

TURLOCK JUNIOR HIGH SCHOOL

2026-27

HANDBOOK



“It’s A Matter of Pride”

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July 1, 2026

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

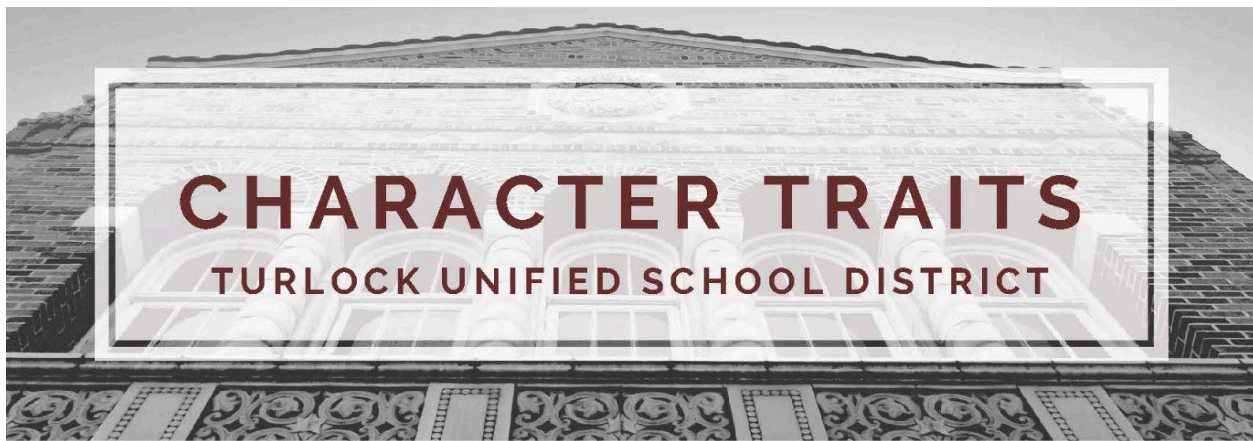
Turlock Unified School District will deliver effective instruction in a safe, equitable, supportive environment in partnership with our families and diverse community.

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



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



SCHOOLWIDE EXPECTATIONS

RESPECTFUL

- T.H.I.N.K. before you act/post: Is it “True, Helpful, Inspiring, Necessary, and Kind”?
- Be mindful (understanding) of cultural, gender, religious, physical, mental, linguistic, & all other differences and opinions.
- Use appropriate language & behavior.

RESPONSIBLE

- Be in class on time & prepared to work.
- Actively participate & stay on task.
- Use ALL Property appropriately (e.g. chromebook, textbooks, desks, backpacks, etc.).

SAFE

- Free from drugs, alcohol, violence, bullying, and discrimination.
- If you see something, say something.
- Take emergency situations seriously.



Agustin Arreola, Principal Cynthia Velazquez, Assistant Principal Ryan Lonergan, Assistant Principal Hillary LaChapelle, Dean

Tiger Community -

Welcome to another year at Turlock Junior High School. Whether your family is returning or joining us for the first time, I want to thank you for the trust you place in our school and staff. Junior high is an important chapter. Students begin developing greater independence, building confidence, discovering interests, and preparing for the opportunities and responsibilities that lie ahead in high school and beyond.

At TJHS, our commitment remains clear: *provide a safe, supportive environment while maintaining high expectations for learning, behavior, and character.* We believe students are capable of growth when they are challenged, supported, and surrounded by adults who care deeply about their success.

I am proud of the progress our school community has made together. Over the past year, we experienced growth in academic achievement, reductions in suspensions, expanded student leadership opportunities, and continued efforts to strengthen student engagement and school connectedness. We have increased opportunities for students through clubs, intramurals, leadership programs, music, athletics, and activities intended to help students feel involved and valued. These successes belong to our students, staff, and families.

While we celebrate progress, our work continues.

This year we will continue strengthening instruction in every classroom while increasing interventions and support for students who need additional help. We will expand opportunities for students to lead, participate, and connect through efforts such as WEB (Where Everybody Belongs), lunchtime activities, clubs, and school events. We will continue focusing on student wellness, safety, attendance, and creating learning environments where students feel respected, challenged, and supported.

Our goal is not only to help students perform well academically. We want students leaving TJHS prepared for high school, college, careers, and life. That preparation includes communication skills, responsibility, problem solving, collaboration, and learning how to advocate for themselves and others.

Families remain essential partners in this work. Student success improves when schools and families communicate, collaborate, and share common expectations. I encourage parents and guardians to stay connected through ParentSquare, attend school events, participate in ELAC or SSC when possible, and continue reaching out with questions or ideas.

At Turlock Junior High, we often say “*Tiger Pride in Every Stride.*” For me, that means recognizing progress matters. Growth does not happen overnight. It happens through daily effort, support, accountability, and a willingness to keep improving.

Our students deserve adults who believe in them, maintain high expectations, and continue working to provide meaningful opportunities. I remain grateful to serve this community and look forward to another year of learning, growth, and success together.

Thank you for your partnership and continued support of Turlock Junior High School.

Warm regards,

Agustin Arreola
Principal



Turlock Junior High School



TJHS BELL SCHEDULE

	Regular Day		Collaboration Day (Wednesdays)		Minimum Day	
0 Period	7:16	8:10	7:24	8:10	7:35	8:10
1 st Period	8:15	9:17	8:15	9:07	8:15	8:55
2 nd Period	9:22	10:16	9:12	9:58	9:00	9:35
3 rd Period	10:21	11:15	10:03	10:49	9:40	10:15
4 th Period 8 th	11:20	12:14	10:54	11:40	10:20	10:55
Lunch 7th	11:15	11:53	10:49	11:27		
4 th Period 7 th	11:58	12:52	11:32	12:18	10:20	10:55
Lunch 8th	12:14	12:52	11:40	12:18		
5 th Period	12:57	1:51	12:23	1:09	11:00	11:35
6 th Period	1:56	2:50	1:14	2:00	11:40	12:15

Regular School Day: 8:15 am to 2:50 pm Supervision Hours 7:45 am to 4:00 pm

STUDENT HOLIDAYS - No School

September 7, 2026..... Labor Day
 November 11, 2026..... Veterans Day
 November 23-27, 2026..... Thanksgiving
 December 21, 2026-January 1, 2027..... Winter Break
 January 18, 2027..... Martin Luther King, Jr. Day
 February 11-15, 2027 Admission Day & Presidents' Holidays
 March 26-April 2, 2027..... Spring Break
 May 31, 2027 Memorial Day

TJHS ADMINISTRATION AND OFFICE STAFF

Agustín Arreola..... Principal
 Ryan Lonergan..... Assistant Principal/Curriculum & Instruction
 Cynthia Velazquez..... Assistant Principal/Student Services
 Hillary LaChapell..... Dean of Students
 Lesli Hodge..... Administrative Secretary II
 Lisa Vaca..... Secretary III
 Amanda Moore..... Secretary III
 Diana Chapman..... Secretary I
 Daisy Moran..... Attendance Clerk
 Mayte Alvarez..... Activities Account Technician
 Mary Olvera..... Community Liaison
 Sarah Guzman..... Typist Clerk
 Joanne Ahedo..... Health Technician
 Anne Bowers..... LVN

MISSION/VISION STATEMENT

Turlock Junior High School is about increasing student achievement and preparing students academically and socially in a safe environment through teacher collaboration and effectiveness.

CORE VALUES

We believe...

That all students can learn and realize their potential (academic growth)

1. Student achievement is enriched by a variety of learning experiences.
2. In building shared knowledge through the collaboration process to improve student learning.
3. Fostering a positive and safe environment for learning.
4. That character counts.
5. That literacy across the curriculum is crucial.
6. That, to achieve our goals, all stakeholders have to be learners.

EXPECTATIONS & RESPONSIBILITIES

KNOWLEDGE OF EXPECTATIONS

As a student at Turlock Junior High School, you are expected to know and abide by the expectations and regulations of the school. As young adults, you are expected to display mature and responsible behavior while at school or participating in school activities. A careful review of the following pages will make the school regulations and expectations understandable.

STUDENT RESPONSIBILITIES

- Be courteous, respectful, and modest
- Be on time with proper materials and be prepared to work
- Cooperate in the learning process
- Respect personal and school property
- Respect the rights of others
- **Attend school regularly**

PARENT RESPONSIBILITIES

- Support your child's desire to learn
- Expect acceptable behavior that includes self-control and accountability
- Know, understand and support the rules your child is expected to follow
- Communicate with school personnel regularly
- **Expect regular, on-time attendance**

STAFF RESPONSIBILITIES

- Facilitate student learning with a rigorous standards-based curriculum
- Communicate with students and parents on a regular basis
- Assist in the development, communication and enforcement of the rules
- Establish a system of mutual support in the development of student self-discipline
- Provide for individual differences in the learning process
- **Notify parents when attendance, behavior or progress becomes a concern**

TUSD POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

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 school 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 SWISS 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 tasks, 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

