

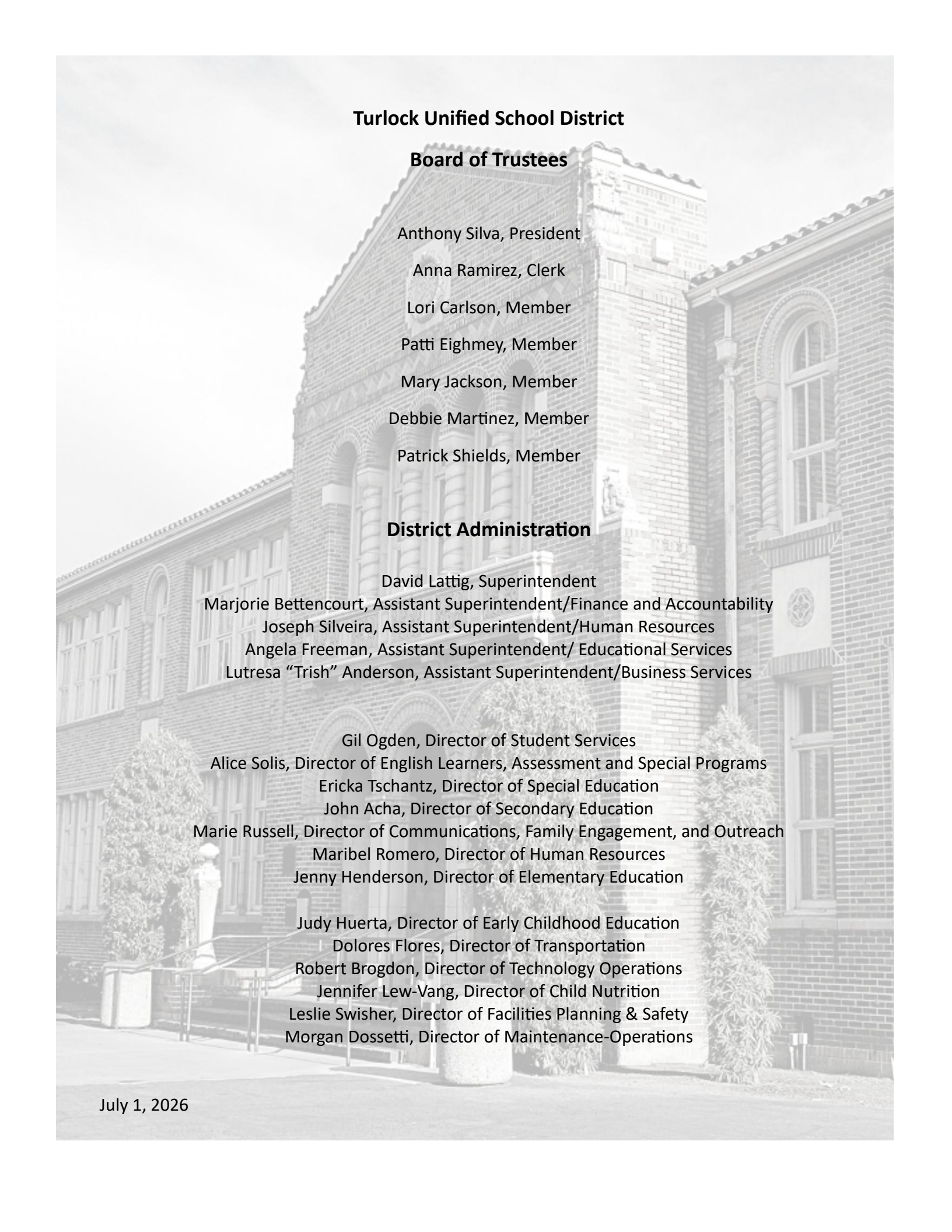
Medeiros Elementary School

2026-2027

Student Handbook



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Stephanie Correia, Assistant Principal
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Turlock, CA 95382



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July 1, 2026

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CHARACTER TRAITS

TURLOCK UNIFIED SCHOOL DISTRICT



KINDNESS

Kindness is acting with understanding, generosity, and care.



PERSEVERANCE

Perseverance is what happens when you keep trying, even when challenged.



RESPECT

Respect sees the good in people and things & treating them with care.



