

TURLOCK UNIFIED SCHOOL DISTRICT

2025-2026 School Year Handbook



Lloyd G. Cunningham Elementary School

Anna Ellerson, Principal
Jose Perez, Assistant Principal
Kaily Mendoza, MTSS Specialist
324 W. Linwood Ave.
Turlock, CA 95380
350-206-2700



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July 1, 2025

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CHARACTER TRAITS

TURLOCK UNIFIED SCHOOL DISTRICT

INCLUDER

Accept others and show an awareness of those who feel left out and make an effort to include them.

RESPONSIBILITY

Take ownership of what you say you will do. Committed to stable values such as honesty and loyalty.

POSITIVITY

Demonstrate contagious enthusiasm and can get others excited about what they are going to do.

EMPATHY

Sense other people's feelings by imagining themselves in others' lives or situations.

FOCUS

Take a direction, follow through and make the corrections necessary to stay on track. Prioritize, then act.

ACHIEVER

Work hard and possess a great deal of stamina. Take immense satisfaction in being busy and productive.

RESILIENCY

Recover from or adjust easily to adversity or change.

SELF-ASSURANCE

Confident in ability to take risks and manage own lives. Have an inner compass that gives certainty in decisions.

FUTURISTIC

Inspired by the future and what could be. Energize others with visions of the future.

KINDNESS

Display a friendly, generous, or considerate nature.

Character is Our Strength



STRATEGIC PLAN

WHY?

VISION

All students will become self-motivated, responsible citizens who graduate college and career ready.

BELIEFS

1. Every person is unique and has inherent value.
2. Every person can be a successful learner.
3. People are accountable for their actions.
4. Family engagement is essential to the academic and social-emotional success of students.
5. Honesty, integrity, and respect build trust in all relationships.
6. Motivation, grit, and mindfulness are necessary to achieve full potential.
7. High expectations yield greater levels of performance.
8. A quality education enriches all lives by creating and expanding opportunities.
9. Positive role models inspire excellence.
10. A service mindset is vital to a thriving community.

HOW?

LCAP GOALS

1. Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials and effective instructional practices to implement standards.
2. Safety & Security: Uphold policies and procedures, & maintain facilities that reflect a safe, secure environment & inclusive culture.
3. Academic Achievement: Utilize a multi-tiered system of supports to increase academic achievement and promote college & career readiness among all students.
4. Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.
5. Social/Emotional Supports: Provide social and emotional learning to enhance student success.

WHAT?

MISSION

Turlock Unified School District will deliver effective instruction in a safe, equitable, supportive environment in partnership with our families and diverse community.

OBJECTIVES

1. Students will demonstrate proficiency in all subjects.
2. Students will achieve personal goals tailored to their aspirations for college and career.
3. Students will develop and demonstrate positive character traits.
4. Students will earn a diploma or successfully complete their Individualized Education Program (IEP).



Turlock Unified School District

Site Map

E7 M/M 5/6
E6 Meeting Room
E5 6th
E4 6th



E3 5th	E2 5th	E1 Student Support
Multi Purpose Room (Building B)		
Kitchen		

F1 ART	F2 ELOP/ ASES &PL	F3 AUT- TK-2	F4 Reading Lab	F5 Math Int/ ELD	F6 Music	F7 AUT- TK-2	F8 AUT 3-6
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Thunderbird Lane

D10 5th	Rest-Rooms 5th & 6th	D9 PF	D8 AUT- TK-2	D7 Conf.Rm Rastroom	D6 M/M 4/5 4/5
D1 Library	D2 Student Support	D3 3rd	D4 4th	Rest-Rooms 3rd-4th	D5 Resource

G1 Inclusion	G2 3rd	G3 3rd	G4 4th	G5 4th
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Peacock Lane

Girls' RR TK-2	Storage Electric	C9 2nd	C8 1st	C7 AUT- TK-2	C6 TK
Boys' RR TK-2	C1 Staff Room	C2 2nd	C3 1st	C4 2nd	C5 Kinder
Communication Staff RR Staff RR					

G6 M/M 3/4
G7 Speech

Hummingbird Lane

Work Room	
Health Office	School Office (Building A)

G8 PF
G9 Headstart

Headstart
 A.M. 8:00-11:30
 P.M. 12:00-3:30

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 324 W. Linwood Ave.
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2025/2026 Instructional Times

TK/Kinder	Monday -Friday	AM 7:50-11:14 PM 11:15-02:39
Grades 1-6	M,T,TH,F	8:00-02:39
Grades TK-6	Wednesdays (Min. Days)	8:00-11:49

Lunch Schedule
M/T/Th/F

K-AM	11:15-11:35	TK/K-PM	10:54-11:14
1st	11:00-11:40	2nd	11:25-12:05
3rd	11:50-12:30	4th	11:00-11:40
5th	11:25-12:05	6th	11:50-12:30

Lunch Schedule
Wednesdays/ Minimum Days

K-AM	11:15-11:35	TK/K-PM	11:15-11:35
1st	10:25-11:05	2nd	10:50-11:30
3rd	10:00-10:40	4th	10:25-11:05
5th	10:50-11:30	6th	10:00-10:40



