

TURLOCK UNIFIED SCHOOL DISTRICT

2026-2027

Student Handbook



Osborn Two-Way Immersion Academy
Academia de Inmersión en Dos Idiomas Osborn
Ser bilingüe es extraordinario

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[@osborn_twi_academy](https://www.instagram.com/osborn_twi_academy)



[@OsbornTWIAcademy](https://www.facebook.com/OsbornTWIAcademy)



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July 1, 2026

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CHARACTER TRAITS

TURLOCK UNIFIED SCHOOL DISTRICT



KINDNESS

Kindness is acting with understanding, generosity, and care.



PERSEVERANCE

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



RESPECT

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



HONESTY

Honesty is being truthful in what we say and do.



RESPONSIBILITY

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



COOPERATION

Cooperation is working together to reach shared goals.



GRATITUDE

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



COURAGE

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



EMPATHY

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



CREATIVITY

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

Character is Our Strength

Rev. 7/1/2026



Turlock Unified School District

STRATEGIC PLAN

Adopted by the TUSD Board of Trustees: July 13 2021

WHY?

VISION

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

BELIEFS

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

WHAT?

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.

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



Osborn Two-Way Immersion Academy

MISSION STATEMENT

Empowering global citizens to achieve linguistic and academic excellence.

GOALS OF TWO-WAY BILINGUAL IMMERSION

1. Bilingual Proficiency - All scholars will be able to understand, speak, read, and write English and Spanish at grade level by the end of fifth grade.
2. Academic Achievement - All scholars will master grade level content standards.
3. Cross-Cultural Understanding - All scholars will develop positive understanding and attitudes about themselves and others.



Osborn Two-Way Immersion Academy
2026-2027 Daily Bell Schedule



Osborn Campus Opens Daily at 8:00 AM

Mondays / Tuesdays / Thursdays / Fridays

	Start Time	AM Recess	Lunch	PM Recess	End Time
AM TK/K:	8:25	9:45-10:00	11:50-12:10 <i>(optional)</i>	N/A	11:49
PM TK/K:	11:50	N/A	11:25-11:45 <i>(optional)</i>	1:15-1:30	3:14
Grade 1:	8:35	9:55-10:05	11:00-11:40	11:20-11:40	3:14
Grade 2:	8:35	10:05-10:15	11:25-12:05	11:45-12:05	3:14
Grade 3:	8:35	10:15-10:25	11:50-12:30	12:10-12:30	3:14
Grade 4:	8:35	10:30-10:40	12:15-12:55	12:35-12:55	3:14
Grade 5:	8:35	10:40-10:50	12:40-1:20	1:00-1:20	3:14

Wednesday / Minimum Days

	Start Time	AM Recess	Lunch	PM Recess	End Time
AM TK/K:	8:25	9:45-10:00	11:50-12:10 <i>(optional)</i>	N/A	11:49
PM TK/K:	8:25	9:45-10:00	11:50-12:10 <i>(optional)</i>	N/A	11:49
Grade 1:	8:35		10:20-11:00	10:40-11:00	12:24
Grade 2:	8:35		10:40-11:20	11:00-11:20	12:24
Grade 3:	8:35		11:00-11:40	11:20-11:40	12:24
Grade 4:	8:35		11:20-12:00	11:40-12:00	12:24
Grade 5:	8:35		11:40-12:20	12:00-12:20	12:24

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

Dear Osborn Two-Way Immersion Academy Families,
It is with great excitement that we welcome you and your family to a new school year at Osborn Two-Way Immersion Academy. We are honored to partner with you in your child's educational journey and remain committed to building a safe, supportive, transparent, and collaborative relationship between home and school.

At Osborn, the safety and well-being of every student is our highest priority. We believe that students thrive academically and socially when they feel secure, respected, and valued. Our goal is to create a learning environment where every child is encouraged to grow, take risks, and reach their full potential.

A successful school year is built on strong partnerships between families and educators. Your support, involvement, and collaboration play an essential role in your child's success. One of our continued priorities is strengthening the positive relationships between our staff and families as we work together to support student learning and achievement.

