast – In order to ensure student safety, students not enrolled in 4th R should not be on campus before 7:45. Breakfast begins at 7:45 and will be served until 8:10.

TK-6th Grade

The school gates open for students at 7:45 for breakfast. Students can report to the cafeteria for breakfast, and they are not allowed to use Chromebooks or cell phones during this time. After breakfast, students in grades 1st-6th will walk the track until 8:08. At 8:08, they will be dismissed to line up in their classroom lines. The playground is closed during this time. There is no playing before school from 7:45 to 8:15 to ensure safety and supervision for our students.

Special Procedures for TK and Kindergarten Students:

- At drop-off, TK and Kindergarten students enter through the playground located near the main entrance of the school
- School personnel will guide students to their classrooms from the playground

7th and 8th Grade

Students should report directly to the cafeteria for breakfast or the middle school quad before school. The bell rings at 8:00, and Responsive Advisory Meetings begin in their 1st period classes at 8:05.

Dismissal Procedures

Heron campus will be closed from 7:45 am to 2:50 pm.

TK Dismissal - 2:08 pm

Students will be lined up on the TK/Kindergarten playground by their teacher. Parents/guardians will check in at the TK/Kindergarten playground gate, and students will then be released to their parents/guardians. At dismissal, TK students will be picked up on the playground near the main entrance.

Kindergarten Dismissal - 2:08 pm

Students will be walked out to the front area of the school by the classroom teacher/instructional assistant. Students will be lined up by the teacher near the flagpole. Parents/guardians will check in with the classroom teacher/instructional assistant, and students will then be released to their parents/guardians. Parents/guardians should meet their Kindergarten students at the front flagpole near the main entrance. Teachers will have class signs for easy identification.

Grades 1-6 Dismissal - 2:25 pm

At 2:25, students in grades 1-6 will be walked by the classroom teacher to the main entrance gates for dismissal. All students are expected to leave school grounds at dismissal; students waiting for siblings may only wait in front of the school by the flagpole, where there is supervision by our Campus Safety Specialist. All students must leave school grounds at 2:25 unless they are enrolled in an after-school program or sports program.

Grades 7-8 Dismissal - 2:50 pm

All students are expected to leave school grounds at dismissal. All students must leave school grounds at 2:50 unless they are enrolled in an after-school program or sports program.

Special Day Class Students

Drop-off and pick-up will occur at the gates near their classrooms, which are located by the parking lot.

Student Pickup/Drop Off (Parking Lots)

It is our goal that your children arrive at school and are dismissed from school in a safe, timely, and orderly manner. We request that all adults bringing children to and from school obey traffic laws and follow our arrival and dismissal procedures. Since we are a closed campus do not leave your car unattended in the drop-off zones or drive in the fire lane/bus lane near the middle school building. The safety of your children is our number one priority! Please assist us in providing a safe school environment.

Buses/Transportation

Bus pick-up and drop-off are provided to students in the Special Education program. The bus zone drop-off is on Minden, and is reserved for buses and special education transportation.

Bus Transportation Safety

Students riding the bus will:

- Remain seated, face the front of the bus, and keep the aisle clear
- Stand up only when getting on or off of the bus
- Keep body parts and all objects inside the bus
- Promptly and respectfully obey all bus drivers
- Wait at and walk to all bus stops in an orderly and respectful manner
- Cross the street only when escorted by the bus driver
- Avoid loitering around the bus stop on the way home
- Use your regular bus stop at all times unless your parent gives you written permission that has been approved by a school authority

Students riding the bus will not:

- Distract bus drivers
- Create loud noises
- Deface or tamper with any part of the bus or bus stops
- Purposely touch others or their possessions without permission
- Use offensive language or gestures
- Eat, drink, chew gum or throw objects
- Behave in any way that is illegal or dangerous

Students who do not follow all bus safety rules will be issued a citation. Repeated failure to follow bus rules will result in suspension from the bus and may result in the revocation of your child's transportation privileges. Parents will then need to provide transportation to and from school. Please teach your child that bus services are a privilege and to make good choices.

Traffic Safety

In order to ensure our students' safety, we expect all drivers to follow traffic safety guidelines. This means no U-turns on Minden, no passing cars illegally while children are exiting a vehicle, not parking your car in an unmarked spot in the parking lot, and always adhering to the speed limit. The bus loop will only be for buses and authorized daycare transportation.

Student Safety/Safe Routes Heron 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 the crosswalks. Please do not park in any crosswalk during arrival and dismissal times. This is at the request and partnership of the Sacramento Police Department.