TUSD Classroom Positive Behavior Interventions & Supports <i>All students will possess the ability to learn and apply Classroom Positive Behavior Expectations as they work collaboratively to meet all expectations of Common Core State Standards.</i>			
Routines	Be Respectful	Be Responsible	Be Safe
Start of Class	- Wait quietly - Use active listening - Wait your turn	- Follow directions first time given - Be prepared for class (notebook) - Be on time	- Keep hands, feet & objects to yourself - Maintain appropriate physical boundaries - Keep all legs of chair on ground
Classroom & Group Collaboration	- One person speaks at a time - Stay on Subject - Participate actively in discussion or activity	- Be prepared for activity or discussion - Start and stop on time - Do fair share in work or activity	- Provide positive and productive feedback - Everyone may ask questions and share - Peaceful and non-argumentative solutions
Working Independently	- Follow staff directions - Use kind words and actions - Take good notes	- Finish your work on time - Be efficient in use of time - Follow directions	- Follow teacher requests - Be substance free - Keep hands, feet & objects to yourself
Special Events (e.g., movies, assemblies, snacks, parties, etc.)	- Use appropriate language - Display good sportsmanship - Demonstrate positive school spirit	- Look out for you classmates - Model positive behavior - Display positive image of TUSD	- Be substance free - Avoid conflict - Engage in the event in a positive manner
Obtaining Materials & Supplies	- Clean up after yourself - Say please & thank you - Use your whisper voices	- Look out for you classmates - Put Materials & supplies away after use - Follow through with group task	- Take turns & share - Use materials & supplies properly - Report dangerous & hazardous situations
Using Equipment (e.g., computer, mp3, ipod, cell phone, etc.)	- Respect other people online by not posting anything rude, offensive or threatening - Avoid sending images or information that might embarrass, hurt, or harass someone or damage his/her reputation - Turn off electronic devices when requested	- Put equipment away after use - Be aware of your impact on others - Report cyber bullying immediately to an adult and avoid responding	- Use computer equipment properly - Think Before Posting (Avoid posting personal information, such as your name, age, address, or phone number or sharing information that could be embarrassing)
Managing Homework & Other Assignments	- Take notes of homework & assignments due - Mark due dates for homework & assignments - Ask teacher to review instructions	- Homework and Assignments On- Time - Follow directions - Organize homework & assignments	- Use internet for school purposes - Cite all sources including internet - Do original work
Personal Belongings (e.g., coats, hats, etc.)	- Say please and thank you - Use "indoor" voices Use good manners - Use appropriate language	- Clean up after yourself - Take care of school property & other peoples' property - Take care of personal property	- Be substance free - Keep hands, feet & objects to yourself - Immediately report to staff if you are being bullied
Entering/Exiting Classroom (e.g., using restroom/drinking fountain, going to library, moving around room, etc.)	- Enter classroom and quietly go to seat - Allow room for other students to pass in hallway - Clean up after yourself	- Get to where you need to go on time - Pick up litter when you see it - Be efficient in use of time	- Walk using correct hallway procedure - Keep hands, feet & objects to yourself - Maintain a path for travel

TJHS POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

What are Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

Who is on the School-Wide PBIS Team?

The PBIS team is representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a family member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of the following members:

Principal	Assistant Principals
Dean of Students	Campus Supervisor
Counselors	Para-educators
Activities Account Tech./Secretaries	Student Welfare & Attendance Specialist
Teachers from various Departments	ASB Advisor
Student Representatives	Parent Representatives

What are the responsibilities of the school-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school wide behavior systems. The team is responsible for planning PBIS activities and programs (such as WOW week, acknowledgement assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attending district-wide meetings and training to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on site and being the liaison with district PBIS efforts through the PBIS District Leadership meeting held every other month.

TIER I TEAM

A PBIS (Positive Behavioral Interventions and Supports) Tier I team focuses on implementing and maintaining school-wide practices that promote positive behavior for all students. This team works to create a proactive and preventive approach to behavior management by establishing clear expectations, reinforcing positive behaviors, and providing consistent support for all students. They ensure that the school environment is supportive and conducive to learning by developing strategies and systems to prevent problem behaviors before they occur. The team also monitors data to evaluate the effectiveness of these practices and adjusts them as needed to meet the diverse needs of the student body. Ultimately, the Tier I team's goal is to foster a positive, safe, and inclusive school culture where all students can succeed.

TIER II TEAM

A Tier II PBIS team focuses on providing targeted interventions for students who need additional support beyond the school-wide expectations of Tier I. A student is referred to the Tier II Team through a Request for Assistance (RFA), the team conducts a thorough assessment to identify the specific behavioral challenges the student is facing. They then develop individualized, research-based interventions tailored to the student's needs, such as small group instruction, mentoring, or behavioral contracts. The Tier II team closely monitors the student's progress through data collection and regular check-ins to ensure the interventions are effective. If necessary, they adjust the interventions based on ongoing feedback and data, with the goal of helping the student re-engage with schoolwide expectations and reduce the need for further interventions. Collaboration with teachers, staff, and families is key to the success of these targeted supports.

SCHOOL WIDE RULES

Be Respectful, Be Responsible, Be Safe

Why do we have School-Wide Rules?

Having a few simple, positively-stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on 3 simple rules, it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language.

Positively-stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBS team believes that we can then teach all specific behavioral expectations across all school setting according to these simple rules, for example:

- Cleaning up your spills in the cafeteria is an example of **Being Safe** because someone could slip on the spill and get hurt.
- You were **Being Very Responsible** when you asked your classmate to walk in a straight line in the hallway
- Thank you, class, for **Being So Respectful** by raising your hands to speak and listening to what everyone else had to say about the story.

The **Behavioral Expectations Grid** (see the following pages) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the school-wide rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90 % of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

School Rules Posters

School rules posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.



WHAT IS THE TIGER WAY?

	CLASSROOM	QUAD AREAS	HALLWAYS	CAFETERIA	BATHROOM	BLACKTOP AREA	LIBRARY	OFFICE
BE RESPECTFUL	- Follow the dress code. - Follow teacher directions. - Be kind to your classmates and teacher.	- Use appropriate language and volume. - Share the area peacefully with others.	- Allow room for other students to pass in the hallway. - Use appropriate language and volume.	- Say please and thank you. - Use appropriate language and volume. - Wait your turn patiently.	- Acknowledge people's privacy (refrain from taking pictures/videos). - Keep hands, feet & objects to yourself.	- Use positive language. - Wait for the campus supervisor before heading to the blacktop. - Follow staff directions.	- Use appropriate language and volume. - Say please and thank you. - Be patient.	- Say please and thank you. - Be patient. - Follow procedures. - Use appropriate language and volume.
BE RESPONSIBLE	- Be on time and sit in your designated seat. - Have your charged Chromebook and materials ready. - Participate in classroom activities.	- Clean up after yourself. - Follow staff directions. - Stay in designated areas.	- Stay to the right (maintain a path for travel). - Have a pass. - Get to where you need to go on time.	- Wait until you're seated to eat. - Clean up after yourself. - Be prepared with ID card. - Donate unwanted food in the appropriate bins.	- Clean up after yourself. - Take care of your business quickly.	- Check out and put equipment away. - Enjoy your lunch before going to the black top. - Keep track of your belongings.	- Have a pass. - Put everything back the way you found it. - Return your books on time. - Use the library for learning.	- Have a pass. - Sign in and sign out at the front desk. - To see a counselor, fill out a request slip.
BE SAFE	- Know safety procedures. - Keep aisles clear. - Keep hands, feet, and objects to yourself. - Stay seated.	- Walk to your destination. - Keep hands, feet, and objects to yourself. - If you see something, say something.	- Keep hands, feet & objects to yourself. - Walk calmly.	- Walk to the line and to your table. - Keep hands, feet, & objects to yourself.	- Follow proper handwashing procedures. - Leave your backpacks outside or in the classroom.	- Be aware of your surroundings. - Use equipment appropriately. - If you see something, say something.	- Walk calmly. - Keep the area clean and clear.	Stay in designated areas.



WHAT IS THE TIGER WAY?

	BUS LANE	STAIRWAY	CROSSWALK	GYM	PE LOCKER ROOM	OUTSIDE LOCKER AREA	BUS	ASSEMBLY / RALLY
BE RESPECTFUL	- Follow staff directions. - Keep hands, feet, & objects to yourself.	- Stay to the right. - Use appropriate language and volume. - Keep your hands, feet, objects, and body parts to yourself.	- Follow staff directions. - Say please and thank you.	Leave food and drinks outside.	- Put phones away before entering. - Acknowledge people's privacy.	Leave other people's belongings alone.	- Say hello and thank you to the driver. - Follow the driver's directions. - Be on time to your bus stop.	- Walk in orderly and sit with your class. - Sit up and make room for others. - Use an appropriate noise level. - Be engaged and listen.
BE RESPONSIBLE	Arrive on time - go directly to your bus after school.	- Keep moving in the right direction- walk and talk. - Use stairs appropriately.	Walk your bike/skateboard/scooter.	Clean up after yourself.	- Change quickly and quietly. - Lock your belongings.	- Turn in lost items. - Clean up after yourself.	- Make sure you have all your belongings before exiting. - Follow school rules regarding electronic devices.	- Leave backpacks in the classroom. - Find a seat quickly and quietly.
BE SAFE	- Wait behind the line. - Be aware of your surroundings.	- Keep stairs clear. - Avoid dropping or throwing items over the side.	- Be aware of your surroundings. - Stay within the crosswalk lines.	- Use an appropriate noise level. - Follow staff directions.	- Leave aerosol (spray) cans at home. - Report concerns to staff.	If you see something, say something.	- Keep the aisles clear. - Quietly sit facing forward. - Keep hands, feet, and objects to yourself.	- Keep hands and feet to yourself. - Wait to be dismissed. - Follow staff directions.

WEEK OF WELCOME (WOW)

What is the purpose of the Week of Welcome (WOW)?

The purpose of Turlock Junior High School's Week of Welcome is to help new and returning students get acquainted with their new school and community, and to make friends and build relationships.

During WOW, a diverse range of events and activities are carefully organized to facilitate a student's adjustment to campus life, foster connections, and introduce them to the wealth of resources and opportunities available in the school community.

Get to know the school-

Students can explore the campus, learn about academic and co-curricular resources, and get familiar with the school's culture.

Make friends-

Students can participate in social activities like icebreaker games and campus tours to meet new people and establish friendships.

Learn about academic support-

Students can learn about academic support resources and how to manage academic issues.

Learn about community-

Students can learn about the school community.

What does staff do during Week of Welcome?

During a Week of Welcome at TJHS, students typically participate in a variety of social and informational events designed to help them get acquainted with the campus, meet new people, learn about available resources, and feel comfortable starting their academic journey, often including campus tours, club showcases, and academic workshops.

ACKNOWLEDGEMENT SYSTEM (TIGER BUCKS)

Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Turlock Junior High School we use Tiger Bucks to acknowledge students for appropriate behavior. Through this program we hand out Tiger Bucks to students for following the school rules.

When recognizing students with a Tiger Buck it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule.

For example: Mary, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible, and it really helped me out. Here is a Tiger Buck.

Ideally, students should be given tickets immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior, it is important that students know when and why they are being acknowledged.

Who should be handing out Tiger Bucks?

All staff in the school should be provided with the acknowledgement tickets, including teachers, classified staff, supervisors, and even substitute teachers.

How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior.

**Each year the color of the Tiger Bucks changes so that Tiger Bucks from previous years cannot be used.*

STUDENT BEHAVIOR MANAGEMENT PROCESS

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaches expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom.