We are committed to maintaining open communication and transparency in all that we do. We encourage ongoing conversations, feedback, and active engagement throughout the school year. Through ParentSquare, newsletters, parent meetings, and school events, we will keep you informed and connected every step of the way. Your voice and partnership are deeply valued. At the heart of Osborn Two-Way Immersion Academy are the four pillars that guide our unique and successful immersion program:

1. **Biliteracy** – We strive to develop strong reading and writing skills in both English and Spanish through rigorous instruction and meaningful learning experiences.
2. **Bilingualism** – Our students build confidence in speaking, listening, and communicating effectively in both languages, preparing them for future academic and career opportunities.
3. **Biculturalism** – We celebrate and honor diverse cultures, helping students develop appreciation, empathy, and respect for their own heritage and the cultures of others.
4. **Bicognitive Development** – Students strengthen their critical thinking and problem-solving skills in two languages, fostering cognitive flexibility and a broader understanding of the world around them.

Together, we are empowering global citizens to reach their full linguistic and academic potential. Thank you for entrusting us with your child's education. We look forward to a wonderful year filled with growth, achievement, and meaningful collaboration.

Sincerely,

Erika Ramos, EdD

Proud Principal

Osborn Two-Way Immersion Academy

Stay Connected with TUSD Family Link and Parent Square

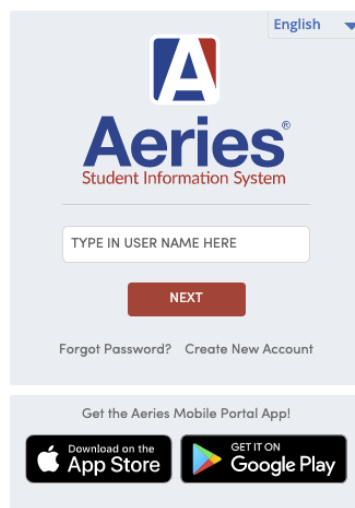
TUSD Family Link

TUSD Family Link parent portal provides parents with access to their student academic information including grades and assignments as well as simple steps to update student data and approve annual authorizations online.

Creating an account is as easy as providing your email address to your school office which will be followed by an email with the Family Link login information.

We highly recommend that you create an Aeries Family Link account. A mobile app provides easy access to your student information. Contact our office for assistance; our community liaison can offer assistance.

Turlock Unified School District



[Welcome to the TUSD Family Link](#)

TUSD Parent Square

TUSD uses ParentSquare for school communication, primarily with email, text and app notifications. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number. We encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified.

GETTING A GOOD START

Make sure your child gets a good night's sleep and a nutritious breakfast before coming to school so he or she can be alert and ready to learn. Osborn offers breakfast in the cafeteria from 7:45 AM to 8:25 AM. Please send your child to school with a few words of encouragement and *positive attitude* towards learning. Happily greet him or her after school and ask about the events of the day.

ATTENDANCE

Attending school every day and being on time is very important! Good attendance is even more important in a Two-Way Immersion program. We strive to work with families to develop good habits for success in school.

If your child must stay home due to illness, please call the school office at (350) 206-3200. An auto dialer will call you if we do not hear from you before 9:00 AM.

Please understand that tardies are a disruptive source for other students. Students should arrive at least five (5) minutes before school starts. Excessive tardies/absences may result in a SARB Referral or letter from the principal. Absences in excess of three (3) days may require a doctor's note. If you know your child will be absent, please contact the school office in advance.

Remember, every one (1) day your child misses puts him or her two (2) days behind classmates, which is critical, especially in our Two-Way Immersion program. Students that are chronically absent are more likely to fall below grade level and lack adequate progress within our immersion program.

INDEPENDENT STUDY CONTRACTS

When you are planning a trip that will require your child to be absent, please contact the school in advance. Your child will be **issued school work to be done** while he/she is away from school. This will allow him/her to continue with studies while away from the classroom and **receive credit** for the schoolwork.

- According to the State of California guidelines, the student must complete **all the work that was assigned to him/her to receive full credit.**
- Please contact your child's teacher and office at least three (3) school days before you leave so that an Independent Study Contract may be prepared for him/her.

For clarification on this, please call the school and speak to someone in the office at **(350) 206-3200.**

PARENT COMMUNICATION

Report cards go home three times a year. The first one is given at a parent-teacher conference. The mid-year report card may have a scheduled conference, if necessary. Parents with questions or concerns are encouraged to call the school and schedule a meeting with their child's teacher at any time during the year. Parents are also encouraged to email teachers with any questions or requests for a meeting. Teachers often phone home or send notes with good news as well as during times when parental support is needed to solve a problem.

School communications will be sent home with the students in the Tuesday Folder. Please check for this folder each Tuesday. Read the information in the Tuesday folder, sign the inside, and have your student return the folder to their teacher each Wednesday.