Bikes/Skateboards Bicycles, scooters, and skateboards should always be walked or carried on campus. In-line skates and Heelys are not allowed on campus. For safety reasons, students are not permitted to ride their bikes, skateboards, or scooters through the hallways, in the yard, or on the blacktop at any time. Electronic bikes and scooters cannot be stored or recharged in the office. Failure to meet these expectations may result in the confiscation of a bicycle, skateboard, or scooter.

Lock the bicycle through the frame and at least one wheel with a suitable cable or chain to prohibit simply removing a locked wheel and taking the bicycle. Each student must take responsibility for locking his/her property. **The school is not responsible for lost, stolen, or damaged property. If a bike is stolen from the bike rack, you must call the Sacramento Police Department to file a report.**

All bicycles **MUST BE PARKED** in the bike area. The only time a pupil should be near the bicycle parking area is when he/she is parking or removing his/her bike. Pupils riding bikes to school **MUST** obey all regular traffic rules. California State Law requires that helmets be worn for safety reasons. If your child is in need of a helmet, please see the front office.

Closed Campus Heron School is a closed campus. Students are not permitted to leave campus without proper authorization.

Parent Opportunities for Involvement

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- **Parent Teacher Student Association (PTSA)**

Nutrition Services

For information regarding school menus, applying for free/reduced price meals, and 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 am-8:10 am
- Lunch: 10:30 am-1:23 pm

Nutrition Services Expectations/Rules

- Outside food delivery is prohibited
- Selling outside food on campus is prohibited without administrative authorization
- Please be aware that food delivery services cannot be accepted in the office. Food delivery services are a safety concern with visitors coming on campus and attempting to contact students directly. If parents deliver lunch to students, please ensure that their lunch is delivered by lunchtime; students will not be allowed to eat lunch in class during instructional time.

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. Students must 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.

TK-6th-grade students are marked tardy if they arrive at school after 8:15.

Middle School students are marked tardy if they arrive at school after 8:05. If middle school students accumulate 5 or more tardies, they will be assigned "Reflection Friday" after school on the next Friday in order to meet with a teacher and/or write a reflection on why they are not getting to class on time, the effects of their lateness on the classroom environment, and their own learning, and how they can improve. If students cannot attend Friday Reflection on the scheduled date, students can attend the following Friday Reflection or choose to serve Friday Reflection during their lunch. If students continue to miss Friday Reflection, students will receive a referral and consequences based on progressive discipline.

Being tardy can be very stressful for young children, and students often have a difficult time transitioning to school when they arrive late. Excessive tardiness may result in a parent problem-solving conference, and tardiness of more than 30 minutes is considered truancy.

Before and After-School Care

Campus Hours and Supervision

Gates Open at 7:45 am – In order to ensure student safety, students not enrolled in 4th R should not be on campus before 7:45. Breakfast begins at 7:45 and will be served until 8:10.

Campus Closure: Heron campus will be closed from 7:45 am to 2:50 pm.

Dismissal Times:

- TK Dismissal: 2:08 pm
- Kindergarten Dismissal: 2:08 pm
- Grades 1-6 Dismissal: 2:25 pm
- Grades 7-8 Dismissal: 2:50 pm

All students are expected to leave school grounds at dismissal unless they are enrolled in an after-school program or sports program.

Before and After-School Care Programs

Heron K-8 School offers several learning opportunities after school. Many of our teachers and staff provide additional tutoring or enrichment services after school. Currently, the following programs are available:

4th R Program

- **4th R** – 4th R provides an extended-day learning program both before school and after school. This program provides appropriate learning experiences such as homework time, arts and crafts, sports, field trips, drama, science, cooking, and more! For registration information, please contact www.4thRchildcare.com or call (916) 566-1520.

Athletics Programs

- **ELEMENTARY ATHLETICS (4th-6th) AND MIDDLE SCHOOL ATHLETICS** – The Natomas Unified Athletics program offers Flag Football, Volleyball, Girls and Boys Basketball, and Girls and Boys Soccer throughout the year. Tryouts are held for middle school athletic teams; our 4-6 teams are open to all students who wish to participate, based on space available and program requirements.

Important Policies

Only students who are enrolled in before-and-after-school activities are allowed to attend programs. Parents/guardians need to make alternate arrangements for siblings, as there is no supervision available.