It is essential that staff and administration agree on the following:

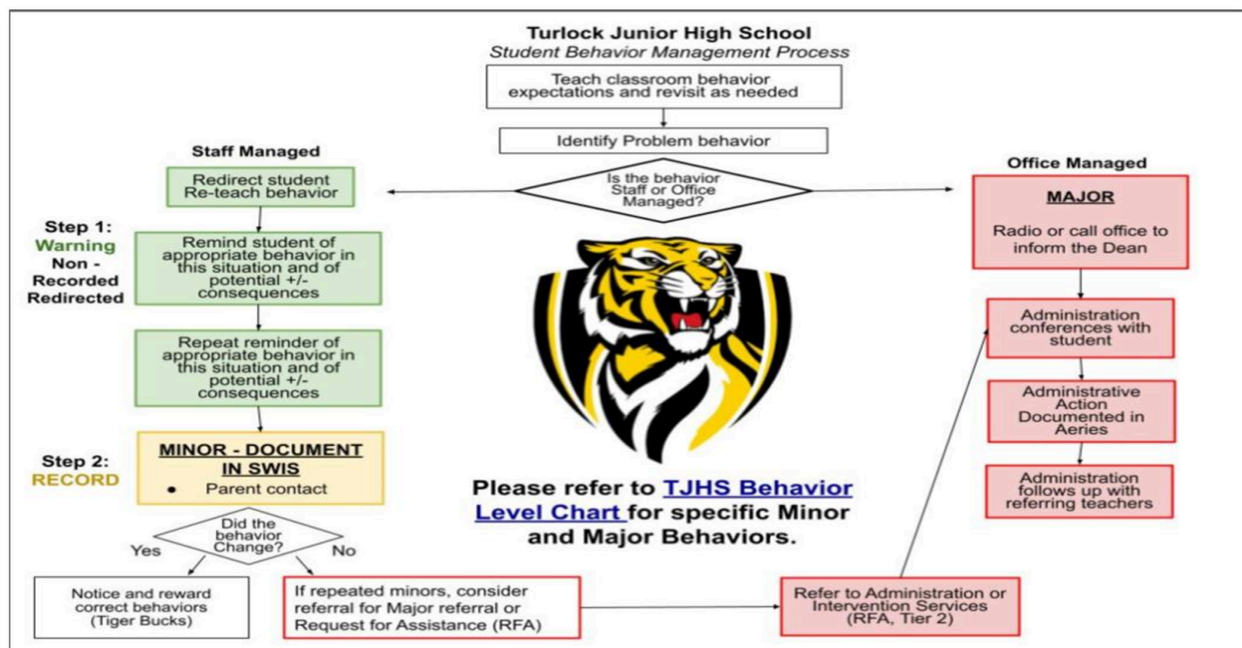
- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

The following pages contain information outlining the consequence system at our school:

- Office Discipline Referral
- Discipline Procedures Flowchart
- Office versus Staff Managed Behavior

School-Wide Information System (SWIS)

Office referrals are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.



Turlock Junior High School Behavior Levels

STAFF MANAGED Non - Recorded	STAFF MANAGED MINOR - Referral in SWIS	OFFICE MANAGED MAJOR - Referral in SWIS
- Running - Loud voices/ yelling - Off-task behavior - needs redirection (allow 3 prompts before documentation per incident) - Out of seat - Missing work - Not being prepared for class. (ex. doesn't have chromebook or charger) - Talking out loud - PE dress cuts - PDA - Public Display of Affection - Lying/Cheating - Inappropriate Language - Inappropriate language not directed at any individual. - Vandalism - Messages, symbols, and/or artwork on property that does not belong to student.	Defiance - Brief or low-intensity failure to follow directions or talks back. Disruption - Low-intensity, but inappropriate disruption. Disrespect - Low-intensity, socially rude or dismissive messages to adults or students. Tardy - Arrives to class after the bell. (less than 10 minutes) Technology Violation - Non-serious, but inappropriate (as defined by school) use of technology. Inappropriate Language - Inappropriate language to staff members or students. Physical Contact/ Aggressions - Non-serious, but inappropriate physical contact. Vandalism - Inappropriate messages, symbols, and/or artwork on property that does not belong to student.	Defiance - Continuous refusal to follow directions or talks back. Disruption - Continues behavior causing an interruption in a class or activity. Disrespect - Delivers socially rude or dismissive messages to adults or students. Tardy - Arrives at class after the bell. (more than 10 minutes) Skip Class - Leaves or misses class without permission or arrives 30 mins after bell. Technology Violation - Inappropriate (as defined by school) use of technology. Abusive Language - Verbal messages that include swearing, name calling, or racial slurs, to staff members or students. Fighting - Mutual participation in an incident involving physical violence. Physical Aggression - Actions involving serious physical contact where injury may occur. Harassment - Disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. Bullying - Delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. Vandalism - Inappropriate messages, symbols, and/or artwork permanently damaging property that does not belong to student.
INTERVENTION OPTIONS - Redirect/remind of appropriate behaviors. - Teacher Proximity - Move seat or location in class - Non-verbal hand signals - Private conversation - Reflection Sheet	INTERVENTION OPTIONS <u>Document in SWIS</u> - Call/email parents or contact via Parent Square. - Private teacher conversation with student. - Move seat or location in class - If continues, complete RFA.	INTERVENTION OPTIONS - Admin action/consequence - Restorative practices - Community service/campus beautification - Detention - Suspension 

STUDENT ATTENDANCE POLICY

Regular School Day: 8:15 am to 2:50 pm Supervision Hours: 7:45 am to 4:00 pm

Students should not arrive at school before 7:45 a.m. with the exception of "0" period students. All students not directly involved in sponsored, supervised school activities are required to be off campus no later than 20 minutes after dismissal. No supervision except for school-sponsored activities will be provided before or after the posted hours.

School begins at 8:15. Late students must report to the office after 8:25 for a tardy slip. Please call the school office at **209-667-0904** to inform us if your child will be absent or tardy. When calling or sending a note, **please verify the reason for your child's absence.** If you do not call the day your child is absent, you will receive an automated call informing you that your child was absent for one or more periods. Please call or send a note with your child when they return to school. **Students who are more than fifteen (15) minutes late without a parent note will be given school detention.**

AFTER 3 DAYS (72 HOURS), ALL UNCONFIRMED ABSENCES WILL BE RECORDED AS CUTS.

EXCUSED ABSENCES OR TARDIES are defined by the *California Education Code §48200*:

- Illness or injury of the student
- Student's medical or dental appointments
- Death in the immediate family (1 day in-state, 3 days out-of-state)
- Quarantine directed by a city or county health officer

- Observance of religious holiday or religious instruction (must be approved in advance)

Absence or tardy notes should include the following: student's first and last name, date(s) of absence or tardy, reason for absence or tardy, signature of parent or guardian.

Students will be allowed to make up all assignments and tests missed during an **excused** absence or tardy for full credit. Teachers will determine what assignments the student needs to make up. All other reasons for absence are unexcused or a "cut" and make-up tests or assignments are at the teacher's discretion.

Letters are sent home to the parents of students who are absent, **for any reason**, more than 10-days, to inform them of their child's excessive absences. A poor attendance pattern may have an adverse effect on the student's grades. If the poor attendance pattern continues, the student may be referred to the Stanislaus County Sheriff's Office's School Attendance Review Board (SARB).

TARDY POLICY		
Positive Behavior Interventions/Supports Provided at Each Step		
SECONDARY 7- 12 (Quarterly Reset)		
Step	# Tardy	Student Accountability
1	3	Warning/Restorative Conversation
2	6	1 Detention/Restorative Conversation
3	12	Loss of Eligibility/Restorative Conversation/Parent Contact
4	18	3 Detentions/Restorative Conversation/Parent Contact
5	24	Campus Beautification/Restorative Conversation/Parent Contact
6	30	Parent Administrative Conference/Restorative Action Plan

POLICY DEFINITIONS

What is considered "TARDY"?

- A student is considered tardy to class when they are not inside the classroom and in their seat before the final attendance bell rings.
- A tardy in excess of 10 minutes will result in a cut. Students who arrive in excess of 30 minutes will receive one unexcused absence and may be referred to Student Welfare and Attendance.
- All teachers shall require students to be seated before the final attendance bell rings.

CUTS

If a student is more than **ten (10) minutes** late to class, it will be **considered** a cut. The consequence of a cut is one (1) hour of school detention for each hour cut. Subsequent cuts may be subject to progressive discipline with consequences assigned at the discretion of the school administration.

DISMISSAL

Students are not allowed to loiter around campus. Students should leave campus immediately after school unless they are involved in a school-sponsored activity.

REQUEST FOR HOMEWORK

If your child is absent, have your student reach out to their teachers or check Google classroom **Please allow at least 1 school day (24 hours)** for the teacher to get the assignments to the office. Parents may also email teachers for information regarding student work.

SCHOOL SAFETY

- In order to ensure a safe and secure school campus, **all students are required to be in their seat** at the final attendance bell.
- Students that are not in their assigned locations on campus and/or loitering about the campus are engaging in unsafe behavior which jeopardizes the safety of all members of the campus community.
- Students that fail to respond to multiple interventions and support **may be held accountable and lose eligibility in athletics, extra-curricular activities (CLUBS/ASB), and/or school activities.**

STAY CONNECTED WITH AERIES FAMILY LINK

TUSD Aeries Family Link provides parents with access to their student's 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 Aeries Family Link login information.

STUDENT ID CARDS

In an effort to increase campus safety and security, all TUSD 7-12 grade students are required to carry a student ID card in their pocket, purse, or backpack. All students shall carry their ID daily while on or about the school campus during school hours or at school activities. For safety purposes, all 7-12 grade TUSD students shall present their student ID cards upon request by school staff. ***If the card is lost, the student will be required to purchase a replacement card.***

Student ID cards are required to receive school lunches, enter all school dances, check out library books, and other Turlock Junior High events. Replacements will be \$2.00. Visit the Student Activities Technician in the main office for replacement cards.

PARENT ACCESS AND SCHOOL SAFETY

All guests must first check in to the main office during school-posted hours. Parents do not have unlimited access to school sites to visit with their children. The safety of all students is of paramount concern. Access to any area of a school site, including cafeterias, multipurpose rooms, gymnasiums, and theaters must be supervised and controlled by site administration. **PARENTS, OR ANY OTHER PERSON, WISHING TO VISIT A SCHOOL SITE MUST REGISTER WITH, AND BE CLEARED BY THE SCHOOL OFFICE.** Visitation rules are clearly posted and consistently enforced.