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2025 – 2026 Daily Schedules

Campus Opens Daily at 7:30 AM

Mondays/ Tuesdays/Thursdays/Fridays

	START	AM RECESS	END	LUNCH	PM RECESS
AM TK:	7:50	9:00-9:15	11:14	11:15 – 11:35 (Optional)	N/A
AM K:	7:50	10:15 – 10:30	11:14	11:15 – 11:35 (Optional)	N/A
PM TK:	11:15	N/A	2:39	10:54 – 11:14 (Optional)	1:00 – 1:15
PM K:	11:15	N/A	2:39	10:54 – 11:14 (Optional)	2:10 – 2:25
Grade 1:	8:00	9:45 – 9:55	2:39	11:00 – 11:20	11:20 – 11:40
Grade 2:	8:00	10:00 – 10:10	2:39	11:25 – 11:45	11:45 – 12:05
Grade 3:	8:00	10:00 – 10:10	2:39	11:50 – 12:10	12:10 – 12:30
Grade 4:	8:00	9:30 – 9:40	2:39	11:00 – 11:20	11:20 – 11:40
Grade 5:	8:00	9:20 – 9:30	2:39	11:25 – 11:45	11:45 – 12:05
Grade 6:	8:00	9:45 – 9:55	2:39	11:50 – 12:10	12:10 – 12:30

Wednesdays/ Minimum Days

	START	AM RECESS	END	LUNCH	PM RECESS
AM/PM TK:	7:50	9:00-9:15	11:14	11:15 – 11:35 (Optional)	N/A
AM/PM K:	7:50	9:50 –10:05	11:14	11:15 – 11:35 (Optional)	N/A
Grade 1:	8:00		11:49	10:25 – 10:45	10:45 – 11:05
Grade 2:	8:00		11:49	10:50 – 11:10	11:10 – 11:30
Grade 3:	8:00		11:49	10:00 – 10:20	10:20 – 10:40
Grade 4:	8:00		11:49	10:25 – 10:45	10:45 – 11:05
Grade 5:	8:00		11:49	10:50 – 11:10	11:10 – 11:30
Grade 6:	8:00		11:49	10:00 – 10:20	10:20 – 10:40

Note, no AM recess on Wednesdays/Minimum Days for grades 1-6



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August 2025

Dear Cunningham Parents & Students,

Welcome to the 2025-2026 school year! We look forward to a successful year of learning for every child at Cunningham Elementary. Through our combined efforts, we are dedicated to providing an excellent education for every student in a safe, supportive, and positive learning environment.

At Cunningham Elementary School we seek to establish and value our partnerships with parents/guardians. We invite and encourage you to become actively involved in our school throughout the year. There are a variety of ways to become involved, which include engaging in regular communication with your child's teacher, School Site Council (SSC), English Learners Advisory Council (ELAC), etc. By working together as parents and educators, we can build a foundation for your child/children's lifelong learning.

This handbook is designed to serve as a guide concerning the policies and regulations of our school and the school district. These guidelines provide the structure necessary to ensure that Cunningham Elementary is a safe and effective learning environment. Please read and discuss this handbook with your child and keep it as a reference throughout the year.

Please feel free to contact our office if you should have any questions or concerns. We are looking forward to an extraordinary year with your family.

Sincerely,

Anna Ellerson
Principal

Stay Connected with Family Link

TUSD Family Link parent portal provides parents with access to their student academic information including grades and assignments as well as simple steps to update student data and approve annual authorizations online. Creating an account is as easy as providing your email address to your school office which will be followed by an email with the Family Link logon information.

GETTING A GOOD START

Make sure your child gets a good night's sleep and a nutritious breakfast before coming to school so he or she can be alert and ready to learn. Please send your child to school with a positive attitude. Happily greet him or her after school and ask about the events of the day.

ATTENDANCE

The Cunningham Elementary school staff believes an important part of education is participation in classroom activities on a daily basis. The school's attendance policy is designed to ensure that students comply with the state's compulsory education law and receive the maximum benefit from their education at Cunningham. Good school habits begin in elementary school. Absences of any kind are detrimental to the learning process. However, **if your child must stay home due to illness, please call the school office at 350-206-2700.** Tele-parent will automatically call your residence if we do not hear from you before 10:00 a.m. Please understand that tardies are a disruption for other students, as well as your student. **We reserve the right to cancel intra or inter district transfers at any time during the school year due to irregular attendance.**

Traditional classroom instruction begins promptly at 8:00 (7:50 for TK & K) and students should arrive a minimum of five (5) minutes before school starts.

Excused Absences

Your child may be excused when the absence is for illness or medical reasons. Your child will be allowed to complete all assignments and tests missed during such an excused absence.

EXCESSIVE TARDIES AND OR ABSENCES:

If your student is excessively tardy or absent:

- An attendance letter from the principal/assistant principal
- A mandatory meeting with the assistant principal and community liaison and student will be placed on an attendance supervision contract. This requirement results in that the licensed medical practitioner verify all additional absences.
- A mandatory meeting with a school administrator.
- Denial of any Independent Study contract requests.
- Possible District Attendance Review Panel (DARC) referral.
- Possible loss of access to attend extracurricular activities (e.g.: Sixth grade dance, fun trips, etc.).

If you know your child will be absent from school 1-15 consecutive days, please contact the school office in advance to request an independent study contract.

- Traditional classroom instruction begins at 8:00 a.m., the bell to line up rings at 7:57 a.m. and the students will go straight to their classroom.
- Students are not to arrive before 7:30 a.m., as there is no supervision on campus until this time.
- Once a student arrives, he/she may not leave campus until 2:39 unless checked out by a parent/guardian or someone listed as their emergency contact.
- Students arriving late to school must report to the office for a tardy pass before going to class. Students are late at 8:01 am. Please have them to school on time.

Remember, every one (1) day your child misses puts him/her two (2) days behind classmates. There is no replacement for that first time instruction delivered by a highly qualified Cunningham teacher.