HONESTY

Honesty is being truthful in what we say and do.



RESPONSIBILITY

Responsibility is taking action and understanding the impact of our choices.



COOPERATION

Cooperation is working together to reach shared goals.



GRATITUDE

Gratitude is choosing to appreciate the people and things in our lives.



COURAGE

Courage is choosing what is helpful, right, and kind, even in the face of adversity.



EMPATHY

Empathy is one way we can show Kindness; understanding and connecting to other people's feelings.



CREATIVITY

Creativity is using your imagination to create something new or solve a problem.

Character is Our Strength

Rev. 7/1/2026



Turlock Unified School District

STRATEGIC PLAN

Adopted by the TUSD Board of Trustees: July 13 2021

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. Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.
2. Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.
3. Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.
4. Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.
5. Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

WHAT?

MISSION

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

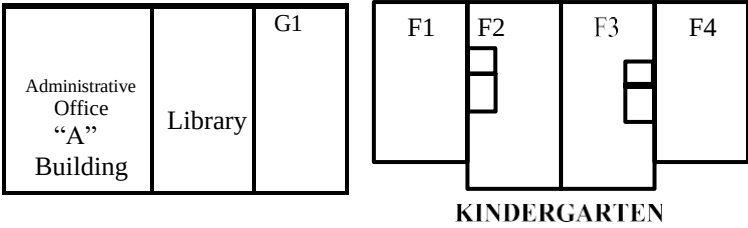
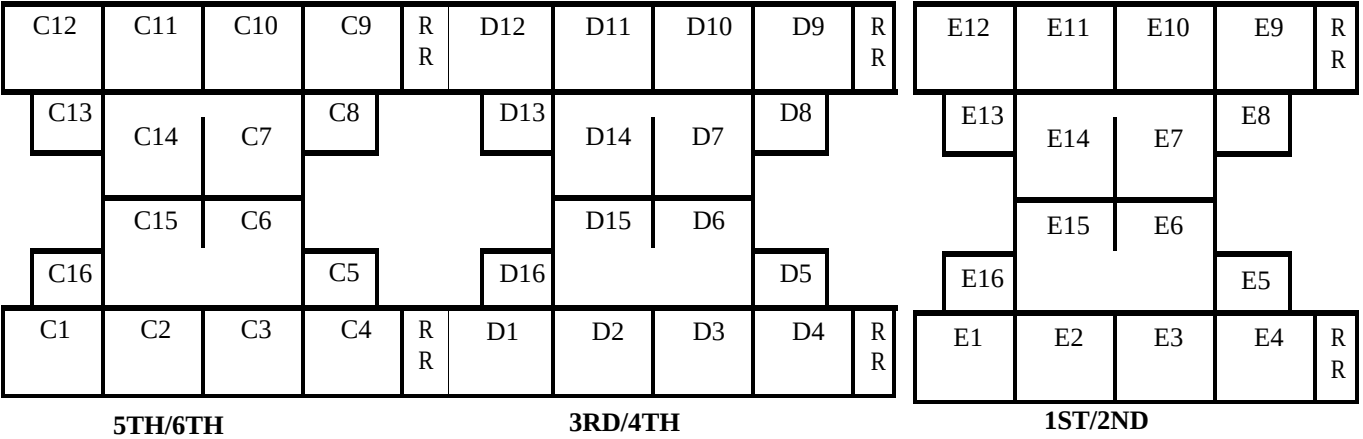
OBJECTIVES

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

Medeiros Elementary School Map





Medeiros Elementary School

2026-2027 Daily Schedules

Campus Opens Daily at: 7:30 AM

Mondays / Tuesdays / Thursdays / Fridays

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

Wednesdays / Minimum Days

START	RECESS	END	LUNCH	LUNCH RECESS
AM TK/K: 7:50	10:30 - 10:45	11:14	11:15 - 11:35 (Optional)	N/A
PM TK/K: 7:50	10:30 - 10:45	11:14	11:15 - 11:35 (Optional)	N/A
Grade 1: 8:00		11:49	11:00 - 11:20	11:20 - 11:40
Grade 2: 8:00		11:49	11:00 - 11:20	11:20 - 11:40
Grade 3: 8:00		11:49	10:15 - 10:35	10:35 - 10:55
Grade 4: 8:00		11:49	10:15 - 10:35	10:35 - 10:55
Grade 5: 8:00		11:49	9:30 - 9:50	9:50 - 10:10
Grade 6: 8:00		11:49	9:30 - 9:50	9:50 - 10:10

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



Sumeet Singh, Principal

August 2026

Dear Medeiros Parents & Students,

Welcome to the 2026-27 school year! We look forward to a successful year of learning for every child at Medeiros 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 Medeiros Elementary, 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, joining the Parent Teacher Association (PTA), School Site Council (SSC), English Learners Advisory Council (ELAC), and volunteering for school events. By working together as parents and educators, we can build lifelong learners.