Lost and Found

All clothing and other personal items, such as lunch boxes and backpacks, should be clearly marked with your child's name. It is difficult to identify ownership if items are not labeled. All lost clothing will be put in a "Lost and Found" box located outside the Multipurpose Room. Other articles will be kept in the front office. Please be aware that all articles of clothing and personal items that have not been claimed will be donated to Goodwill on the last Friday of the month.

Student Photo Identification Cards

Students will be issued a Student Photo Identification card when their school portrait is taken in the Fall.

Section 2: Site-Specific Programs and Student Support

At Heron TK-8 School, we embrace the Responsive Classroom Model. Responsive Classroom is an approach to elementary and middle school education that emphasizes social, emotional, and academic growth in a safe school community. More information about the Responsive Classroom approach can be found at <http://www.responsiveclassroom.org>. Our STEAM academic focus ensures that students are actively engaged in their learning through inquiry-based science instruction and the integration of technology, engineering, art, and mathematics throughout the day. Our goal is to deliver learning activities that are active, joyful, fun, and appropriately challenging. Students see how this learning is relevant to their lives and take a personal interest in it.

Our teachers follow a data-driven instructional model, aligning their expectations for what we want students to learn, how we will know they have learned it, and how we will respond based on our common formative assessments. All students learn differently, and our teams meet each week to ensure that we are actively engaging students in their learning and differentiating their instruction to provide the right level of challenge and support. Students' learning is assessed through our curriculum-embedded assessments in Wonders (ELA K-5), StudySync (ELA 6-8), and Go Math (K-8). Our 3rd-8th graders are also regularly assessed using the CAASSP Interim Assessment Blocks (IABs), providing valuable practice and benchmark data aligned to our end-of-year assessments. Our focus on literacy and writing extends to all disciplines, and all teachers use the I-Ready Assessment 3 times a year to assess students' reading level to ensure that students are reading books they can access while developing as lifelong readers. Heron Flyers are readers, and daily, student-selected independent reading is always part of our instructional day and homework time.

Key Components of Responsive Classroom

- **Morning Meeting and Responsive Advisory Meetings:** Each TK-6th-grade class gathers together each morning to greet one another, share news, participate in an activity, and warm up for the day ahead. 7-8 students start each day with Responsive Advisory Meeting at 8:05. Timely arrival to school is extremely important so that all students have the opportunity to be active participants in the development of their classroom community.
- **Rule Creation:** Students help create classroom rules that allow all members of the classroom community to reach their learning goals.
- **Interactive Modeling:** Students are explicitly taught to notice and practice expected behaviors to demonstrate and internalize them.
- **Positive Teacher Language:** Adults use carefully selected, respectful words and tone to promote active learning and self-discipline.
- **Collaborative Problem-Solving:** Strategies such as conferencing and role-playing are used to help students solve problems and resolve conflicts.
- **Logical Consequences:** Adults respond to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls.
- **Classroom Organization:** The physical space is carefully structured in ways that encourage independence, cooperation, and productivity.
- **Guided Discovery:** Materials are introduced with an inquiry-based approach that encourages discovery and creativity.
- **Academic Choice:** Teacher-structured choices are provided to students to help increase motivation, self-direction, and learning.

- **Working with Families:** Family partnerships are essential. Families are invited to share insights and are collaborative partners in their child's education.

Academic And Social Emotional Competencies

Our work with Responsive Classroom is grounded in the development of our students' academic and social-emotional learning (SEL) competencies. These competencies are all very much connected and developed throughout the year. However, to teach them and ensure we are helping our students understand each one, we will focus on a specific competency each month:

- **Aug: Cooperation (SEL)** - ability to develop relationships and work collaboratively with others.
- **Sept: Self Awareness (SEL)** - Understanding Zones of Regulation.
- **Oct: Assertiveness (SEL)** - ability to take initiative; stand up for their ideas without hurting or negating others.
- **Nov: Perseverance (Academic)** - tendency to complete assignments in a timely and thorough manner to the best of their ability.
- **Dec: Responsibility (SEL)** - Ability to motivate themselves to take action and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
- **Jan: Gratitude (SEL)** - Gratitude as a resilience factor. Who/What are we grateful for? How can we show it?
- **Feb: Empathy (SEL)** - Ability to understand another's state of mind or emotions and be receptive to new ideas or perspectives; to have concern for others' welfare.
- **March: Academic Behaviors (Academic)** - Growth Mindset. Mistakes are how we learn. Good things will happen if we keep moving forward and learning.
- **April: Self Control (SEL)** - Ability to recognize and regulate thoughts, emotions, and behaviors to be successful in the moment.