ILLNESS OR INJURY AT SCHOOL / EARLY DISMISSAL

Students who become ill or injured at school will notify the teacher or school staff, and with permission, will report to the school office for evaluation and/or first aid. **School staff will determine if a student needs to leave school due to illness or injury.** Parents will be notified as soon as possible in case of actual illness or an injury requiring more than minor first aid.

Any student leaving school before the end of the day must be signed out in the office by a parent or designated emergency contact. Emergency contacts include only those persons identified by the parent on the student enrollment card and must show identification when signing the student out. **We will not**

release a student to a sibling, grandparent, or any other person without parent permission and appropriate identification.

CHANGE OF ADDRESS AND/OR TELEPHONE NUMBER

Please notify the school office **immediately** of any change in your home phone, home address, or work phone so that we can contact you in the event of an emergency. Please call 350-206-3550 or come by the school office.

INDEPENDENT STUDY

Short Term Independent Study (STIS) is for a student who will be absent 1-15 days. The STIS program is a means of providing continuity in the student's school program in the form of a contract between the school, student, and parents. Written agreements may be signed at any time during the school year in which the student participates in STIS. Special Education students will require an IEP meeting and signed Written Agreement prior to leaving for STIS. To receive credit, the assignments must be completed and returned to the attendance secretary within 3 days (72 Hours) after returning to school. Assignments will be graded by the teacher with the same standards as in the regular program. Please note: If the student requires 16 or more days, the student can be referred to Long-Term Independent Study, which is not offered at TJHS.

HOME AND HOSPITAL INSTRUCTION

Home and Hospital Instruction is provided to students who are unable to attend regular classes due to a temporary but extended medical disability. Physician verification is required for all non-special education students. Instruction is also provided to students hospitalized in a facility within the district. If a student is confined to a medical facility outside of the district, the local school district in that area is responsible to provide a home teacher. **For more information call the Office of Student Services at 350-206-3900 ext 3.**

COMMUNICATION POLICY

Effective communication is a two-way activity. We want all of our community members to be fully informed – students, parents, staff, and the Turlock community. Please help us communicate with you by using these methods:

STUDENTS:

- Parent/Student Handbook
- Tiger Vision Live for daily announcements (active listening)
- Daily Bulletins / Week at a Glance Calendars
- Monthly Activity Calendars posted on TJHS Home Page
- Backpack Mail (Flyers) distributed in 1st Period
 - **you are responsible** to get this information to your parents
- Intercom Announcements
- Instructions from school staff
- Teacher Web Pages
- Posters on campus
- Stop It App

PARENTS:

- Parent/Student Handbook (please keep for future reference)
- Parent Square Automated Phone System (attendance and important announcements)
- Monthly Activity Calendars posted on TJHS website
- Digital Marquee at the front of the school
- Backpack mail - please check with your child
- US MAIL - Progress Reports and Report Cards, and other important information
- TUSD Home Page:
<https://www.turlock.k12.ca.us/>
- TJHS Website:<https://www.turlock.k12.ca.us/TJHS>
- Stop It App
- TJHS Facebook Page:
<https://www.facebook.com/TJHSTigers/>
- TJHS Instagram Page:
<https://instagram.com/tjhistigers?utm>

- TUSD Family Link – <https://turlockusd.asp.aeries.net/student/LoginParent.aspx> (grades, assignments, attendance, etc. for participating teachers)
- Email – teacher addresses listed on webpage
- Parent/Teacher Conferences
- Parent Meetings & Committees
- Phone calls /Notes

STAFF:

- Progress Reports & Report Cards
- Email to parents
- Phone calls to parents
- Forms, letters & flyers in Backpack Mail
- TJHS Web Page
- Parent/Teacher Conferences
- US Mail
- TUSD Family Link
- Parent Square

COMMUNITY:

- Digital Marquee
- TUSD & TJHS Web Pages
- Turlock Journal & Modesto Bee
- Social Media (Facebook, Twitter, and Instagram)
- School Board Presentations

Parents who have concerns about their child's assignments, grades, discipline, etc., should first contact the teacher involved. This is the most efficient method of communication about these issues. It is strongly recommended that all parents set up an Aeries Family Link account to monitor their children's grades.

HOMEWORK GUIDELINES

Homework may be defined as any learning experience assigned as a direct extension of classroom instruction beyond the regular school day.

PHILOSOPHY AND PURPOSE:

- Homework serves as a valuable educational tool.
- It supplements and strengthens school learning, reinforcing and enriching the curriculum.
- It involves parents in their child's learning.
- It promotes the development of lifelong independent learning habits.
- It is thoughtfully planned, a purposeful extension of classroom learning, and not assigned for a punitive or disciplinary reason.

RESPONSIBILITIES OF PARENTS:

Parents can enhance the value of homework by:

- Encouraging students to take responsibility for doing assigned work.
- Providing adequate time for study and a quiet place where their child can work.
- Supporting the school's goals by praising their child's accomplishments.
- Work with the teacher if their child consistently requires more than the suggested time to complete homework assignments.

RESPONSIBILITIES OF STAFF:

Teachers will make homework meaningful and useful by:

- Clearly explaining assignments and providing written materials of high quality.
- Providing ample instruction during class time to complete assignments independently.
- Providing systematic correction and feedback to students.
- Requiring make-up of homework missed by the absent student when applicable.

OFFICE VISITS/OFFICE PHONE USE

Students visiting the office or using the office phone during instructional time must have written permission from their teacher. Office phones are for emergency use only.

PARENT VOLUNTEERS/CHAPERONES

- Submit the volunteer application for level I and II to the TJHS office.
- Office staff checks info (license, TB, etc) and Megan's Law website.
- Administration reviews and approves all level I and II volunteer applications.
- Level III volunteers submit applications to the district office for processing and final approval.
- District staff notifies TJHS office of CLEARANCE and final approval for level III volunteers.
- All Chaperones need to be CLEARED by the TJHS OFFICE a **minimum of two weeks** prior to the scheduled events.

PHONE MESSAGE FROM PARENTS

Any messages to your child should be called into the office no later than 30 minutes before dismissal. We cannot guarantee delivery after this time.

P.E. CLOTHING

The Physical Education (P.E.) program is an integral part of education that assists in developing the individual through planned movement, physical activity, and exercises. Uniforms are available for sale at "Round-Up" and with the Student Activities Technician and consist of a shirt and shorts. If this poses a financial hardship, arrangements can be made through the Physical Education teacher, Counselors, or Administrators. It is the responsibility of each student to see that their uniform is laundered each week. The State Education Code requires Physical Education. School policy and state law require a medical statement from a physician if the excuse is necessary for more than five (5) school days. If the student chooses not to participate or not to dress out without a written excuse, progressive discipline will be issued. A student may be excused for a maximum of three (3) consecutive days with a parent note for medical excuses. **Dressing out for P.E. is required.**

*All students are expected to have their P.E. clothes with names marked by the fourth day of school.
If you cannot afford all or part of these required items, please contact your P.E. teacher for assistance.*

EXTRA-CURRICULAR ELIGIBILITY REQUIREMENTS

Extra-curricular activities are those activities that are held outside the instructional day or beyond the regular classroom program. All students are eligible to participate in extracurricular activities or assemblies during the instructional day as long as they meet the ***following requirements:***

1. GPA 2.0 or above grade point average;
2. No more than one (1) "F";
3. Not on the Restriction List;
4. **No more than one (1) "U" for unsatisfactory citizenship.**
5. Any student who has been suspended for a total of three (3) days may not attend or participate in any of the current quarter or next quarter extra-curricular activities. Any student that has been suspended five (5) or more total days may not attend or participate in any extra-curricular activities for the remainder of the year.
6. Students who owe fines may not participate until all fines are paid.
7. No outstanding behavioral and/or financial obligations.
8. Student shall not have 12 or more tardies and/or cuts for the preceding quarter
9. After 3 documented attempts to notify the parents either verbal, per the mail, or a letter sent home with the student; those students any with immunizations may not participate with the extracurricular activities throughout the school year.

10. Incoming 7th graders will be considered eligible to participate until 1st quarter grades are posted.

Some examples of extracurricular activities are, but not limited to:

1. Tryouts and participation in after school sports
2. Clubs
3. Dances
4. Talent Show participation
5. Study trips (non-academic including competitions, demonstration/presentations)
6. *Student Council/Government

Students must be in attendance at school for three (3) or more periods on the day of the extra-curricular activity in order to participate. Students who have been suspended may not participate in any school activities during the suspension.

- **For Eligibility:** Students must have all books and uniforms turned in and all school fines must be paid.
- **For Study Trips:** Tickets and bus seats are **non-refundable**. No postdated checks will be accepted. No exceptions. Students cannot use individual park passes.

SCHOOL DANCES

Turlock Junior High School Student Clubs will sponsor dances during the year. Participation in these dances will be **limited to Turlock Junior High School students only.**

- Students must have TJHS student ID cards.
- Students are not allowed to invite or bring guests.
- Students who exhibit inappropriate conduct at the dance will be asked to leave. ***They will also not be allowed to attend the next dance.***
- Students not picked up within 30 minutes after the end of the dance ***may not be allowed to attend the next dance.***
- Students must follow dress code guidelines.

REQUIREMENTS FOR PROMOTION TO HIGH SCHOOL

Students must earn **a Cumulative GPA of 1.5** to be considered for promotion to high school. The counselor will notify parents of those students who do not meet promotion criteria.

PROMOTION CEREMONY

- Students who fail to meet the promotion requirements for GPA will not be able to participate in the Promotion Ceremony.
- Students must currently be eligible (1.5 GPA) to participate in the Promotion Ceremony.
- Students who have been suspended five (5) or more days during the last semester of their 8th grade year will not be able to participate in the Promotion Ceremony and/or Activities.
- Students must be in attendance for a minimum of three (3) class periods in order to participate in the promotion ceremony.

****Participation in any and all activities is subject to the discretion of the Turlock Junior High School Administration.***

STUDENT GOVERNMENT / CLUBS

Student government representatives plan and organize activities at Turlock Junior High School and address the concerns of the student body. There are numerous elected offices and all students are encouraged to become involved in the decision-making process. Classmates and teachers select students for leadership positions.