INDEPENDENT STUDY CONTRACTS

We encourage our Cunningham families to schedule family trips and vacations at times when school is not in session. However, we understand that emergencies may arise. If you have an unavoidable situation that arises that will require your child to be absent from school for **1-15 consecutive days**, please contact the school **3 days** in advance and request an Independent Study Contract. Students shall be allowed to complete all assignments/tests missed during any absence that can reasonably be provided, but in order for the school to receive credit the absence must be 1-15 days consecutively.

- Your child will be **issued schoolwork to be done** while he/she is away from school. This will allow your child to continue with studies while away from the classroom and **receive** academic and attendance credit.
- According to the State of California guidelines, the student must complete **all the work that was assigned to him/her to receive full credit** and must return completed work by their 3rd day back.
- Please contact the office at least five (5) school days before you leave so that an Independent Study Contract may be prepared for him/her.

For clarification, please call the school and speak to the office staff at **350-206-2700**.

PARENT COMMUNICATION

Report cards go home three times a year. The first one is given at a parent conference. The mid-year report card has no scheduled conference, but parents with questions or concerns are encouraged to call the school and schedule a meeting with their child's teacher at any time during the year. Teachers often phone home or send notes with good news as well as during times when parental support is needed to solve a problem.

Monthly school newsletter will be sent digitally. You will also get updates on all events through our school website at <https://cunningham.turlock.k12.ca.us/>, Instagram @cunninghameagles and Facebook: Cunningham Eagles. Please follow us!

Phone calls from parents/guardians will not be passed through to the classroom during school hours except in the case of emergency. The office staff will gladly email or get messages to the teachers or students during lunch or after school.

PTA (PARENT-TEACHER ORGANIZATION)

The PTO is a growing, integral aspect of the school community. We know children learn more and have increased engagement when parents, school staff, students and the community work together to share thoughts and ideas about programs and activities that benefit children. Our PTO is a very active group that supports the school by planning, organizing and implementing special activities. Their fundraising efforts help to provide extracurricular equipment, special assemblies and special needs for our teachers' classrooms. Plan on attending a meeting! It's a good way to meet other people in the community and to become involved in your school.

SCHOOL SITE COUNCIL/ ENGLISH LANGUAGE ADVISORY COMMITTEE

The School Site Council (SSC) and English Language Advisory Committee (ELAC) are composed of the principal, assistant principal, teachers, parents and other school staff with voting members equally divided between staff and parents. The purposes of the councils are to plan, monitor and evaluate the activities and expenditures for programs operated at the school to improve student achievement. Notices of meetings are posted. Meetings are open to all parents.

FOOD POLICY

The Turlock Unified School District (TUSD) is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating. TUSD adopted a "Wellness Policy" that supports healthy choices for all students. On the recommendation of the Stanislaus County Health Department, any food that you send to school for classroom parties and celebrations must be purchased at a store or bakery. No home baked or homemade foods will be allowed. Foods served to students apart from their lunch must be made and labeled by a certified retailer. **Sharing food is prohibited during lunchtimes.** All fundraisers during school hours must meet the nutritional guidelines in the Wellness Policy. Schools are limited to no more than one party per class per month and they shall be held after lunch. Only foods that meet or exceed state and federal nutritional standards can be served. Lists of suggested foods are available in the school office or on the TUSD website.

Meals will be offered to all students at no cost for SY 2025-2026. Lunch applications are no longer required to participate in the meal program. However, TUSD will request that parents complete TUSD Household Family Survey which provides important information to our district in planning student services and programs. Students who wish to purchase extra items such as a milk or bottled water (where applicable) will need to create an online payment account with MySchoolBucks. Parents can make payments to their child's meal account 24/7, 365 days a year, view cafeteria purchases, track meal account balances, set up low-balance email reminders, and schedule recurring payments all online! Visit www.myschoolbucks.com to create an account today. All students who wish to purchase milk are encouraged to take a reimbursable meal, which includes milk, entree, and/or fruit/vegetable, at no cost. To qualify for SUNBUCKS benefits, parents are encouraged to complete the Universal Benefits Application, which helps determine eligibility for additional support programs; in California, SUNBUCKS provides eligible families with additional funds to support student meals.

Healthy Treats Guidance



Ditch the donuts!

Celebrate Healthy

Bring something Healthy instead!



Excerpts from our District Wellness Policy

Snacks served during the school day or in after-school programs should make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables, whole grains, as the primary snacks and milk, water or 100% juice as the primary beverages.

School staff will encourage parents/guardians or other volunteers to support the District's nutrition education program by choosing nutritional quality when selecting any snacks which they may donate for occasional class parties.

Schools will limit celebrations that involve food during the school day to no more than one party per class per month. Class parties or celebrations shall be held after the lunch period and only foods that meet or exceed state and federal nutritional standards can be served.

Ideas for Non-food Celebrations

Not every party has to involve food! Consider talking to your child's teacher about other ways to celebrate student birthdays, such as:

- Bring in his/her favorite game or book or a special art project to share with the class
- Put together a "goody bag" of non-edible treats such as glow sticks, balloons, stickers, tattoos, etc.
- Make him/her line leader or star student or getting some sort of special privilege for the day. Be creative!

Approved

- Fresh Fruit ~ cut up or whole
- Fruit Kabobs
- Yogurt tubes / cups with fresh fruit
- Fruit Roll-ups
- Healthy granola bars
- Graham crackers
- Apple slices with topping
- Animal crackers
- Apple Sauce
- Popcorn
- Baked chips
- Gold Fish crackers
- Whole Grain muffins
- Whole Grain cookies
- Cereal that contains Whole Grain and are low in sugar.

