

Revised 2024

# Lois E. Borchardt Elementary Parent-Student Handbook



## The “Bear” Essentials

Be Safe

Be Respectful

Be Responsible

**Go to Borchardt...Go to College**

## Vision and Mission Statement

The Lois E. Borchardt Elementary School Staff works to make this school the "Best School in the World." We want this school to be a safe environment for children and adults to learn and grow. Parents are an important part of what happens on our campus. They are lifelong teachers and advocates for their children. Staff looks for parents to be supportive, involved, and informed. This can best occur if the communication between staff and parents is current and effective. All members of the Lois E. Borchardt Elementary School Staff are lifelong teachers, learners, and mentors. Each adult is a positive, enthusiastic, caring individual, with team spirit.

The curriculum is just one piece that holds all of us together. Our curriculum is driven by District Standards. Our goal is for Borchardt students to be critical thinkers, problem solvers, readers, and responsible citizens. All our students are given the opportunity to enhance their learning and social skills by mainstreaming into the general education classroom setting, or by clustering by ability level. Staff continues to be involved with trainings that support best teaching strategies. Our school also works to ensure parents understand the curriculum being used and teaching strategies being employed.

At Lois E. Borchardt Elementary School we believe in creating an environment in which laughter abounds, risk takers feel safe, and respect for all runs rampant. We believe the educational atmosphere necessary for these things to occur requires the highest of standards. It is our goal to foster confident, caring, and productive individuals who strive for their personal best in all they do.

### **School Motto:**

We work hard and play hard!  
We can, we will succeed!  
OH...YES!



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## Attendance/Absences

### **Attendance**

Student absences must be verified. Please call the school office if your child is absent or send a note with your child when he/she returns to school. Excused absences are for illness, injury, medical/dental appointments, and immediate family member funeral only. (See site administration for less common absences excused through Board Rule 5113) California considers a student with 3 or more days of unexcused absences a habitual truant. All habitual trancies will be reported to the district's Child Welfare & Attendance department. Students who are frequently absent or tardy often fall behind in learning and may become at-risk for retention.

If an absence is not verified as excusable within ten days, it shall be recorded as unexcused. When a student has 14 absences in the school year excused as ill, any further absences for illness shall be verified by a physician.

### **Leaving Campus**

Once children arrive at school, they are not permitted to leave the school grounds without parent permission. If it is necessary to check your child out of class early, stop at the office to sign your child out. For your child's safety, the teacher will not release a child to anyone who has not obtained permission from the office. Your child will only be released to someone listed on his/her emergency card. **Be prepared to show a picture ID when checking your child out of class.**

### **Tardies**

It is important students arrive to school on time. Timeliness is an important trait to instill in our children. Entering on time allows your child to start morning procedures and not miss valuable instruction which ultimately fosters success. A student is late if they arrive after 8:15 AM. Being late by 30 minutes or more is considered truant. If a student arrives late, they must check in at the office before going to the classroom.

**Our Attendance Motto:  
Every Day, All Day, On Time!**

## General Information

### Arrival

For the safety of our children, LUSD schools are locked campuses. If you need to speak with a teacher or administrator, please call or stop by the front office to make an appointment. Teachers and Administrators are available by appointment to discuss concerns, listen to suggestions, and answer questions regarding your child's education. Parents must check in at the front office for all appointments with staff. Students and parents are not to be upstairs or in the hallways prior to the start or end of school without an appointment.

When dropping off your child please park in the parking lot or on the street and walk your child to the front doors. You may also use the drive through zone. **DO NOT PARK IN THE DRIVE THROUGH ZONE.** If using the drive through zone, please pull all the way up to the next car in front of you, stay in your car and quickly, but safely, let your child out. As cars leave please continue to move up while waiting for your child to be dismissed.

### Dismissal

Students must go straight home after school; they may not linger on campus. Parents will meet their child outside of the school when they are dismissed. Parents, please park in the parking lot or on the street and meet your child on the sidewalk or in front of the school. Students will not be allowed to walk into the parking lot to find their parents. Please use the crosswalk when returning to your car. 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> dismissed at the front of the school. 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> dismissed from the East side of school.

### BRIDGE After School Program

We do offer the BRIDGE after school program. There are limited spots in this program (84). Currently, there is a waiting list.