To be eligible for student body office/student government, students must meet all eligibility requirements established for student activities. Students must maintain a 3.0 GPA and exhibit excellent behavior.

There are a number of other clubs available to students during lunch and after school. Current club information will be provided during Tiger Vision Live (TVL).

COMPETITIVE SPORTS

An after-school athletics program is offered to all eligible students. This program provides students with an opportunity to participate in athletic events and compete against 7th and 8th grade students *from other schools*. Tryouts and practices are held after school; tryouts are closed to visitors (i.e. parents, relatives, friends, etc.). Games are held after school with some tournaments being held on Saturdays. Physicals are required and are provided, for a fee, off-campus in the fall. A physician must complete the **Turlock Junior High Sports Physical Form**. Students must be covered by medical insurance. Students who are not insured can obtain insurance information at the school office.

WHAT TO DO IF YOU CAN'T ATTEND TRYOUTS

It is essential for all players to attend tryouts, as this is the only way to ensure players are appropriately selected, teams are most effectively formed, and the team is fully prepared for the competitive season. **If, however, a student is unable to attend tryouts for whatever reason, the student or parent must personally notify the coach, and/or athletic director PRIOR to the first day of tryouts, or he or she will forfeit their opportunity to tryout.** It is solely within the athletic director/administrator's discretion to allow an opportunity for a separate tryout. For more information, please contact the athletic director or administration.

Schedule of After School Sports

FALL	Volleyball, Soccer
WINTER	Basketball, Wrestling
SPRING	Track and Field, Softball, Volleyball

GUIDELINES FOR DISTRICT STAFF AND PARENTS REGARDING STUDENT FEES, DONATIONS, AND FUNDRAISING

Recently the issue of fees, charges, deposits, donations and fundraising related to courses and activities has been at the forefront of public attention locally and nationally. There is a guide for District staff and parents, with the twin goals of school-community cooperation to support programs and legal compliance while providing that support on our District website (<https://www.turlock.k12.ca.us/>). Taken as a whole, the intent of the guide is to emphasize that the question is not *whether* schools and their communities can raise money to support programs – they can – but *how* funds can be raised through lawful means. If you have additional questions about donations please contact the site administration.

GRADING POLICY

Each individual teacher determines grades for their classes. Teachers will explain the criteria for grading at the beginning of the course. Only the teacher may change a grade. Letter grades for all students will reflect the following:

- **A** Excellent
- **B** Above Average
- **C** Satisfactory

- **D** Passing, but not Satisfactory
- **INC** Incomplete, to be replaced by the final mark later.
- **P** Pass
- **F** Failure, no credit awarded

Students and parents are entitled to be notified whenever it becomes evident to the teacher that the student may fail. Normally, the student and parents will be notified by the mid-point of a grading period, except in those situations where there is a sudden decline in a student's performance later than that mid-point.

REPORT CARDS/PROGRESS REPORTS

Student report cards will be mailed home four (4) times a year (October, January, March and June). The June report card will be mailed after the close of school. Progress reports are sent home at each mid-quarter and any other time the teacher determines is appropriate. Progress reports provide students and parents with information on student progress. If you have a question about your student's progress, call the office or email individual teachers to arrange a meeting with your child's teacher(s) or counselor. Current grades are always available via the AERIES Family Link.

AWARDS AND RECOGNITION

Turlock Junior High is committed to recognizing the outstanding performance of its students on an academic, as well as, behavioral level. We believe it is essential to celebrate outstanding performance by our students with a variety of awards and celebrations.

TJHS ACADEMIC INCENTIVE PROGRAM: We have an academic recognition program, which provides incentives to students for performing at their personal best. Each quarter students can earn one of the three color levels, depending on their grade point average (GPA). All students are eligible to earn incentives.

Gold	3.5-4.0	GPA
Silver	3.0-3.49	GPA
Bronze	2.0-2.9	With no "F's"

STUDENT OF THE MONTH

Each month four (4) students are recognized as "Students of the Month." Their pictures may be seen in the *Turlock Journal*.

TIGER BUCKS

School money to be used for incentives.

HONOR ROLL

We are very proud of students who achieve grades which place them in the top 20% of their class. Those students who have a grade point average of 3.0 or better qualify for the "Honor Roll" and receive an Honor Roll Certificate at the end of each quarter.

7th & 8th GRADE AWARDS NIGHTS

Seventh and Eighth Grade Awards Night is an invitation-only event celebrating outstanding student accomplishments. Each teacher will recognize three select students who have demonstrated exceptional academic achievement, significant growth through improvement, or inspiring grit and perseverance. The ceremony will also honor students achieving language reclassification, those earning perfect attendance, and recipients of other specialty school awards.

UNPAID BILLS AND FINES

California State Education Code Section 48904 gives permission for “Any School district...whose real or personal property has been willfully cut, defaced or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the district who is authorized to make the demand, may after affording the pupil his or her due process rights, withhold such items as the **yearbook, grades, diploma, and transcripts** of the pupil responsible for the damage until the pupil or this pupil’s parent or guardian has paid for the damages thereto”...not to exceed ten thousand dollars (\$10,000.00). Parents who are facing financial hardship can contact administration to set up a payment plan.

TEXTBOOK POLICY

The proper use and care of textbooks and library books are important student responsibilities. Depending on the subject and level, most students use classroom textbooks and check out copies through the librarian to be used and kept at home until recalled at the end of the year.

Personal copies of textbooks sent home are issued using a computerized bar code system. From the time the personal copies are issued to a student until they are safely scanned back into the computer system, each student is responsible for the proper care of the textbooks and the bar codes attached to them. Students who do not return textbooks or damage them or the bar code while the book is in their possession are required to pay fines for the cost of replacing the textbook or repairing the damage.

LOST OR DAMAGED TEXTBOOKS

Repairs (rebinding, bar code, minor repairs) \$ 20.00

Water damage *Full purchase price*

Non-repairable or lost *Full purchase price*

LOST OR DAMAGED LIBRARY BOOKS

Repairs (torn pages, writing) \$ 20.00

Non-repairable or lost *Full cost of book*

Bar code damage \$ 5.00

Binding repair *Actual cost of rebinding*

TRANSFER TO ANOTHER SCHOOL

Students planning to leave Turlock Junior High School need to:

- Report their intent to change schools to the Records Secretary in the office **at least two (2) days prior to checkout or as soon as they find out they are changing schools.** The Records Secretary will provide the student with copies of the records needed to enroll at the next school.
- **Return all textbooks and/or library books to the library clerk**
- Pay all fines
- Obtain a checkout sheet from the Records Secretary and have all teachers enter the final grade for each class and obtain the signature of the library clerk on the last day of attendance.

(ELECTRIC) BICYCLES/SCOOTERS / SKATEBOARDS / ROLLER BLADES

- Bicycle Registration: All bicycles must be registered with the Turlock Police Department prior to use on campus.
- Safety Equipment: All riders are required to wear an approved helmet while riding.
- Arrival Procedures: Upon arrival, riders must walk (electric) bikes/scooters to designated bike racks.

- Dismissal Procedures: During dismissal, riders must walk their (electric) bikes/scooters, or skateboards until leaving campus.
- Crosswalk Safety: Riders must walk their (electric) bikes/scooters through crosswalks to ensure safety.
- Secure Locking: (Electric) bikes and scooters must be securely locked.
- Responsibility & Liability: The school is not responsible for lost, stolen, or damaged (electric) bicycles/scooters, skateboards, or similar items.
- Storage Restrictions: Students are not permitted to store (electric) bicycles/scooters skateboards, roller blades, or similar items in teachers' classrooms or other offices on campus.
- Riding Restrictions: ***Riding of (electric) bicycles/scooters, skateboards, roller blades, or similar items is prohibited on school grounds at all times, including after school and on weekends, in accordance with Turlock City Ordinance 4-14.204 et seq.***

INTERNET USAGE

- Student and parent/guardian must sign a Technology Acceptable Use Agreement
- On-site library computers are for school work only
- Email and chat room usage, as well as inappropriate websites, are not permitted

TAKE-HOME CHROMEBOOK POLICIES & PROCEDURES

The ongoing goal of our 1:WEB Chromebook initiative is to provide quality instruction and resources that meet the academic needs of our students while preparing them with the 21st Century skills necessary to be successful in tomorrow's world. The collaborative learning environment created by this initiative will enable and support students and teachers to implement transformative uses of technology while promoting the development of self-directed and lifelong learners. We will continue to support students toward a transition from being consumers of information to creative producers and owners of knowledge.

To better familiarize yourself with District Chromebook policies, please review the TUSD “Handbook for Take-Home Chromebooks” that was distributed over the summer and is available online on the TUSD and TJHS websites.

RECEIVING YOUR DEVICE

Devices will be distributed during round up or on make up day. Students must complete the following as part of the Chromebook check-out process:

- Have a signed Parent/Student Acceptable Use Policy (part of the beginning of the year packet)
- Have completed the digital citizenship requirement (<https://bit.ly/TUSDSummerDigCitProgram>)
- Have a signed Chromebook agreement (distributed with the “Handbook for Take-Home Chromebooks”)

CARE OF PROPERTY

The policy for care of district technology, which includes District-issued Chromebooks, can be found on pages 30-32 of the Annual Notification of Parent and Student Rights. If a student damages or loses school property, the student/families will be required to pay for the replacement or damage. If the damage or loss was intentional, the student may also be subject to discipline according to the Student Discipline Code.

REPLACEMENT OF LOST OR DAMAGED PROPERTY

Students/families will be held responsible for the cost of replacement of any materials or property which are lost or damaged through their negligence or intentionally destructive behavior. Please discuss with your child the importance of taking good care of textbooks, library books, and all school equipment and property. Information about the best care for Chromebooks can be found later in this document, and at <https://bit.ly/tusd1to1parentinfo>.

LOSS OF DEVICE ACCESSORIES

Students and parents are responsible for a device or any of its accessories that are lost (whereabouts unknown). The parent and student are responsible for the replacement cost of the lost device or accessory.

Full-Coverage w/Charger. This package includes both the Dell 3100 2-in-1 Chromebook and its charger. The price of this package is \$49.00 with zero deductible.