Missoula Children's Theater

Missoula Children's Theater is a nationally known theater program that provides an opportunity for students in grades TK-8 to engage in the performing arts and be part of an amazing theater production!

Steam Activities

Our STEAM academic focus ensures that students are actively engaged in their learning through inquiry-based instruction in science, technology, engineering, art, and mathematics throughout the day. We are excited to be expanding our ART program from Art 1 and Advanced Art in middle school to now include art units of study in grades TK-6th, providing creative opportunities for all our students. Additionally, we will continue our literacy writing focus using explicit Step-Up-To-Writing strategies in TK-8, which help our students organize their thinking and develop strong writing skills across all grade levels.

Art Docent Program

Supported by our Heron PTSA, our Art Docent program provides high-quality art instruction to all TK-6 students. Each classroom will need a parent Art Docent volunteer. Middle School students receive art instruction as part of our STEAM and Art elective program.

The Heron Show

We are very proud of our weekly edition of The Heron Show, a student news show entirely written, filmed, and produced by our students. Led by the students in our Advanced Production class, the

entire school gets involved by watching the show in their classrooms each week, participating as the studio audience or special guests, or submitting their production pieces to be shared.

Student Leadership And Student Council

There is an application process for Student Leadership, and student officers are elected by the student body. Students in Leadership participate in school activities, provide student input to the principal, plan school events, and more. Our Student Council members are elected each year by the 5-8 student body, facilitate the Student Leadership Meetings, and meet monthly with the principal to share student concerns, ideas, and perspectives.

Academic Support

Students in need of academic support will first receive differentiated instruction and targeted intervention from their classroom teacher. If no progress is made after receiving this additional support, the teacher will refer the student to our MTSS team (Multi-Tiered System of Supports). The team will review the needs of the student and determine our next steps to meet that student's needs, which may include counseling or mentoring services, a behavior support plan, an extended day tutoring option, and/or scheduling an SST (Student Success Team) meeting with the parents/guardians.

Multi-Tiered Student Support (MTSS)

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

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 the student a pass to the student's destination (bathroom, office, library, etc).

Section 3: Behavior Expectations

Student Expectations & Rules

HERON SCHOOL RULES: SOAR!

1. Show Respect
2. Offer Kindness
3. Act Responsibly
4. Reach for Success

Safe and Welcoming Learning Environment

The goal of Responsive Classroom is to ensure that children feel physically and emotionally safe in school so that they can learn at their best. We also 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 and that set 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. Heron School prides itself on a discipline plan that is fair, restorative and consistent, and our policies are grounded in the training and philosophy of Responsive Classroom. 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 monthly SOAR 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.

At Heron TK-8 School, we embrace the Responsive Classroom Model. Responsive Classroom is an approach to elementary and middle school education that emphasizes social, emotional, and academic growth in a safe school community. More information about the Responsive Classroom approach can be found at <http://www.responsiveclassroom.org>. Our STEAM academic focus ensures that students are actively engaged in their learning through inquiry-based science instruction and the integration of technology, engineering, art, and mathematics throughout the day. Our goal is to deliver learning activities that are active, joyful, fun, and appropriately challenging. Students see how this learning is relevant to their lives and take a personal interest in it.

Dress Code

Board Policy 5132(a): The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing may not present a health or safety hazard or create a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the year and whenever these standards are revised.

- All clothing must be clean, suitable, and appropriate for school activities, including PE and recess.
- Shirts should be long enough to cover bellies when hands are raised.

- Undergarments should not be visible
- Pants, shorts and skirts must be fit around the waist; no sagging. Shorts and skirts should not be inappropriately short.
- Shoes must be tie or strap-on and suitable for running and other recess or PE activities. Flip Flops are not allowed.
- Hats may be worn for sun protection outside; hats are to be removed inside all buildings.
- All clothing should be free of "put downs" or other forms of language contrary to supporting academics and student success.

Clothing that contains images of violence, is known by local law enforcement to be gang related, is distracting to the learning environment, promotes or glorifies drugs or violence is strictly prohibited. Students wearing such clothing will be asked to call home for a change of clothes or required to change into clothing provided by the school.

Tier 1 Procedure and Related Consequences

REMINDER OF OUR SCHOOL RULES and CLASSROOM AGREEMENTS

- The student is made aware of their behavior.
- The student is invited to remember our School Rules and Classroom Agreements and asked if they plan to keep the agreement to uphold them
- The student who modifies his/her behavior is encouraged and supported
- If the student does not modify his/her behavior, the teacher will use an I-message reminder and/or active listening to again invite the student to cooperate.
- If the student continues to refuse to cooperate proceed to Level 2.