Not Approved

- Donuts
- Pastries
- Non-Baked Chips
- Cupcakes & Frosting
- Candy
- Ice Cream
- Soda
- Punch

** All baked snacks must be packaged and purchased from a store or bakery.

TRAFFIC

Please follow all traffic and safety laws when picking up and dropping off your Cunningham Eagle. We have about 600 students that attend our fabulous school and want everyone to arrive to school and return home safely. We encourage our Cunningham parents to set a positive example for students by adhering to the following while on and around our campus before and after school:

- Use the crosswalk to cross the streets surrounding the school. We have provided crossing guards for the safety of you and your child.
- **PULL ALL THE WAY FORWARD in the LOADING Zone** when picking up and dropping off your child.
- Please **DO NOT** Park in the loading zone or exit your vehicle at any time while stopped in the loading zone in front of the school. We have parking spots available for visitors.
- The loading zone is a quick drop off/pick up area. Please do not leave your car unattended.
- Please drive slowly while in the parking lot and watch for little Eagles.
- Please enter and exit the parking lot at the designated exit and entrance only.
- Do not enter or block the bus lane at the front of the school with your vehicle.
- Follow the posted speed limit on the streets surrounding Cunningham.
- Use a hands-free device while driving in and around the Cunningham parking lot.

WALKING TO SCHOOL

Students are required to use crosswalks when walking to school. Students are expected to obey all rules for pedestrians as well as specific directions given by crossing guards. Adhering to traffic laws, posted signs, directions given by crossing guards and taking great caution while driving will help ensure the safety of all children. All students are expected to:

- Obey the crossing guard.
- Cross the street when it is safe and use crosswalks.
- Cross only in the designated crosswalks

VISITORS/VOLUNTEERS

Cunningham and TUSD greatly values the work that volunteers do in our school and community. Volunteers contribute greatly to the success of our students.

ALL Visitors on Campus MUST report to the school office to ensure the safety of children during school hours.

- Upon receiving approval to enter the campus, visitors must sign in, show photo identification and wear the visitor sticker.
- All visitors need to sign out when leaving the campus.
- Visitors are not permitted to take pictures or take video of campus activities.
- **Visitors will be given approval at the discretion of office staff and school administration.**
- Visitors on campus may not be present in the cafeteria or playground.
- No adults can use student restrooms during school hours.

School Volunteers are encouraged and greatly appreciated as part of the Cunningham community. School Volunteers must comply with the following:

- School Volunteers must submit a complete application requesting approval from site administration every school year.
- Upon approval, School volunteers will be utilized at the discretion of school administration and the classroom teacher.
- The classroom teacher will create a school volunteer schedule that meets the needs of the specific classroom.
- School volunteers may not be present in the cafeteria or playground without the presence of a certificated staff member.

BIKE, SKATES, ROLLER BLADE AND SCOOTER RULES

All students are expected to abide by the following rules:

1. Upon arrival at school, bicycles and scooters must be placed in the designated area.
2. California law states: A person under 18 years of age shall not operate a bicycle, a non-motorized scooter, or a skateboard, nor shall they wear in-line or roller skates, nor ride upon a bicycle, a non-motorized scooter, or a skateboard as a passenger, upon a street, bikeway, as defined in Section 890.4 of the Streets and Highways Code, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets the standards of either the American Society for Testing and Materials (ASTM) or the United States Consumer Product Safety Commission (CPSC), or standards subsequently established by those entities. This requirement also applies to a person who rides upon a bicycle while in a restraining seat that is attached to the bicycle or in a trailer towed by the bicycle.
3. All bicycles should be individually locked in the bike racks and licensed with the Turlock Fire Department and/or Turlock Police/Community Services. There is no supervision of the bicycle area when school is in session. Bicycles are parked on school grounds at student's risk. Students are encouraged to securely lock their bicycles. The school is not responsible for lost or stolen bicycles.
4. Students must not tamper with bicycles, nor loiter around the bicycle racks. Doing so puts students at risk of being accused when things are missing.
5. Students are not to loan or borrow bicycles.
6. Bicycles/scooters are to be walked on school grounds.
7. No riding double – one person only on each bike. Ride with the traffic in the designated bicycle lanes.
8. Roller blades must be removed off school grounds and not worn to the classrooms.
9. Scooters, skateboards, hover boards, skates, and/or bicycles may not be stored in the office.
10. Bicycles, roller blades, scooters, skates and skateboards may not be ridden at school at any time including after school and on weekends. (Turlock City Ordinance 4-14.204 et sec.)

ELECTRONICS

Student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy. Mobile communication devices shall be turned off during instructional time.

Students in grades 1-6 shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

SCHOOLWIDE BEHAVIOR PLAN

Students at Cunningham School deserve a positive and safe learning environment. Our students will be taught the rules in a fun, fair, and consistent manner. Our school does this by using Positive Behavior Interventions and Supports (PBIS). Positive Behavioral Interventions and Supports (PBIS) is an evidence based tiered framework for supporting students behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. PBIS helps create a positive, predictable, equitable and safe learning environment where every student thrives.