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 Medeiros 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,

Sumeet Singh, *Principal*

NOTICE OF NONDISCRIMINATION

The Turlock Unified School District is committed to equal opportunity for all individuals. The District prohibits discrimination, harassment, intimidation and bullying based on actual or perceived race, creed, religious beliefs, religious creed, marital status, pregnancy, veteran or military status, medical condition, genetic information, ancestry, age, disability, gender, gender identity, gender expression, nationality, color, race or ethnicity, religion, sexual orientation, the presence of any sensory, mental or physical disability or association with a person or a group with one or more of these perceived or actual characteristics. TUSD shall promote programs which ensure that discriminatory practices are eliminated in all acts related to school activity, programs, employment, or school attendance within a school under the jurisdiction of the superintendent of the school district.

The District 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. Questions or complaints of alleged discrimination should be directed to the Director of Student Services at (350) 206-3900 (option 2, 2) or 1574 East Canal Drive, Turlock, CA 95380.

AERIES FAMILY LINK

TUSD Family Link parent portal provides parents with access to their student's academic information. This information includes grades and assignments, as well as simple steps to update student data and approval of annual authorizations. 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 login information.

ATTENDANCE

The Medeiros Elementary school staff believe an integral part of education is participation in classroom activities daily. 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 Medeiros. 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 350-206-3100.** Automated message to you will be made 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 school year due to irregular attendance.* 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.

Traditional classroom instruction begins promptly at 8:00 (7:50 for TK & K) and students should arrive at least five (5) minutes before school starts in order to avoid a tardy.

EXCESSIVE TARDIES AND/OR ABSENCES:

If your student is excessively tardy or absent:

- An attendance letter from the administration will be sent home.
- A mandatory meeting with the District Child and Welfare Attendance Specialist will be required, and the student will be placed on an attendance supervision contract. This requirement results in a licensed medical practitioner verifying all additional absences.
- Denial of any Independent Study contract requests.
- Possible District Attendance Review Panel (DARC) referral.
- Possible loss of access to extracurricular activities (e.g.: Sixth grade activities, etc.)

Below is some additional helpful information for families:

- Traditional classroom instruction begins at 8:00 a.m.
- Students can arrive on campus starting at 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 p.m., 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.

INDEPENDENT STUDY CONTRACTS

When planning a trip that will require your child to be absent from school **any number of days not exceeding 15**, please contact the school in advance to make arrangements for Independent Study.

- Classwork and homework equivalent to the number of days absent will be provided to the student to complete. The provided work will allow him/her to continue with studies while away from the classroom.
- State of California guidelines requires students complete all assigned work to receive full credit and have their absences cleared. Incomplete work will result in unexcused absences. Completed work must be turned in within 3 days of returning from Independent Study.
- Contact the office at least ten (10) school days before the start of Independent Study so that arrangements can be made with the teacher. Requests made for Independent Study with less than ten (10) days notice may be denied.

Approval of an Independent Study request is made by the school administration. Requests may be denied for any reason. For clarification, please call the school and speak to the office staff at **350-206-3100**.

PARENT COMMUNICATION

Report cards are sent home three (3) times a year. The first report card is given at a parent-teacher conference, and the other two will be sent at the end of the second and third trimesters. Parents with questions or concerns about their child's progress are encouraged to contact their child's teacher during the year.

Medeiros staff communicate with parents using a variety of platforms. Most teachers send home information in folders every Thursday, and most also maintain a communication application for sending regular updates. Additionally, the office will communicate with parents via Parent Square, Peachjar, and social media platforms. Parents are asked to ensure their phone number and email on file is the most up to date.