Tier 2 Procedure and Related Consequences

REMOVAL FROM CLASSROOM - THINK SHEET AND/OR STUDENT CONFERENCE

- A student may complete a Think Sheet, either the K-3 or the 4-8 version. Students will complete the Think Sheet before returning to class. The Think Sheet is not punitive; it is meant to give students "time and space" to take a break and reflect on their actions.
- When they return, the teacher will work with the student to resolve the conflict. The teacher will also contact parents.
- The student who refuses to resolve the problem cooperatively is sent to the office with a Principal Referral. If the principal is able to resolve the conflict with the student and the student agrees to keep the agreements made, the student will return to class.

Tier 3 Procedure and Related Consequences

PROBLEM SOLVING MEETING - held after repeated referrals (problem solving may need to occur between students or between a teacher and a student).

- The student is made aware of their behavior, and each teacher has her own classroom systems in place for building this awareness and providing feedback to students on their behavior.
- If the problem is a student/student conflict, another adult will facilitate. Each student will describe the problem, listen to and summarize each other, and work together to come up with a solution.
- If the problem is a student/teacher conflict, a site administrator of school psychologist will facilitate. The student and teacher each describe the problem, they listen and summarize each other, and they make a written agreement to prevent the problem in the future.
- Follow-up meetings are scheduled to be sure the agreements are being kept. Trust grows when agreements are made and kept.
- The student is encouraged and supported when the agreements are working.

FAMILY CONFERENCE - held if more support is needed (may involve site administrator, teacher, and/or school psychologist)

- If the misbehavior is a serious concern but not an immediate safety concern, or if the student refuses to resolve the problem cooperatively, parents are contacted for a conference.
- Parents are invited to help their child consider resolving the problem cooperatively with them present. The group writes and signs the agreements made to resolve the problem, and then follow-up meetings are held to assess if the agreements are working.
- If an agreement is developed, follow-up meeting(s) are scheduled and convened until the problem is resolved.

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 supports for students. In this tiered system of Universal, Targeted, and Intensive Supports, our team meets once a month to engage in data-based problem solving and decision making in order to identify the best academic and social-emotional supports for students. Interventions may be provided by classroom teachers, education specialists, our school psychologist, or our school social worker.

Heron Middle School Flight Miles Incentive Program

Program Overview

The Heron Middle School Flight Miles Incentive Program is aligned with the Responsive Classroom comprising two complementary components that promote positive student behavior and school spirit while maintaining clear expectations and consequences. The program encompasses both community-based rewards and individual accountability measures.

Community Teams System

Students will be assigned to mixed-grade-level teams at the beginning of the school year. These teams will work together throughout the year to earn points and achieve collective rewards.

Point Earning Opportunities

Teams can earn points through:

- Active participation in school spirit events
- Team-based activities and competitions
- Other designated school community events

Community Rewards

Based on accumulated team points, students may earn rewards including:

- Additional recess time
- Complimentary slushies
- School dances
- Discounted admission to school dances and events
- Participation in rally games
- Other special privileges as designated by the administration

Referral System

Students who receive a suspension or three (3) or more disciplinary referrals during a quarter will lose the privilege to participate in community reward activities for the remainder of that quarter.

Referrals may be issued for:

- Behavioral infractions
- Accumulation of five (5) tardies

Tardy Policy and Reflection Friday

- Five (5) tardies will result in:
 - One (1) disciplinary referral
 - Mandatory attendance at "Reflection Friday"
 - Middle School students are marked tardy if they arrive at school after 8:05 am. If middle school students accumulate five (5) or more tardies, they will be assigned "Reflection Friday" after school on the following Friday to meet with a teacher and/or write a reflection on why they are not getting to class on time, the effects of their lateness on the classroom environment, and their learning, and how they can improve. If students cannot attend Friday Reflection on the scheduled date, students can attend the following Friday Reflection or choose to serve Friday Reflection during their lunch. If students continue to miss Friday Reflection, students will receive a referral and consequences based on progressive discipline.

Starting in the third quarter, suspensions and/or three referral consequences will affect participation in end-of-year activities:

- First Suspension and/or three Referrals: Loss of Six Flags field trip
- Second Suspension and/or three Referrals: Loss of Flyer Fest participation

Policy Administration

- The administration reserves the right to modify rewards and consequences as needed
- All decisions regarding participation in activities are final
- Questions about this policy should be directed to the school administration

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