Cunningham Elementary School

Rules/Behavior Expectations

Area/Setting	Be Safe	Be Responsible	Be Respectful	Be Kind
Hallways	<ul style="list-style-type: none"> We keep hands and feet to ourselves We stay out of yellow zones We walk at all times 	<ul style="list-style-type: none"> We face forward We stay in line with our class 	<ul style="list-style-type: none"> We use inside voices 	<ul style="list-style-type: none"> We help others in need
Cafeteria	<ul style="list-style-type: none"> We carry our meal properly We eat our own food We walk at all times 	<ul style="list-style-type: none"> We line up to enter and exit the cafeteria correctly We clean up and throw away trash 	<ul style="list-style-type: none"> We use inside voices We use manners We take hats and hoods off 	<ul style="list-style-type: none"> We help others in need
Library	<ul style="list-style-type: none"> We walk at all times We use chairs and shelf markers appropriately 	<ul style="list-style-type: none"> We return books on time We keep the shelves nice and neat 	<ul style="list-style-type: none"> We listen and follow directions We use inside, library voices We wait our turn to check out books 	<ul style="list-style-type: none"> We help others find books We share with others We treat the books with care
Playground Track Recess	<ul style="list-style-type: none"> We use equipment appropriately (ie. we go down the slide) We keep hands and feet to ourselves We report problems 	<ul style="list-style-type: none"> We stop playing and line up immediately when the bell rings or the teacher signals We pick up after ourselves (trash, belongings, etc.) 	<ul style="list-style-type: none"> We practice good sportsmanship (following the rules of the game) We listen to adults and peers 	<ul style="list-style-type: none"> We invite others to join the game We share
Bathroom	<ul style="list-style-type: none"> We wash our hands We report problems We keep hands and feet to ourselves 	<ul style="list-style-type: none"> We go, flush, wash, leave We keep soap and water in the sink 	<ul style="list-style-type: none"> We give others privacy 	<ul style="list-style-type: none"> We wait patiently for our turn
Office	<ul style="list-style-type: none"> We enter and exit the office quietly 	<ul style="list-style-type: none"> We greet staff appropriately We know why we are in the office 	<ul style="list-style-type: none"> We use inside voices We use manners 	<ul style="list-style-type: none"> We wait patiently for an adult to help us
Classroom	<ul style="list-style-type: none"> We walk We keep hands and feet to ourselves 	<ul style="list-style-type: none"> We have materials ready and use them appropriately We stay on task We use our time efficiently 	<ul style="list-style-type: none"> We follow directions We listen and wait our turn to speak We take hats and hoods off 	<ul style="list-style-type: none"> We use kind words and actions We are patient and inclusive with each other We are helpful to others
Assemblies	<ul style="list-style-type: none"> We walk We sit criss cross We keep hands and feet to ourselves 	<ul style="list-style-type: none"> We enter and sit quietly We stay with our class 	<ul style="list-style-type: none"> We listen and participate appropriately We take hats and hoods off 	<ul style="list-style-type: none"> We show appreciation
Bus	<ul style="list-style-type: none"> We keep hands, feet and objects to ourselves We stay seated, facing forward with our seatbelt on We are silent at railroad crossings 	<ul style="list-style-type: none"> We keep food, drinks and gum put away when inside the bus We arrive on time for pickup and drop off 	<ul style="list-style-type: none"> We promptly follow the bus driver's directions We use manners 	<ul style="list-style-type: none"> We use kind words and actions We wait patiently
Arrival/Dismissal	<ul style="list-style-type: none"> We walk at all times to our designated areas We stay on the sidewalk We keep hands, feet and objects to ourselves 	<ul style="list-style-type: none"> We keep phones off and stored when we are on campus 	<ul style="list-style-type: none"> We are mindful of our surroundings 	<ul style="list-style-type: none"> We use kind words and actions We wait patiently

WHAT ARE THE POSITIVE REWARDS FOR FOLLOWING CUNNINGHAM RULES?

Rewarding students' positive choices is the most important element of Cunningham's behavior program. When a student chooses to obey the rules, the following positive consequences are awarded:

- **AAA Assembly**: We recognize students who exhibit the character trait of the month.
- **Spirit Day**: Every Friday is "Spirit Day". Students and staff are encouraged to wear Cunningham Shirts or Cunningham colors-Red and Black.
- **Eagle Bucks**: Cunningham School's "Eagle Bucks" are given to students who demonstrate the behaviors listed on the Rules/Behavior Expectations. Eagle Bucks can be redeemed at the student store during lunch recess. Student recognition will be adjusted to meet the guidance of the Stanislaus Public Health Officer.
- **Classroom/Teacher Awards**: Teachers have a variety of positive ways in which they reward appropriate behavior.

DISCIPLINE

Cunningham Elementary is a Safe and Civil School where each individual practices responsible and reflective behavior while building positive and respectful relationships with each member of the learning community. The responsibility for behavior rests with the individual, but each individual also has a responsibility to respect the rights of others.

Referral Data System:

Cunningham uses SWIS, a web-based decision-making system that allows for entry of behavior and discipline referrals. The application provides an efficient and effective way to capture behavior incident data, which can then be summarized and analyzed by school personnel to make decisions about educational environments. SWIS empowers staff to make decisions in real time for the best student outcomes.

Restorative Practices:

When a data referral is made, a student is retaught the expectation and a restorative approach is used to support shaping the behavior. We use restorative practices to support students, some of which include check in/checkout system with admin., refer to counseling, PowerPoints for students to complete about behavior choices, referral for a CSU mentor, campus beautification, think sheets, restorative phone calls home.

In accordance with [BP-5144](#) the Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Through [BP-5144.1](#), [AR-5144.1](#), and [AR-5144.2](#), the Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The District has developed a *Student Accountability Code*, which includes *Student Accountability Charts* which are posted in each classroom. The system outlines levels of accountability responses that may apply to each incident. Timely responses may be applied for initial or repeat incidents. Progressive responses and student reflection time, when applicable, are listed for repeat incidents at each school within the respective education code policy.