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

PTA (PARENT-TEACHER ASSOCIATION)

The PTA 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 PTA is a very active group that supports the school by planning, organizing and implementing special activities. Their fundraising efforts help to provide extra yard 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) is composed of the principal, teachers, parents, and other school staff with voting members equally divided between staff and parents. The SSC plans, monitors, and evaluates the activities and expenditures for specific programs operated at the school to improve student achievement. The English Language Advisory Committee (ELAC) also serves in conjunction with the SSC. A call for nominations to serve on the SSC and ELAC is sent at the start of each school year. Each member serves a two (2) year term. Meeting notices can be found in the Walnut office or on the Walnut website. Any parent or community member may attend a meeting.

FOOD POLICY

On the recommendation of the Stanislaus County Health Department, all foods provided for classroom parties and celebrations must be commercially prepared and purchased from a licensed retail store or bakery. No home baked or homemade foods will be allowed. 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. In alignment with the District's Wellness Policy and federal and state regulations, all foods and beverages provided to students outside of the reimbursable school meal program during the school day must meet the Smart Snacks in School nutrition standards established by the USDA and implemented by the California Department of Education.

Smart Snack Standards require foods:

- Meet specific limits on calories, fat, sugar, and sodium
- Be whole grain-rich, or have a fruit, vegetable, dairy, or protein food as the first ingredient
- Portion sizes based on grade level

All foods must be properly packaged and labeled with a Nutrition Facts panel or ingredient statement to verify compliance. All fundraisers conducted during the school day must also comply with Smart Snacks nutrition standards and the District Wellness Policy. TUSD strongly encourages healthy choices for celebrations and class parties.

Meals will be offered to all students at no cost for SY 2026-2027. 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.

TRAFFIC

Students are required to use crosswalks when walking to and from school. Students will obey all rules for pedestrians, as well as specific directions given by crossing guards or any school official. Adhering to traffic laws, posted signs, instructions given by crossing guards, and taking great caution while driving will ensure pedestrian safety. Parents should drop off and pick up in front of the flagpole. There should be no parking in a red zone, or in areas not designed for student pick up or drop off.

- 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 yellow drop off** when picking up and dropping off your child.
- Please do not park in the yellow zone or exit your vehicle at any time while stopped in the yellow drop off zone in front of the school. We have parking spaces available for visitors.
- Yellow 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 Stars.
- Enter and exit the parking lot at the designated exit and entrance only.
- Do not make a U turn, this causes an unsafe situation for all.
- Do not enter or block the bus lane with your vehicle.
- Follow the posted speed limit on the streets surrounding Medeiros.
- Use a hands-free device while driving in and around the Medeiros 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 that walk to school. 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

Medeiros and TUSD greatly value 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 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 must adhere to 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 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 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.
 - 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

ELECTRONICS

Students shall not use smartphones, smart watches, smart glasses (wearables) or any other mobile communication device upon arrival on campus at school and through dismissal.

Recognizing parents' desire to monitor their students' location, students may have their devices turned on, but must be on silent (no vibration) and stored in a backpack, bag, or purse (not on the person). In case of emergency or any other urgent need to communicate with children, parents are encouraged to contact the school office. Students needing to contact their parents for any reason shall seek permission from the administration office to make the call.

SCHOOLWIDE BEHAVIOR PLAN

Students at Medeiros School deserve a positive and safe learning environment. Our students will be taught the expectation 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.

Medeiros has established school wide expectations through our Star Matrix. School wide expectations are taught in the classroom, and the appropriate behaviors are modeled by the teachers. The STAR Matrix stands for Strive to do your best. Take responsibility. Always be safe and Respect yourself and others.