Phone calls from parents/guardians will not be passed through to the classroom during school hours, unless it is an emergency and the call is made after focused teaching time. The office staff will gladly email or get messages to the teachers or students during lunch or after school.

Parents are also encouraged to follow our Osborn Instagram and Facebook pages. Osborn regularly updates both pages, highlighting programs, upcoming events, and shares resources. Osborn information is also shared through our school website and ParentSquare.

PTA (PARENT-TEACHER ASSOCIATION)

The PTA is an integral aspect of the school community. We know children learn more and have better lives when parents, school staff, students and the community work together to share thoughts and ideas about programs and activities that benefit children. Our PTA is a very active group that supports the school by planning, organizing and implementing special activities. Their fundraising efforts help to provide extra yard equipment, special assemblies, field trips, Red Ribbon Week Activities, etc. Plan on attending a meeting! It's a good way to connect with other parents and to become involved in your school.

SCHOOL SITE COUNCIL

The School Site Council (SSC) is composed of the principal, teachers, parents and other school staff with voting members equally divided between staff and parents. SSC plans, monitors and evaluates the activities and expenditures for programs operated at the school to improve student achievement. Notices of meetings are posted. Meetings are open to all parents.

Food Policy:

On the recommendation of the Stanislaus County Health Department, all foods provided for classroom parties and celebrations must be commercially prepared and purchased from a licensed retail store or bakery. No home baked or homemade foods will be allowed. The Turlock Unified School District (TUSD) is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating. TUSD adopted a "Wellness Policy" that supports healthy choices for all students. In alignment with the District's Wellness Policy and federal and state regulations, all foods and beverages provided to students outside of the reimbursable school meal program during the school day must meet the Smart Snacks in School nutrition standards established by the USDA and implemented by the California Department of Education.

Smart Snack Standards require foods:

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

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

To support student learning, campus safety, and healthy school routines, our school asks families to follow the guidelines below regarding food drop-offs during the school day.

Food Drop-Off Expectations

- Food deliveries should be limited to occasional situations only.
- Parents/guardians may bring lunch or snacks for **their child only**.
- Food may not be dropped off for groups of students, classmates, or friends unless it has been pre-approved by the school for a classroom activity or special event.
- Frequent food drop-offs interrupt instructional time and office operations. Families are encouraged to ensure students arrive at school with their lunch, snacks, water bottles, and other needed items.

Soda and Beverage Guidelines

- Soda, energy drinks, and other highly caffeinated beverages are not permitted on campus for students.
- Students may bring water, milk, or approved juice drinks as part of their lunch.
- Food deliveries containing soda or energy drinks will not be distributed to students.

CAFETERIA RULES (ROAR Expectations)

1. Line up politely and follow the direction of adults
2. Stay in your seat while eating until dismissed
3. Talk quietly to the people seated next to you or directly across from you
4. Clean up around you, check the floors and under the tables
5. Use good manners
6. Raise hands to be dismissed by an adult
7. Dispose of all garbage in the proper container

CHILD NUTRITION:

Meals will be offered to all students at no cost for SY 2026-2027. Lunch applications are no longer required to participate in the meal program. However, TUSD will request that parents complete TUSD Household Family Survey which provides important information to our district in planning student services and programs. Students who wish to purchase extra items such as 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.



TUSD Child Nutrition Website: cnd.turlock.k12.ca.us/

EXCERPTS FROM TUSD WELLNESS POLICY Snacks served during the school day or in after-school programs should make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables, whole grains, as the primary snacks and milk, water or 100% juice as the primary beverages. Water stations are available in all cafeterias within our District. School staff will encourage parents/guardians or other volunteers to support the District’s nutrition education program by choosing nutritional quality when selecting any snacks which they may donate for occasional class parties. Schools will limit celebrations that involve food during the school day to no more than one party per class per month. Class parties or celebrations shall be held after the lunch period and only foods that meet or exceed state and federal nutritional standards can be served.	APPROVED ● Fresh fruit ~ cut up or whole ● Fruit kabobs ● Yogurt tubes/cups served with fresh fruit ● Fruit roll-ups ● Healthy granola bars ● Graham crackers ● Apple slices with topping ● Animal crackers ● Apple sauce ● Popcorn ● Baked Chips ● Goldfish Crackers ● Whole Grain Muffins ● Whole Grain Cookies ● Cereals that contain whole grains and are low in sugar
IDEAS FOR NON-FOOD CELEBRATIONS Not every party has to involve food! Consider talking to your child’s teacher about other ways to celebrate student birthdays, such as... ● Bring in his/her favorite game or book or a special art project to share with the class. ● Put together a “goody bag” of non-edible treats such as glow sticks, balloons, stickers, tat-toos, etc. ● Make him or her line leader or star student or get some sort of special privilege for the day. Be creative!	NOT APPROVED ● Donuts ● Pastries ● Non-Baked Chips ● Cupcakes & Frosting ● Candy ● Ice Cream ● Soda ● Punch