Cunningham Elementary administrators use this system as a guide for consistent student conduct expectations at our school and throughout the District. The student accountability responses are not intended to substitute for the judgment of professional personnel based upon initial due process provided students, knowledge of the student's conduct history and education code regulations. Safety and security of all will be of highest priority. Every effort will be made to understand the cause of a student's misbehavior in order to provide alternatives to suspension and/or expulsion.

Specific laws exist regarding the discipline procedures for youth who are dependents or wards of the court, either in foster care placement, group home placement, or in court-ordered family maintenance cases. This includes mandatory notification of the assigned County Social Worker and the student's attorney, as well as limitations on suspensions and expulsions without a hearing. More information can be found here: www.cde.ca.gov/ls/pf/fy/fosteryouthedrights.asp

For District-wide guidelines related to Student Accountability, including behavior that may result in suspension or expulsion on the first offense, refer to the Student Accountability Charts located in the Student Accountability Code, available on the TUSD website, or in the Cunningham Elementary office.

STUDENT DRESS CODE

Cunningham Elementary follows the Turlock Unified School District Tk-12 Dress Code guidelines for student school apparel.



Turlock Unified School District

In partnership with students and parents, the Turlock Unified School District administration and staff requests review of students' attire to ensure it meets the following dress code guidelines before arriving to school:

Students MUST Wear:

- Top with straps
- Bottom: pants, skirts, shorts, etc. covering buttocks (no micro minis or short shorts with entire thigh exposed)
- Shoes (no backless footwear for elementary students)
- **Secured** clothing that protects and covers personal body parts

Students MAY Choose to Wear:

- Hats, including religious headwear
- Hooded shirts/jackets (over the head is allowed)
- Teachers/staff may direct students to remove/adjust the position of hats/hoods over the head on campus in situations that include, but are not limited to, classroom activities, headphone/earbud use issues, or visual identification of a student's face. This does NOT apply to any headwear worn for religious reasons.

Students CANNOT Wear:

- Clothing that depicts violent language or images
- Clothing that includes, but is not limited to hats, shoes, headgear, belts, shirts, pants, piercings, key chain holders that are deemed a potential threat to student and/or staff safety
- Clothing that illustrates images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Clothing that displays hate speech, profanity, pornography
- Clothing that includes images or language that create a hostile or intimidating environment based on any protected class
- Clothing that is sheer or see-through, (clothing must be opaque)
- Visible underwear, bralettes, bandeau tops, sports bras, or backless shirts
- Unsecured clothing that allows personal body parts to be visible with movement or contact
- Helmets, hoods, or other headgear that obscures a student's identity (except as a religious observance)
- For identification purposes, a student's face must be clearly visible, including when taking school photos; this may require removal of a hood and/or hat

Examples of clothing deemed a potential threat to student and/or staff safety:

- Pants oversized at the waist such as folded in at the waist or belt line (e.g. student with a 32" waist should wear pants no larger than 32" waist)
- Wearing pants below the waist line (sagging)
- Steel-toe combat style boots
- Jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire worn or carried on campus, or at school activities, that may be intimidating to students/staff
- Solid red or blue items including, but not limited to, scrunchies, belts, shoelaces, and beanies
- Predominately red or blue shirts or sweatshirts (two or more articles of clothing)
- Red or blue items hanging over the shoulder or out of pockets
- Red or blue apparel exposed under any shirt or collar
- Non-team color or intimidating hats, knit caps, baseball-type caps, or head gear
- Bandannas, red or blue belts, red or blue shoelaces, or red or blue rags

Turlock Unified School District

What Are PBIS and Restorative Practices?

PBIS is like a roadmap for good behavior. It teaches students how to act in school— whether in class, the cafeteria, or on the playground, using clear rules and positive rewards. We focus on praising students for doing the right thing, like being kind or responsible, to create a happy, safe school.

Restorative Practices are about fixing problems and building strong relationships. Instead of just punishing mistakes, we talk about what happened, how it affected others, and how to make things right. This helps students learn from their actions and stay connected to our school community.

Together, PBIS and Restorative Practices help us prevent problems, support every student, and keep our schools welcoming for all.

Our School-Wide Expectations

Every school in TUSD has 3–5 simple rules that everyone follows, like:

- Be Safe: Keep hands to yourself and follow safety rules.
- Be Respectful: Use kind words and listen to others.
- Be Responsible: Do your work and own your actions.

These rules are posted around school, taught in class, and practiced all year. Teachers give specific praise, like “Great job being respectful by waiting your turn!” to encourage students. In classrooms, teachers and students create rules together that match these school-wide expectations, so everyone knows how to succeed.

How We Support Students: Three Levels of Help

We use a three-level system to make sure every student gets the support they need. Think of it like a ladder—most students do well with basic support, but some need extra help to shine.

Level 1: For Everyone

- We teach and practice school rules, like how to line up quietly or share ideas in class.
- Teachers use fun activities, like role-playing, to show what “being respectful” looks like.
- Students earn praise, high-fives, or small rewards for following expectations.
- We track behavior using a tool called SWIS to spot patterns and keep things running smoothly.

Level 2: For Some Students

- If a student needs more help, they might join a program like Check-In/Check-Out, where they meet with a mentor daily to set goals and get feedback.
- Small groups teach skills like solving conflicts or staying calm.
- Families work with teachers to support students at home and school.

Level 3: For a Few Students

- Students with bigger challenges get a personalized Restorative Action Plan (RAP) to help them succeed.
- We may involve counselors or community support to meet their needs.
- Restorative meetings help fix serious problems and rebuild trust.