 Medeiros STAR MATRIX								
	Classroom	Walkway	Playground	Cafeteria	Bathroom	Library	Office	Technology
S Strive to do your best	- Be prepared and ready to learn - Never give up - Stay focused - Be willing to participate	- Go directly to your destination - Walk with a purpose	- Be a good sport - Be alert and aware of others - Report problems to an adult	- Use your manners - Make healthy choices - Raise your hand for help	- Use only when needed - Return to class quickly	- Explore new interests - Observe, seek, read - Use manners	- Use your manners - Understand purpose	- Use technology for educational purposes - Stay engaged - Use cell phone only off campus
T Take RESPONSIBILITY	- Be on time - Listen attentively - Complete any assigned work - Stay organized	- Listen to adult's directions - Pay attention to your path	- Line up when called - Keep playground clean - Follow the rules of the game	- Eat your own food - Leave your area clean	- Go, flush, wash, leave - Keep restroom clean	- Carefully select your book - Ask for help if needed - Return books on time - Push in your chair	- Listen to adult's directions - Complete tasks or errands quickly	- Complete assigned tasks - Follow directions - Have device ready and charged.
A Always be SAFE	- Keep hands and feet to yourself - Use materials appropriately - Keep your area clean	- Face forward in line - Keep hands and feet to yourself - Walk at all times	- Keep hands and feet to yourself - Face forward in line - Use equipment properly	- Stay seated until dismissed - Walk at all times - Keep your hands and feet to yourself	- Keep hands and feet to yourself - Wash your hands	- Keep hands and feet to yourself - Use materials appropriately	Keep hands and feet to yourself	- Keep passwords and private information safe. - Keep cybersafe - Be a digital citizen
R RESPECT yourself and others	- Treat others with kindness - Help and share with others - Use an inside voice	- Treat others with kindness - Use a quiet voice - Stay on sidewalk	- Treat others with kindness - Invite others to join in - Take turns	- Treat others with kindness - Wait patiently - Use inside voice	- Wait your turn - Respect the privacy of others - Use a quiet voice	- Treat others with kindness - Leave library neat and tidy - Use a quiet voice	- Treat others with kindness - Wait patiently - Use a quiet voice	Treat others with kindness

Our Medeiros School rules center around our STAR Matrix:

Medeiros is continuing to use 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 educators to make data driven decisions in real time for the best student outcomes. The PBIS Team will be analyzing this data to plan proactive approaches to alleviate problem areas.

WHAT ARE THE POSITIVE REWARDS FOR FOLLOWING MEDEIROS' EXPECTATIONS?

Rewarding students' positive choices is the most important element of the Medeiros' behavior program. When a student follows the school expectation, the students are rewarded for their STAR behavior:

- **Star Assembly:** We recognize students who exhibit the character trait of the month.
- **Perfect Attendance:** We support the student who participates in perfect attendance weekly by rewarding monthly incentives.
- **I am a STAR card:** Students are recognized for showing positive behavior.
- **Starbuc\$ Tickets:** Medeiros School's "Starbuc\$" tickets are given to students who demonstrate the behaviors listed on the STAR Matrix. Tickets 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 AND INTERVENTIONS

Discipline and interventions will be administered to any student who does not follow the school-wide rules per guidance in the TUSD code of conduct. Students who engage in unacceptable behavior will be engaged in the following reflection:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn pro-social strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Any student who engages in a severe infraction which disrupts or endangers the safety of others will be sent to administration for immediate action deemed appropriate, including, but not limited to, suspension and/or expulsion from school.

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 taken into account.

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
(350) 206-3900



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

MEDEIROS ELEMENTARY SCHOOL ANTI-BULLYING PROTOCOL

“In a world where you can be anything, be kind.”

Our school’s social vision: *Medeiros Stars are Kind and Respectful!*

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, threat 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, stalk 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 Star Box which is located in the office.
- 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 witness's 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: Medeiros Stars 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. 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 the Assistant Principal

- 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 the Asst. Principal 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 digital messages and share these with the school and do not pass it onto others.

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

- **The Asst. Principal 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 the Asst. Principal and parents of the targeted student.
- **We may use progressive discipline to redirect bullying students depending upon the severity of the bullying.** The site Asst. Principal may meet with the bullying student, and involve their parents or guardians when determining consequences to change behavior. In addition, the Asst. Principal may inform the student that disciplinary consequences can occur if the bullying continues.
- **The Asst. Principal 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

- The Asst. Principal is notified of bullying or harassment, whether through a student, a parent/guardian or a teacher/staff.
- The Asst. Principal 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, the Asst. Principal may **use progressive discipline to redirect bullying students** when appropriate.
- The Asst. Principal 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 the Asst. Principal 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 (350) 206-3900 (option 2, 2) or by writing to TUSD District Office, Student Services, 1574 Canal Drive Room WW6, Turlock, CA, 95380.

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.
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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.



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