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

STUDENT FEE GUIDELINES

California Education Code Section 49011(a)(1) requires that “All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge”; and Code Section 60070, states “No school official shall require any pupil...to purchase any instructional material for the pupils’ use in the school.” This means that schools in the Turlock Unified School District cannot require students to purchase supplies (e.g., paper, pens/ pencils/crayons, protractors, rulers, binders, workbooks, etc.) to participate in an educational activity. Donations of school supplies in any quantity are appreciated, but under no circumstances are they required.

TRAFFIC

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

All students are expected to:

- ✓ Obey the crossing guard and cross streets only in designated crosswalks.
- ✓ Cross the street when it is safe and use crosswalks.
- ✓ All shall abide by the communicated parking lot procedures.

PICKUP AND DROP OFF TIMES/AREAS

Campus gates open and supervision begin at 7:45 each morning. Students should not be dropped off at campus prior to 7:45 a.m. and they must be picked up no later than 3:30 each day (or 12:30 on Wednesdays). The “drop-off/loading zone” is in the drive thru lanes, on the side of the G Building. Please pull all the way forward to help us accommodate as many cars as possible. Please note, there is no supervision in or around other areas other than the G Building. You are encouraged to drop off and pick up students at the school. Please make pick-up plans with your child before school. We receive a large volume of calls at the end of each school day to provide messages to students which result in interruption of instruction. Please help us to reduce classroom interruptions by planning ahead.

BIKE, SKATES, ROLLER BLADES, AND SCOOTER RULES

All students are expected to abide by the following rules:

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

ELECTRONICS

Mobile Communication Devices (Board Policy 5131.8) - To support a focused learning environment, 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. Note, students remaining on campus attending TUSD after school programs shall not use these devices as described above. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5) 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.

In accordance with BP/AR 5145.12 - Search and Seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

School Hours

- School begins at 8:35 AM and students should arrive by the time the first morning bell rings at 8:30 AM. Students arriving to their classrooms after 8:35 AM are considered tardy.
- Students should not arrive before 8:00 AM. Please note that supervision does not start until 8:00 AM.
- Students are dismissed at 3:14 PM. On Wednesdays, students are dismissed at 12:24 PM.
- Students arriving late to school must report to the office before going to class.
- Once a student arrives, he/she may not leave unless given permission by the principal.

SCHOOLWIDE BEHAVIOR PLAN

At Osborn Two-Way Immersion Academy, ensuring student safety is one of our top priorities. We have implemented the Positive Behavior Interventions and Supports (PBIS) program as a schoolwide system to establish clear behavior expectations and acknowledge students who demonstrate desired behaviors. The goal of PBIS is to create a positive school environment where students can learn, grow, and develop the social and emotional skills needed for success in both school and life. Because of this, Osborn Two-Way Immersion Academy has adopted four core values (ROAR):

- ☐ Respect ☐ Outstanding (Empathy) ☐ Attentive (Safe) ☐ Responsible

Behavioral expectations within these four core values are posted in areas around campus and include specific guidelines for student behavior in each location. The behavior expectations matrix is found below. ROAR stands for being Respectful, Outstanding (empathy), Attentive (safe), and Responsible. To reinforce positive behavior,