This system ensures every student gets the right support to grow and thrive.

Handling Behavior: Our Step-by-Step Approach

When a student makes a mistake, we follow these steps to help them learn and make things right:

- **Spot the Behavior:**
 - Minor issues, like talking out of turn, are handled by teachers in class.
 - Major issues, like fighting, go to the office for extra support.
 - **Respond in Class (Minor Issues):**
 - Teachers gently redirect students, saying things like, “Let’s try raising our hand.”
 - A quick chat helps students understand their actions and how to improve.
 - Teachers note these moments in SWIS to track progress and may call home if needed.
 - **Get Extra Help (Major Issues):**
 - For bigger problems, teachers send a report to the office.
 - An administrator may hold a Restorative Circle or Conference, where students, staff, and sometimes families talk about what happened and how to fix it.
 - Students might write an apology, help with a school task, or create a Restorative Action Plan (RAP) to show they’re ready to make better choices.
 - Parents are invited to join these talks to support their child.
 - **Check In and Support:**
 - Teachers and staff keep an eye on progress, praising students for positive changes.
 - We use SWIS to see if our plans are working and adjust them if needed.
 - Families get updates to stay in the loop.
 - **Keep Improving:**
 - Schools review behavior data every few months to make our rules and support even better.
 - Families can attend meetings to learn about our progress and share ideas.
-

Restorative Practices: Fixing Problems Together

When mistakes happen, we focus on learning and rebuilding relationships, not just punishment. Here's how we do it:

- Restorative Chats: A teacher or principal talks one-on-one with a student, asking, "What happened? Who was affected? How can we make it right?"
- Restorative Circles: Students and staff sit in a circle to share feelings and solve problems together, like after a class argument.
- Restorative Conferences: For bigger issues, we bring together everyone involved to talk, plan repairs (like an apology or school service), and help the student feel welcome again.
- Restorative Action Plan (RAP): A student works with staff (and sometimes parents) to create a plan for taking responsibility and making positive changes.

These steps teach students to own their actions, respect others, and stay part of our school family.

How Families Can Help

You play a big role in our success! Here's how you can support your child:

- Talk About Expectations: Review school and classroom rules with your child.
 - Celebrate Good Choices: Praise your child for being safe, respectful, or responsible.
 - Join In: If invited, participate in restorative meetings or circles to help your child grow.
 - Stay Connected: Share concerns with teachers and attend PBIS parent nights to learn more.
-

Why This Matters

At TUSD, we believe every student deserves a chance to succeed. PBIS and Restorative Practices help us create schools where students feel valued, learn from mistakes, and build strong relationships. Together, we're making our schools a place where everyone can thrive!

Questions? Contact our PBIS/Restorative Practices team at our school or Director of Student Services, Gil Ogden, at gogden@turlock.k12.ca.us.

NOTICE OF NON-DISCRIMINATION

Turlock Unified School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, or association with a person or a group with one or more of these actual or perceived characteristics. TUSD requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

SEXUAL HARASSMENT

BP 5145.7(a)

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be considered.

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 – Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 – Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Title IX Coordinator
Director of Student Services
1574 E. Canal Drive, Turlock, CA 95380 (209) 667-
0632 ext. 3



Turlock Unified School District

CUNNINGHAM SCHOOL ANTI-BULLYING PROTOCOL
“One child, one teacher, one book, and one pen can change the world.” -Malala Yousafzai

Our school’s social vision: Cunningham Kids are Kind

Why we have implemented a school-wide system to stop bullying

Bullying and harassment stand in the way of our social vision and our scholastic habits of respect, empathy and integrity. Therefore, our school has adopted the No Bully System for preventing and responding to harassment and bullying during in-school and after-school programs, on school field trips, school sponsored events, and when students are traveling to and from school. This school-wide system applies to all students, teachers, staff, specialists, and anyone who works on our campus, whether employed by the school or district, working as contractors, or volunteers pursuant to Turlock Unified anti-bullying policy.

What is bullying?

Bullying occurs when a student, or group of students, repeatedly try to hurt, humiliate or get power over another student in any of the following ways.

- **Physical bullying** is when a person uses physical force to hurt another (e.g., by hitting, pushing, shoving, kicking, taking a student’s belongings or stealing their money).
- **Verbal bullying** is when a person uses words, images or gestures to intimidate or humiliate someone (e.g., by taunting, name-calling, teasing, put-downs, insults, threats and blackmail).
- **Relational bullying** is when a person excludes or isolates another person (e.g., through leaving them out, manipulating others against them, or spreading gossip or rumors).
- **Cyberbullying** is when a person or people use their cell-phones, text messages, e-mails, instant messaging, the Internet and social media to bully someone in any of the ways described above.

Bullying is different from conflict. Conflict is an inevitable part of life and can occur at school when a student perceives another student as being an obstacle to what they want or value. If students are in conflict but are not using bullying to get power over the other student, our school is committed to helping the students talk it through.

Bullying may at times amount to harassment. It is harassment to target a person on-line or face-to-face because of her or his actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or because she or he is associated with a student or group of students with one or more of these actual or perceived characteristics.

It is **sexual harassment** to target a student with unwanted sexual comments, gestures, attention, stalking and physical contact that cause a student to feel uncomfortable or unsafe at school, or interferes with the student's schoolwork. This is dealt with under Turlock Unified sexual harassment policy.

Our school does not tolerate bullying or harassment for any reason. You are breaking the law if you harass anyone at our school.