Parts costs:

Model: Dell Chromebook 3100 2-in-1

Total replacement cost: \$350.00

Bottom/Top Cover: \$12.00/\$13.00

LCD Panel: \$65.00

Charger: \$20.00

Palm rest: \$17.00

Keyboard: \$8.00

OPTIONAL DEVICE INSURANCE

Parents may purchase insurance online at [TUSD 1:1 Parent Info - Insurance Information](#)

Parents may purchase insurance online at www.schooldevicecoverage.com or print out the form on the TUSD 1:1 Parent Info Site, <https://bit.ly/4uHDsX5>, fill it out, and mail it in with a check. If a family elects not to purchase insurance, they will be required to pay out of pocket if damage occurs to the device. Some renter and homeowner policies may cover device loss/damage. We encourage families to explore this option.

PERSONALIZING THE DEVICE

Devices must remain free of any decorative writing, stickers, labels, etc. unless they are placed by District personnel.

DEVICES IN NEED OF REPAIR

Students are responsible for the general care of the Chromebook they are issued by the school, including loaners. Chromebooks that are broken or fail to work properly must be immediately reported to the school librarian. School-owned Chromebooks should never be taken to an outside computer service for any type of repairs or maintenance.

- **Loaner Chromebooks** may be issued to students when they leave their school-issued Chromebook for repair with the School Librarian.
- A student borrowing a Chromebook must sign a loaner agreement and will be responsible for any damage or loss of the loaned device.
- Chromebooks on loan to students that are having their devices repaired may be taken home.
- A school staff member will contact students when their devices are repaired and available to be picked up.
- Repaired devices will end up with the original factory image as first received. It is important that students keep their school data synced to Google Drive so documents and class projects will not be lost. Personal information that cannot be replaced should be kept at home on an external storage device.

STUDENTS FORGETTING THEIR CHROMEBOOK AT HOME

- Students that forget their assigned Chromebook at home should report to the Library, before school, and check out a loaner for the day.
- A student borrowing a Chromebook must sign a loaner agreement and will be responsible for any damage or loss of the issued device.
- The Librarian will document the number of times a loaner is issued to each student for not having their own Chromebook at school. The discipline office monitors the number of times each student leaves their Chromebook at home. Failure to bring an issued Chromebook to school may result in disciplinary action (i.e. detention, lunch detail, etc.)
- The students that obtain a loaner will be responsible for returning the borrowed device to the Library **before 3:15 p.m.** If a loaner is not turned in by 3:15 p.m., the Librarian will submit a report to the discipline office and the Main Office will work on retrieving the loaner.

NO EXPECTATION OF PRIVACY

Students have no expectation of confidentiality or privacy with respect to any usage of a District issued Chromebook or school-related digital accounts, regardless of whether that use is for School/District related or personal purposes, other than as specifically provided by law. The School/District may, without prior notice or consent, log, supervise, access, view, monitor, and record the use of student Chromebooks (including reviewing files and other materials) at any time for any reason related to the operation of the District and/or for any purpose that furthers the interests of the District. By using a District Chromebook, students agree to such access, monitoring, and/or recording of their use.

During school hours, teachers, school administrators, and/or the technology department staff may use monitoring software that allows them to view the screens and activity on student Chromebooks.

RETURN OF CHROMEBOOK

Student Chromebooks and chargers will be collected at the end of each school year for maintenance over summer vacation. Each will be inspected upon return for damage, and if any is found, the student and their guardians may be required to pay for repair or replacement.

Any student who transfers out of Turlock Junior High School will be required to return their Chromebook and charger. If they are not returned, the parent/guardian will be held responsible for payment in full and the device will be disabled.

Turlock Unified School District CELL PHONE POLICY	
Positive Behavior Interventions/Supports Provided at Each Step	
SECONDARY 7- 12 (Annual Reset)	
Step	Student Accountability
1	Confiscate device/Student pick-up at end of day
2	Confiscate device/Notify parent/Detention/Parent pick-up at end of day
3	Confiscate device/Notify parent/Community Service/Parent pick-up at end of day
4	Repeat of Step 3 or Other Means of Correction (OMC)

CELL PHONE/ELECTRONIC USAGE

CELL PHONES

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.

ELECTRONIC EQUIPMENT/GAMING SYSTEMS

Electronic toys and equipment (e.g. iPods, game boys, game watches, etc.) are not allowed on campus during the school day. (See Board Policy) Students should not bring them to school. If electronic equipment is confiscated, parents/guardians will be asked to pick it up from the Student Services Office after school.

ACADEMIC DISHONESTY (CHEATING/PLAGIARISM) AND THE USE OF ARTIFICIAL INTELLIGENCE (AI)

Academic dishonesty will not be tolerated and may result in a reduced or failing grade on the test, paper, or project. The use of AI is not allowed unless explicitly permitted by the assigned teacher for a specific task.

DETENTION/WORK DETAIL

- Lunch Detentions are served during the first fifteen minutes of the lunch period.
- After-school Detentions are served from 2:55 – 3:45 p.m. in the Student Services Office. (Please note, no late transportation is provided by the school district.)
- After-school Detention will not be held on minimum days.
- Work detail may also be assigned in lieu of detention.

RETURN FROM SUSPENSION

When a suspended student returns to school, a parent or guardian **must** meet with a school administrator. Students will be given a reasonable opportunity to ***and are expected to*** make up and receive full credit for any assignments, tasks, or other work missed while on suspension. The Education Code section regarding homework and students who are suspended states the following:

(E.C. 48913) Completion of Assignments: The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. It is the responsibility of the student to request the homework from their teachers.

EMERGENCY DRILLS

State law requires schools to conduct evacuation drills, disaster drills, bus-evacuation drills, and other safety training. Students are expected to obey the instructions of all teachers, supervisors, or bus drivers during these drills. Students are expected to clear buildings as quickly as possible in a quiet, orderly fashion. **DO NOT RUN**. Each teacher will direct their class to the assigned area on the school grounds. Students will wait for the all-clear signal before returning to the classroom.

DRESS AND GROOMING

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

Students MUST Wear:

- Top with straps no “tube tops”
- 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, beanies 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 accessories that can create a danger to other students on campus or at school events (spiked neck or wrist bands, pointed rings, large medallions, heavy or long chains, and other hazardous objects).
- 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 including “tube tops”
- 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
- Predominantly 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 headgear
- Bandanas, red or blue belts, red or blue shoelaces, or red or blue rags

The following guidelines shall apply to all regular school activities:

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
- Appropriate shoes must be worn at all times.
- Clothing shall be sufficient to conceal undergarments. See-through tops are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstances deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Students shall be allowed to wear sun-protective clothing, including but not limited to school-authorized hats, for outdoor use during the school day. (Education Code 35183.5)

Students should not wear more than one article of red or blue.

Students not following the TJHS Dress Code will be required to change into provided TJHS loaner clothing and/or asked to remove their hats/beanies or lanyards.

CONSEQUENCES

1. First through third infraction – warning and loaner clothes may be given. The student's parents may be called to bring appropriate clothing and detention may be issued.
2. Fourth and subsequent infraction – the student may be given detentions, work detail, or other means of corrections.

TJHS COMPREHENSIVE ANTI-BULLYING PLAN

Purpose Statement

At Turlock Junior High School, we are dedicated to fostering a safe, respectful, and inclusive environment where every student feels valued and supported. Bullying in any form—physical, verbal, social, or online—undermines our community's integrity and will not be tolerated. Our proactive, multi-tiered approach emphasizes prevention, intervention, and accountability, ensuring that both victims and offenders receive the necessary support. By cultivating a culture of respect and empowerment, we strive to create a positive school climate where students take ownership of their actions and contribute to a harmonious community.

What is Bullying?

Bullying is *an unwanted, aggressive behavior that involves an imbalance of real or perceived power between individuals* with the intent to cause harm. Students who are the targets of bullying behavior and those who exhibit bullying behavior toward others may suffer serious, lasting consequences. In order to be considered bullying, the behavior must include:

- **A *Deliberate Act*:** To cause emotional or physical harm to another individual.
- **An *Imbalance of Power*:** Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and vary in different situations, even if they involve the same people.
- ***Repetition*:** Bullying behaviors that display more than one time or have the potential to happen more than once.

Types of Bullying:

- **Physical Bullying:** When a student uses physical force to hurt another student by hitting, pushing, shoving, kicking, taking a student's belongings, or stealing their money.
- **Verbal Bullying:** when a student uses words or gestures to humiliate another student by threatening, taunting, intimidating, insulting, using sarcasm, name-calling, teasing, slurs, graffiti, put-downs, and ridicule.
- **Relational (Social) Bullying:** when a student isolates another student from their peer group by leaving them out, gossiping, spreading rumors, and scapegoating.
- **Cyberbullying:** when a student uses a cell phone, texts, e-mails, websites, and social media to bully another student in any of the ways described above.

Tiered Approach to Bullying Prevention and Intervention

Our anti-bullying strategy is structured into three tiers, each addressing different levels of need and intervention.

Tier 1: Universal Prevention Strategies

1. Shaping a Culture of Inclusion
 - a. **Positive Behavioral Interventions and Supports (PBIS):** Implementing school-wide expectations that promote positive behavior and create a supportive school climate.
 - b. **WOW Week:** A week dedicated to welcoming and engaging students in a supportive learning environment that helps them understand the behavioral expectations across all areas of our campus.
 - c. **Tiger Vision Live (TVL):** Tiger Vision Live is designed to keep our students informed about behavioral expectations, school activities, and important announcements.
 - d. **Behavior Expectation Presentations:** Conduct bi-annual presentations to communicate behavioral expectations and the importance of respect and kindness.
 - e. **Restorative Conversations:** Encouraging open dialogue to resolve conflicts and foster mutual understanding among students.
 - f. **“See Something, Say Something” Campaign:** Empowering students to report bullying incidents promptly and responsibly.
 - g. **STOPit App:** Providing a confidential platform for students to report bullying and safety concerns anonymously.
2. Enhanced Supervision and Monitoring
 - **Increased Supervision:** Assigning staff to monitor areas such as bathrooms, hallways, and other less-structured environments to deter bullying behaviors.
 - **Building Relationships:** Encouraging staff to engage with students, building trust and rapport to create a sense of community and belonging.