 OSBORN TWO-WAY IMMERSION ACADEMY SCHOOL RULES & EXPECTATIONS				
	Respectful	Outstanding (Empathy)	Attentive (Safe)	Responsible
Office	• Use appropriate voice • Use your patience tool (wait your turn) • Be polite	• Be helpful to others	• Walk to your destination • Use your personal space tool (watch for others) • Keep hands, feet, and objects to yourself	• Ask for assistance • Use your courage tool (speak up for yourself)
Bathroom	• Use your patience tool (wait your turn) • Be polite • Respect the privacy of others	• Be mindful	• Wash your hands • Use your personal space tool (watch for others)	• Clean up after yourself • Report when bathroom needs cleaning or something is not working
Classroom	• Listen when others are talking • Use appropriate voice	• Be helpful to others • Use kind words • Have a positive attitude	• Walk at all times • Keep hands, feet, and objects to yourself	• Do your best on your work • Clean up after yourself
Playground	• Use your patience tool (wait your turn) • Play fairly	• Be helpful to others • Be inclusive • Have a positive attitude	• Walk at all times • Use your personal space tool (watch for others) • Keep hands, feet, and objects to yourself	• Use the equipment correctly
Library	• Use appropriate voice • Read quietly • Be polite • Use library markers appropriately	• Let others read	• Walk at all times	• Use books correctly • Turn books in on time • Ask for assistance
Hallway	• Use appropriate voice	• Keep hallways clean • Be mindful of other classes	• Walk at all times • Use your personal space tool (watch for others) • Eyes forward	• Follow adult instructions
Cafeteria/ Eating Areas	• Use appropriate voice • Wait for your turn	• Share your space • Use kind words • Be mindful	• Food is for eating • Clean your hands before eating • Remain seated until dismissal	• Clean up after yourself • Follow adult instructions
Pick Up/ Drop Off Zones	• Stay within appropriate dismissal areas • Use your patience tool	• Allow others to pass/leave • Be mindful	• Walk at all times • Stay within school boundaries until picked up • Listen for your name to be called	• Follow adult instructions • Take all your belongings with you • Clean up after yourself
Technology	• Before you do anything online, THINK if it is: -True? -Helpful? -Inspiring? -Necessary? -Kind?	• Use kind words • Be mindful of your "digital footprint"	• Use technology for educational purposes only • Keep passwords and private information safe	• Make sure personal electronics are turned off and stored away • If you see something, say something • Handle devices with care
Bus	• Use appropriate voice • Listen when the bus driver is speaking	• Use kind words • Be mindful • Be a good role model to others	• Stay in your seat with your seatbelt on at all times • Keep hands, feet, and objects to yourself and inside the bus • Keep aisle clear	• Follow adult instructions • Keep food, drinks, and electronics off the bus or stored away • Arrive at the bus loading zone on time

Designed and Printed Courtesy of Shosh Photography

students who demonstrate ROAR behavior are acknowledged with verbal praise and ROAR Bucks by staff members. ROAR Bucks can be redeemed weekly at the ROAR Store.

- Respect the rights of others.
- Use appropriate language and gestures.
- Keep hands, feet, and objects to self. (Fighting is prohibited.)
- Respect school officials and follow their instructions.
- Complete all assigned class work and homework.
- Be punctual and attend school regularly.
- Drugs, alcohol, tobacco, weapons or dangerous objects are not allowed.
- Dress appropriately for school. (See Student Apparel)

RESTROOM RULES

- Primary students (grades TK-3) will walk to the restroom in pairs.
- Students will keep the restrooms neat and clean at all times. Students are to report to their teachers, yard duty supervisor, or administrators when restrooms need additional supplies or cleaning.
- Proper behavior will be used at all times.

PLAYGROUND RULES

- Properly use all playground equipment. Rules and expectations will be reviewed throughout the year.
- Play cooperatively with other children.
- Play where yard supervisors can see you and follow their instructions.
- Walk unless involved in a supervised game or athletic activity. This includes walking to the class line immediately after the morning and lunch bells.
- In a timely manner, clear the yard safely when the bell rings or a signal is given.
- Play equipment will be furnished by the school. Students should not bring any sports equipment from home, including cleats, gloves, or jump ropes.
- Students should not bring toys to school.
- Nutritious snacks are encouraged. Snack time is supervised at all times.
- Football is allowed with the following guidelines: one hand touch only.
- No tackling in football or slide tackles in soccer. Soccer “headers” are not permitted.
- Games of TAG are NOT permitted.

PLAYGROUND EQUIPMENT RULES

- One person at a time on slides.
- Wait your turn and keep your hands to yourself.
- Slides: feet first, down only
- Walk around equipment. No running or tag!
- Bark stays on the ground.

DRESS AND GROOMING



Turlock Unified School District

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

Students MUST Wear:

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

Students MAY Choose to Wear:

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

Students CANNOT Wear:

- Clothing that depicts violent language or images
- Clothing that includes, but is not limited to hats, shoes, headgear, belts, shirts, pants, piercings, key chain holders that are deemed a potential threat to student and/or staff safety
- Clothing 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
- Predominately red or blue shirts or sweatshirts (two or more articles of clothing)
- Red or blue items hanging over the shoulder or out of pockets
- Red or blue apparel exposed under any shirt or collar
- Non-team color or intimidating hats, knit caps, baseball-type caps, or head gear
- Bandanas, red or blue belts, red or blue shoelaces, or red or blue rags

OSBORN SPIRIT FRIDAYS

All students are encouraged to show their "Osborn Lion Pride" by wearing Osborn shirts every Friday! Shirts are available for purchase through the Osborn PTA at a reasonable price.