It is a serious breach of school rules if a student takes revenge or asks someone to threaten or hurt a student that has reported bullying or harassment. **How students can end bullying**

Bullying and harassment cause pain and stress to students and are never justified or excusable as "just teasing" or "just playing." When a student stands by doing nothing, or laughs or posts comments on-line when others bully, they are participating in bullying.

The students at Medeiros have agreed to join together to treat others with respect, both on-line and face-to-face so that we keep our campus bully-free.

All students agree to:

- Value differences and treat others with respect both online and face-to-face.
- Tell the bullying student to stop or walk away with target when I or others around me are the target of bullying.
- Talk to any trusted adult on campus, in my home or community if I cannot safely stop the bullying. I will ask the trusted adult for help or use the Stop It Box which is located in the office and library.
- Never take revenge or ask someone to hurt a student who has reported bullying.

Our school takes a problem-solving approach to bullying. We have staff members who are trained as **Solution Coaches®** to bring together a Solution Team of students to help end the bullying. Most Solution Teams successfully end bullying situations without punishment after three meetings.

Staff, Teacher and Parent Response to Student Harassment and Bullying

Our school follows the No Bully System to prevent and respond to bullying and harassment.

Level 1 – Prevent & Interrupt. All teachers, staff, students and volunteers support a campus-wide system for preventing and responding to harassment and bullying.

- If any teacher or staff member witnesses student aggression or disrespect he or she shall take immediate steps to intervene and redirect students, provided it is safe to do so. Here are some proven responses:
 - Name the behavior for what it is (e.g., "That's a putdown.")
 - Speak to the intention behind the words or gestures (e.g., "That was meant to hurt.")
Explain the values that their behavior offends and remind them: Cunningham kids are kind and respectful.
 - If any teacher or staff member needs more time, or privacy, to pursue an issue, take it.
- If a parent or guardian knows or suspects that their child is being harassed or bullied, encourage your child to tell the bullying student (or students) to stop or to seek help from any trusted adult on campus. If this does not solve the situation, please notify a trusted adult either verbally or through the Star Box. The school can only help you if you reach out and tell us what is happening.

Level 2 – Check in with target of bullying and notify Administration.

- All members of school staff are encouraged to watch out for students who appear to be isolated from other students, who are put down by other students behind their back, or who show signs of being bullied.
- If any staff member knows or suspects that a student is the target of bullying or harassment (i.e., it has happened more than once and is likely to continue), he or she shall check in with the student as soon as reasonably possible. If this appears to be bullying, notify Administration via email as by the end of the next school day. If this appears to be sexual harassment, follow the school's sexual harassment policy.
- If a student is the target of cyberbullying, please ask the student to take screenshots and/or print any electronic or 17
- digital messages and share these with the school and do not pass it on to others.

Level 3 – Solution Team, progressive discipline and other responses. Our school uses a variety of methods to resolve incidents of bullying and harassment:

- **Administration may refer the target of bullying to get help from a school Solution Coach.** Solution Coaches are teachers and staff members who have been trained to bring together Solution Teams of students, including bullies, bystanders, and positive students leaders, and without using punishment to bring the bullying to an end. The Solution Coach records progress using a Solution Team Log, files in Google Docs and reports progress to Administration and parents of the targeted student.
- **We may use progressive discipline to redirect bullying students depending upon the severity of the bullying.** Site Administration may meet with the bullying student, and involve their parents or guardians when determining consequences to change behavior. In addition, Administration may inform the student that disciplinary consequences can occur if the bullying continues.
- **Administration shall document** any reporting of bullying in *Aeries Intervention* and identify the measures that were taken to end the bullying with the student(s) engaged in bullying behavior, including the use of a Solution Team or progressive discipline with the bullying student.

Level 4 – Implement an Empathy-Building Action Plan

If a pattern of harassment or prejudice is apparent across an entire class or grade, or any other group in the school, the Solution Coach/Administrator may bring together relevant students and school personnel to implement a plan to teach respect for differences and create a supportive peer culture. The Solution Team model can be a very effective change agent.

Timeline for Resolving Incidents of Bullying:

Week One

- Administration is notified of bullying or harassment, whether through a student, a parent/guardian or a teacher/staff.
- Administration will attempt to resolve the matter and may refer the student target of bullying to a school Solution Coach to receive the assistance of a student Solution Team. The Solution Coach informs the Parents/guardians of the target.
- The Solution Team holds its first meeting during, before or after school (if this process has been initiated), or alternatively, Administration may use progressive discipline to redirect bullying students when appropriate.
- Administration enters the incident and its resolution in *Aeries Intervention*

Week Two

- The Solution Coach follows up with the target to determine whether the bullying has continued, and whether progressive discipline is needed.
- The Solution Team holds its second meeting (if this process has been initiated) and record on Solution Log.

Week Three

- The Solution Coach checks in with target and invites him or her to attend the third Solution Team meeting (if this process has been initiated).
- Solution Coach notifies Administration and parents/guardians of outcome and updates the Solution Log
- In some cases there may arise the need to implement an empathy-building plan for entire class or grade.

Three Month Follow Up

- A Solution Coach will follow up with the target three months later, regardless of whether new incidents have been reported and file a copy of the Solution Log in Aeries Intervention.

If the school's intervention does not resolve the bullying, the target of bullying or their parent/guardian should appeal in writing to the site administrator. If the appeal fails to resolve the situation, the parent/guardian may call Director of Student Services at 209-667-0887 or by writing to TUSD District Office, Student Services, 1574 Canal Drive Room WW6, Turlock, CA 95381.