Tier 2: Targeted Interventions

1. Conflict Resolution and Support
 - **Conflict Mediation:** Facilitating structured sessions where trained mediators assist students in resolving disputes amicably.
 - **Counselor Check-Ins:** Providing regular opportunities for students involved in bullying—either as victims or perpetrators—to discuss their experiences and feelings with a counselor.
 - **Check-In/Check-Out (CICO):** Implementing a system where students at risk of engaging in or being targeted by bullying behaviors have daily interactions with a mentor to set goals and reflect on progress.
 - **Responding to Safety Alerts:** Utilizing tools like SafetyBot and Securely to monitor and address online behaviors that may indicate bullying or distress.

Tier 3: Intensive Interventions

1. Individualized Support Plans

- **No-Contact Contracts:** Establishing agreements between students to prevent interaction and reduce the potential for further incidents.
- **Strategic Scheduling:** Adjusting class schedules or routes to minimize contact between students involved in bullying situations.
- **Counseling Support:** Offering ongoing, intensive counseling for students who have been deeply affected by bullying or who exhibit persistent bullying behavior.

Future Initiatives: Enhancing Our School Culture

To further our commitment to a positive and inclusive environment, we plan to implement the following initiatives:

1. Cultural and Awareness Programs

Cultural Awareness Week: Celebrating the diverse backgrounds of our student body through events and educational activities.

Autism and Special Education Awareness: Organizing events in April to promote understanding and acceptance of students with different abilities.

2. Empowerment and Support Groups

- **Counseling Groups:** Forming specialized groups such as “Women Empowerment” and “Young Men of Tomorrow,” among others, to address specific student needs and foster peer support.
- **Social-Emotional Learning (SEL):** Integrating SEL in classrooms to build a strong sense of community and equip students with skills to manage emotions and relationships effectively.

3. Student Leadership Opportunities

- **Empowering Students:** Creating more leadership roles and encouraging student-led initiatives to give students a voice in shaping school policies and activities.

Legal Framework and Policies

1. Compliance with State Laws

- **Seth’s Law (AB 9):** Under California’s “Seth’s Law,” our school has updated its anti-bullying policies to protect all students, especially those targeted based on actual or perceived characteristics such as sexual orientation, gender identity, race, ethnicity, nationality, disability, and religion. This law mandates prompt and thorough investigation of bullying incidents and ensures that students feel safe to report concerns without fear of retaliation.

2. District Policies

- **Anti-Bullying Policy:** Our district has a comprehensive policy that outlines procedures for preventing, identifying, and addressing bullying. This includes clear definitions, reporting mechanisms, and consequences for bullying behaviors.
- **Hate-Motivated Behavior Prevention:** We are committed to preventing and addressing behaviors motivated by bias or prejudice. Resources and training are provided to staff and students to recognize and combat hate-motivated incidents.

Resources and Support

1. For Students

- **Counseling Services:** School Counselors and Mental Health Clinicians are available to provide support and guidance.
- **Anonymous Reporting:** The STOPit App allows students to report incidents confidentially.

2. For Parents

- Encourage parents to talk with their children about respectful behavior.

- Communicate openly with families about incidents and strategies for support.
 - Open Communication Channels: Encourage parents to reach out to school staff with concerns or questions
 - Workshops and Resources: Educational sessions to help parents recognize signs of bullying and support their children.
3. For Staff
- Clear Protocols: Established procedures to follow when a bullying incident is reported or observed.
 - Educate students about the importance of kindness and standing up against bullying.
 - Professional Development: Ongoing training on the latest strategies for bullying prevention and intervention.
-

4. Support Targets (Students) of Bullying
- Provide a safe space where students can share their experiences.
 - Offer counseling or peer support groups.
 - Empower students with strategies to handle bullying situations.
5. Address Bullying Behavior with Bullies
- Use restorative practices to help offenders understand the impact of their actions.
 - Provide counseling or behavioral interventions as needed.
 - Teach alternative, positive ways to express feelings and resolve conflicts.
6. Monitor and Evaluate
- Keep records of bullying incidents and responses.
 - Regularly assess the school climate and adjust strategies as needed.

Commitment to a Safe and Inclusive Environment

Turlock Junior High School is unwavering in its dedication to creating a learning environment where all students feel safe, respected, and empowered. Through our comprehensive anti-bullying plan, we address the issue from multiple angles—prevention, intervention, and continuous support. By working collaboratively with students, parents, and the broader community, we strive to eliminate bullying and foster a culture of kindness and inclusion.

Legal Framework and Policies

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2. District Policies

- **Anti-Bullying Policy:** Our district has a comprehensive policy that outlines procedures for preventing, identifying, and addressing bullying. This includes clear definitions, reporting mechanisms, and consequences for bullying behaviors.
- **Hate-Motivated Behavior Prevention:** We are committed to preventing and addressing behaviors motivated by bias or prejudice. Resources and training are provided to staff and students to recognize and combat hate-motivated incidents.

******To report a concern, please contact the Turlock Junior High Administration Team at (350) 206-3550.***

WHAT IS BULLYING?

BULLYING IS...

Bullying is behavior that...

- is unwanted, harmful (either emotionally, social, or physical).
- involves an imbalance of power (the person or group is using their position, influence, or physical strength to control or intimidate you)
- is likely to be repeated (occurring more than once and/or is likely to happen again in the future).

IF I AM BEING BULLIED, I WILL...

Stay with friends: Stick with your buddies during breaks and lunch. There's safety in numbers.

Ignore and Walk Away: Sometimes bullies just want a reaction. Ignore them and walk away if you can.

Be Confident: Stand tall and look confident, even if you don't feel it. Bullies often pick on those who seem unsure.

Report Incident: If bullying continues, tell a trusted adult on campus or report anonymously on the Stop IT App.

**Turlock Unified School District
Flowchart**

Resolving Incidents of Bullying and Harassment

Turlock Unified School District Restorative Practices Bullying-Harassment
Tier I
<i>If incident of VERBAL Bullying or Harassment occurs, then:</i>
<i>1. Student target of bullying or harassment shall?</i> <i>Ask student(s) to STOP provided it is safe to do so or walk away. (Utilize STOP, WALK, TALK)</i> <i>2. Student bystanders shall?</i> <i>Ask student(s) to STOP provided it is safe to do so or walk away.</i> <i>3. If any staff member observes or hears about a student being bullied or harassed?</i> <i>Intervene immediately to stop the behavior provided it is safe to do so.</i> <i>(Staff Say: "At TUSD we respect ALL students, and ALL means All.")</i> <i>4. If student continues to VERBAL bully or harass after target walks away, then:</i> <i>Inform a staff member immediately or report it on the STOPit App (STOPit on Chromebook)</i> <i>5. Parent or guardian of student being bullied or harassed shall?</i> <i>Intervene immediately (If Possible), Notify school Administrator and/or Report on STOPit (Utilize Cell Phone APP)</i>
Tier II
<i>Repeated VERBAL Bullying or Harassment or PHYSICAL Bullying or Harassment</i>
<i>1. Target of bullying or harassment, shall inform staff or administrator immediately</i> <i>2. Student bystanders, shall inform staff or administrator immediately</i>

3. Parent/guardian of targeted student, contact site administrator (phone, text, in person, STOPit)
4. Site administrator receives the referral and will complete the following: >Hold a Restorative Conference with the student and provide Other Means of Correction: >Develop a Restorative Action Plan (May include: no contact, apology letter, conflict resolution, etc.) >Hold a Student/Parent Restorative Conference >Document on Student Management System if EC 48900 violation and Consider Discipline Options
Tier III
<i>If Tier I and Tier II have been implemented with fidelity and exhausted, then:</i>
1. Site administrator meets with the student and schedules a solution team, conflict mediation, or restorative circle. 2. Site administrator has all parties sign and agree to a stay away agreement, until the issue is resolved. 3. Other means of correction are implemented, EC 48900 violations are documented, and discipline options considered. >If sexual assault or serious physical assault (EC 48915), then immediately provide supportive measures to target (victim). Investigate to substantiate initial allegations, then based on results of investigation: (1) Resolve Informally or (2) Contact Student Services (Title IX Coordinator). 4. Site administrator: Schedule a follow-up meeting with students and parents/guardians to monitor progress.
Restorative Appeal Process
● 1. If a student or parent/guardian disagrees with how the school has responded, then a RESTORATIVE CONFERENCE shall be scheduled with the school site Principal to resolve the complaint. ● 2. If after meeting with the school site Principal the complaint remains unresolved, then parent/guardian may request a RESTORATIVE APPEAL conference with The Director of Student Services.

DISCIPLINE PHILOSOPHY

The most powerful aspect of the Turlock Junior High School discipline philosophy is to identify students who choose to follow and obey the rules. As a result, Turlock Junior High School has established a high standard of student expectations to help maintain a safe and orderly campus that is conducive to learning.

SCHOOL AUTHORITY

Students are under the authority of school officials and are responsible for obeying the school rules while at school, while at a school activity and **while going to and from school or a school activity**.

DEFIANCE

Defiance is the refusal to obey lawful authority. Students at Turlock Junior High School who choose to defy any member of the school staff will be disciplined in accordance with the Turlock Unified School District's 7th and 8th Grade Discipline Guidelines/Recommendations. The teachers and other members of the staff are required by district policy and state law to provide proper supervision.

ABUSE OF SCHOOL PERSONNEL

Students cannot harass school personnel or their families, or cause damage to their property. It makes no difference if the actions are on or off campus or at what time of the day. Any deliberate act intended to cause injury, insult (this includes using profanity towards a staff person), or property loss will result in disciplinary action at school as well as possible criminal prosecution.

DRUGS AND ALCOHOL

The possession, use, sales, or being under the influence of unlawful drugs or alcohol is forbidden while at school or any school activity. Students who violate this rule may be suspended and/or cited by the Turlock Police Department.

A first offense of drug/alcohol violation or a repeated offense for drug/alcohol sales may result in a suspension pending expulsion and police contact.

State law also forbids offering a substance for sale as a drug even though, in fact, the substance is not actually an unlawful drug. Violation of this rule will result in referral to the Turlock Police Department and suspension pending a possible expulsion.

SMOKE-FREE CAMPUS

In the best interest of students, employees, and the general public, the Governing Board prohibits the use of tobacco products at all times on District property and in District vehicles. **This prohibition applies to all employees, students, visitors, and other persons at any school or school-sponsored activity or athletic event.** It also applies to any meeting on any property owned, leased, or rented by or from the District. Please contact the Office of Student Services at 209-667-0632, for information about programs to assist you or your child with smoking cessation.