WHAT ARE THE POSITIVE REWARDS FOR FOLLOWING OSBORN'S RULES?

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

- ROAR Bucks / ROAR Store - Each staff member awards ROAR Bucks to recognize actions that reflect our ROAR character traits (Respect, Outstanding (Empathy), Attentive (Safety), or Responsibility). Students are able to redeem ROAR Bucks at the ROAR Store to purchase prize coupons or items. ROAR Bucks may also be entered in raffles.
- ROAR Character Award - Each month a different character trait is highlighted at Osborn, and we hold an assembly recognizing students we are proud of for exhibiting great character.
- Classroom/Teacher Awards - Teachers have a variety of positive ways in which they reward appropriate behavior.
- Rotary Student of the Month - Two students are chosen each month. Their pictures are taken and posted in the local paper.

TUSD PBIS and RESTORATIVE PRACTICES

What Are PBIS and Restorative Practices?

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

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

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

Our School-Wide Expectations

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

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

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

How We Support Students: Three Levels of Help

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

Level 1: For Everyone

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

Level 2: For Some Students

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

Level 3: For a Few Students

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

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

Handling Behavior: Our Step-by-Step Approach

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

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

Restorative Practices: Fixing Problems Together

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

- **Restorative Chats:** A teacher or principal talks one-on-one with a student, asking, “What happened? Who was affected? How can we make it right?”
- **Restorative Circles:** Students and staff sit in a circle to share feelings and solve problems

together, like after a class argument.

- Restorative Conferences: For bigger issues, we bring together everyone involved to talk, plan repairs (like an apology or school service), and help the student feel welcome again.
- Restorative Action Plan (RAP): A student works with staff (and sometimes parents) to create a plan for taking responsibility and making positive changes.

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

How Families Can Help

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

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

Why This Matters

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

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

POSSIBLE DISCIPLINARY ACTIONS

- Informal Talk – A school official (teacher, administrator or counselor) will talk to the student and try to reach an agreement regarding how the student should behave.
- Conference – A formal conference is held between the student and one or more school officials. During this restorative conference, the student must agree to correct his/her behavior.
- Time Out – Students may have time out from their regular classroom in the office or in another classroom with work to do for disruptive behavior.
- Suspension – The student is informed that he/she is subject to a suspension (five days or less.) The student is also informed regarding the due process procedure. The student's parent(s) or legal guardian is notified by telephone that the student is subject to suspension. Notification to the parent(s) or legal guardian must include clear instructions regarding the due process procedure.

NOTICE OF NONDISCRIMINATION

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

attendance within a school under the jurisdiction of the superintendent of the school district.

The District requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying. Questions or complaints of alleged discrimination should be directed to the Director of Student Services at (209) 667-0887 or 1574 East Canal Drive, Turlock, CA 95380.

NO BULLY PROTOCOL

Our school's social vision: Osborn Lions Roar with Respect!

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

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

What is bullying?

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

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

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

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

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

Our school does not tolerate bullying or harassment for any reason. You are breaking the law if you harass anyone at our school. It is a serious breach of school rules if a student takes revenge or asks someone to threaten or hurt a student that has reported bullying or harassment.

How students can end bullying

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

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

All students agree to:

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

Staff, Teacher and Parent Response to Student Harassment and Bullying

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

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

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

Level 2 – Check in with target of bullying and notify the Assistant Principal

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

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

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

- **Site administration shall document** any reporting of bullying in *Aeries Intervention* and identify the measures that were taken to end the bullying with the student(s) engaged in bullying behavior, including the use of a Solution Team or progressive discipline with the bullying student.

Level 4 – Implement an Empathy-Building Action Plan

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

Timeline for Resolving Incidents of Bullying:

Week One

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

Week Two

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

Week Three

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

Three Month Follow Up

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

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

SEXUAL HARASSMENT

BP 5145.7(a)

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

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

Disciplinary Actions

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

Examples of Sexual Harassment

Examples of types of conduct which 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

Title IX Coordinator/Compliance Officer

The district designates the following individual as the employee responsible for coordinating 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 overseeing the investigation and/or to resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) can be contacted at:

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