Students cannot use or have tobacco of any kind on campus or at any school activity. This includes students traveling to and from school. Violation of this rule will result in suspension and referral to an awareness session on the use of drugs and tobacco.

VIOLENCE *VIOLENCE WILL NOT BE TOLERATED AT TURLOCK JUNIOR HIGH SCHOOL.*****

All students who are involved in fights (unless it is clearly a case of self-defense against an unprovoked assault) may be suspended. Serious threats of violence may also result in suspension. Repeated incidents of fighting, incidents of threats of violence, or any fight that results in serious injury may result in suspension pending a review for possible expulsion. In all cases of unprovoked assaults, the offending student will be suspended pending possible expulsion, and criminal charges may be filed with the Turlock Police Department.

WEAPONS OR EXPLOSIVES

State law forbids anyone, except a peace officer, to bring any type of weapon or explosive onto a public school campus without the permission of the principal. Included under this prohibition are fireworks and knives. Students who violate this rule will be referred to the administration for disciplinary action. Incidents

involving possession of firearms or other lethal weapons will result in arrest by the Turlock Police Department and suspension pending possible expulsion. The principal or the Superintendent of Schools may recommend a pupil's expulsion for possession of any knife, explosive or other dangerous object ***at school or at a school activity off school grounds*** per Education Code 48915(A).

GANG-RELATED CONDUCT AND ACTIVITIES

Gang-related conduct/activities at Turlock Junior High School and during all school-sponsored activities are a threat to the safety of others and are strictly prohibited. Turlock Junior High School intends to maintain a campus that is safe, secure, and peaceful in accordance with California statutes.

Gang-related conduct/activities may include but are not necessarily limited to, drawings, graffiti, apparel, colors, hazing, initiations, hand signals, clothing arrangements, trademarks, accessory items or any other symbols or actions which ***may*** denote membership in such a group as identified by the administration or by law enforcement.

Students who are involved in suspected gang-related activities on the Turlock Junior High School campus or at any school-related activity may be suspended from school and possibly be recommended for expulsion.

FOLLOWING DIRECTIONS OF TEACHERS

Students are expected to follow the directions of all teachers while at school. The teachers are expected to provide adequate instruction, but they cannot do this without the cooperation of their students. If you have a complaint or concern about how a class is being conducted, you should meet with the teacher ***in private outside of class time to discuss it***. When in class, students are expected to obey the instructions of the teacher. Persistent or flagrant misbehavior may result in suspension from school and/or removal from the class.

DISPLAYS OF AFFECTION

A school campus is not the place for obvious displays of physical affection between students. This includes hugging, kissing, holding hands, embracing, and other forms of physical affection. Students at Turlock Junior High School are expected to show restraint. If inappropriate behavior is observed, parent contact will be made. Repeated displays of affection may result in disciplinary action including suspension.

ABUSE OF STUDENTS

Any form of harassment or hazing of students is prohibited by Education Code 48900 (q), 48900.2, 48900.3, and 48900.4

VANDALISM

It is against the law to cut, deface or destroy any real or personal property belonging to the school district, teachers or students, or engage in malicious mischief (false alarms, firecrackers, setting fires in trash cans, etc.)

Per Education Code 48904, students can be arrested and suspended from school for these violations. Parents are responsible for paying damages.

GROUND FOR SUSPENSION/EXPULSION (EDUCATION CODE 48900)

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of the subdivision (a) to (q) inclusive. Suspensions will be issued in compliance with California State Education codes 48900, 48910, and 48911. Grounds for suspension are:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission from a certificated school employee, which is concurred in by the principal or the principal's designee.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

- d. Unlawfully offered or arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault or committed sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary action.
- p. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- s. A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to any of the following: (1) While on school grounds; (2) While going to or coming from school; (3) During the lunch period whether on or off the campus; or (4) During, or while going to or coming from, a school-sponsored activity.
- t. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provision of this section.
- u. As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- v. A superintendent or principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs, for a pupil subject to discipline under this section.
- w. It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

ADDITIONAL GROUNDS FOR SUSPENSION/EXPULSION

- 48900.2 – Sexual harassment as defined in Section 212.5.
- 48900.3 – Students in grades 4 – 12 who have caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in subdivision (e) of Section 233.
- 48900.4– Students in grades 4 – 12 who have intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or a hostile educational environment.
- 48900.7 – A student has made terrorist threats against school officials or school property, or both.

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. BP 5145.7(a) 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.

Examples of Sexual Harassment

Examples of types of conduct that are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

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
Mr. Gil Odgen
Director of Student Services
1574 E. Canal Drive, Turlock, CA 95380
(350) 206-3900 (ext 62021)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of

sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

TUSD FOOD AND WELLNESS 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 has adopted a "Wellness Policy" that supports healthy choices for all students. Foods served to students apart from their lunch must be made and labeled by a certified retailer. Parents may only bring food/drinks for their own student, **Sharing of food/drinks is prohibited. No outside deliveries, such as DoorDash, Uber Eats, etc. will be allowed.** All fundraisers during school hours must meet the nutritional guidelines in the Wellness Policy. TUSD encourages healthy choices for celebrations and class parties.

LUNCH PURCHASES

Lunch is served from 11:15 A.M. - 12:52 P.M. / 10:49 A.M. – 12:18 P.M. on Wednesday's

Students use their student ID to pay for their lunch or they may memorize their Permanent ID Number (PIN). The cost of lunch will automatically be deducted from the student's account if applicable. Inquiries about the status of a student's account or other information should be directed to **Turlock Junior High's cafeteria manager or call Child Nutrition at 209-667-9048.**

CAFETERIA SERVICE

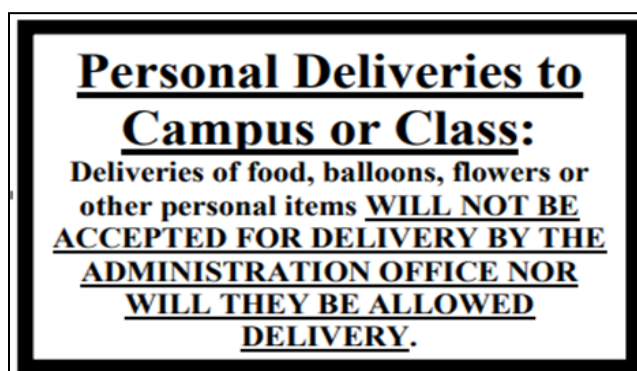
Meals will be offered to all students at no cost for SY 22026-2027. Lunch applications are no longer required to participate in the meal program. However, TUSD will request that parents complete the TUSD Household Family Survey which provides important information to our district in planning student services and programs. Students who wish to purchase extra items such as 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.

LUNCH OPTIONS

Students have the option of purchasing lunch in the cafeteria, at the snack bar and at the student store. Students may also bring lunch from home. Outside deliveries from companies such as DoorDash, Uber Eats, etc. are not allowed. Lunches must be handed to student directly during their lunch time only by adults listed on student contacts.

LUNCH DELIVERIES

For safety purposes, parents are required to deliver lunches to the front office. Curbside pick-up is prohibited. The office staff will notify students that their lunch is in the office if it is delivered **before** the start of lunch. **Personal delivery or other restaurant deliveries for a group are not allowed.**



CURBSIDE DROP-OFFS

All parents or guardians should check in to the front office before contacting their student and before they drop off items such as lunch, birthday treats, gifts, etc. Curbside drop-offs are NOT allowed.

NON-SCHOOL SPONSORED/PERSONAL FUNDRAISING

Non-school related or personal fundraising is not allowed on campus, including the sales of candy, gum or other items not related to a (TJHS) school club or school-related event.

The TJHS office will not be responsible for collecting or holding money or other items on behalf of students. Instead, the office will call students forward during the first 10 minutes of class period or during lunch, and parents are encouraged to deliver any necessary money or items directly to their child at that time.

REPORT TO PARENTS

All rules and regulations have been approved by the Turlock Unified School Board and reflect the Education Code of California and the policies of the Turlock Unified School District.

DRAFT TABLE OF CONTENTS UPDATE

Turlock Junior High School
Student Handbook 2026–2027

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RECOMMENDED FOR REMOVAL OR CONSOLIDATION

1. Duplicate Technology Language
If “Electronic Devices,” “Internet Usage,” and “Technology Use” repeat similar rules, consolidate into one section. One clear policy reduces confusion and protects you legally.
2. Overly Detailed Framework Explanations
Long descriptions of PBIS, MTSS, or tiered systems can be shortened. Families need clarity on what it means for their child, not the full framework language.
3. Repetitive Eligibility Language
If eligibility rules appear in multiple places, keep them only in the Activities/Athletics section.
4. Redundant Emergency Drill Descriptions
Keep required language, but avoid repeating similar explanations in multiple safety sections.
5. Excess Administrative Detail
Remove internal procedural language that is meant for staff rather than families.

RECOMMENDED FOR INCLUSION OR STRENGTHENING

1. Chronic Absenteeism Clarity
Define it clearly in parent-friendly language.
Explain the academic impact and intervention pathway.
Attendance is a major California accountability metric.
2. Vaping Explicitly Named
Ensure vaping and e-cigarettes are clearly identified under drug/tobacco policy.
This is essential at the junior high level.
3. Off-Campus Conduct and Social Media
Clarify that behavior outside school that disrupts campus can result in

consequences, consistent with Ed Code.

4. Clear Weapons and Threat Policy
Explicitly reference zero tolerance areas and potential law enforcement involvement. Protects the school legally.
5. Digital Citizenship and AI
Brief section on responsible technology use, academic integrity, and respectful online conduct.
6. Mental Health and Wellness Access
Clearly explain how students access counseling and the Wellness Room, including confidentiality limits.
7. Parent Conduct Expectations
Short, clear language about respectful communication with staff. This protects your team.
8. Complaint Escalation Path
Clearly outline site level, district level, and UCP process. This is a compliance safeguard.

If I were prioritizing, I would focus first on:

- Attendance clarity
- Technology consolidation
- Vape and weapons specificity
- Parent conduct language

Those have the biggest operational and legal impact for a California junior high school.