### Rainy/Foggy Days

Student will be directed to the hallways from 7:45 AM–8:15 AM and will be dismissed from the hallway to their classrooms. On some extremely foggy days, the transportation department runs the bus routes on a late schedule. Please listen to your radio or television stations or call the transportation department at 331-7101 for more information.

### Bicycles/Skateboards/Scooters

Students in grades 4, 5, and 6 may ride their bikes to school. Bikes should be city licensed and locked in the bike rack in the front of our school. Skateboards and scooters may be stored on the skateboard rack inside the school. Students must wear helmets when riding to and from school. The school is not responsible for theft or loss of a bicycle, scooter, or skateboard. Bicycle, scooter, and skateboard riding is **NOT PERMITTED** on campus at any time.

### Busing

Transportation is furnished for students living beyond the established walking boundaries of the school. Students transported in a school bus are under the authority of the driver of the bus. Continual disorderly conduct or refusal to obey the bus driver shall be sufficient reason for a student to be denied transportation in accordance with regulations of the District. Transportation citations are considered as school infractions and are included as part of the school referral system.

### **Breakfast and Lunch Program**

School meals will continue to offer fruits, vegetables, whole grain-rich foods and only fat-free or low-fat milk as part of the Healthy, Hunger-Free Kids Act (HHFKA). The school cafeteria is open each school day at 7:45 AM for free breakfast for all students. Lunch is available daily (milk included) to pupils in all grades.

Meal prices for 2024-2025 School Year:

Breakfast	Free
Lunch	Free

### **Emergency Card**

Each child **must have emergency information on file in the school office**. The information located in Aeries is used to contact guardians in case of illness, injury, or there is a school emergency. The home phone number and two additional numbers must be listed. **Persons listed on the card are the ONLY people to whom your child may be released.** Please make certain the phone numbers you list are current and working. It is imperative parents update this information as changes occur. Emergency Cards can be updated on-line or by our secretaries in the front office.

### **Medication**

All medication taken at school (prescription or over the counter) must be prescribed by a licensed healthcare provider, and a signed statement from both the California physician and the parent/guardian must be provided (in accordance with California Education Code #49422 and State law). Students are not permitted to have medication (prescription or over the counter) in their possession. Those who do can be subject to severe disciplinary consequences.

### **Independent Study**

Parents may request Independent Study for students who will be out five to fourteen days. One week out – Parent must provide prior notice of 10 school days (two weeks) to office. Students who are out more than 10 days are dropped from Borchardt class roster.

### **Injuries**

When a student is hurt at school (unless it is minor as determined by the school personnel), a parent will be contacted so he/she may assist in the treatment decision. If no parent or contact responds timely, administration may make the decision to call emergency medical services.

### **Kindergarten & Transitional Kindergarten Registration**

A child who will be five years of age on or before September 1 is eligible to enter Kindergarten in July. In 2024–25, children are eligible for TK if they turn 5 between September 2nd and June 2<sup>nd</sup>. To enroll a child, parents must provide the school with the child's official birth certificate, immunization record card, and proof of residence.

### **Transfers**

Transfers should be obtained before you move. One week prior to your move, inform the school office regarding your last day of attendance and your new address. All Chromebooks, textbooks, and library books need to be returned.

### **Library**

Students may check out two books at a time. If a child does not return both books, he/she will not be allowed to check out additional books until they are both returned. Parents are financially responsible for replacing lost or damaged library books.

**School Books & Chromebooks**

The school provides all the basic textbooks necessary for all subject areas. Books including Chromebooks and library books are issued free of charge to all students. Students are expected to be fully responsible for the care of the books and parents are responsible for payment of lost or damaged books.

**Party Invitations**

Distribution of party invitations is not permitted at school.

**Food for School Functions**

Food items provided for students for any school function during the school day must be purchased at a store or bakery and arrive on campus in their original sealed container. Please communicate with your child's teacher in advance.

**Parent Volunteers**

Parent helpers must leave other siblings at home when they are helping in their child's classroom or standing as a chaperone on a field trip. Additional children increase the number of kids to be monitored and may take the parent's attention away from their responsibilities. Parent volunteers must be fingerprinted.

**Visitations**

We encourage parents to visit our school. LUSD School Board Policy mandates all visitors first check in with the office and wear a school badge before moving about the facility. Teachers are always willing to discuss the educational process with parents but cannot be interrupted during class time to do so. Please make an appointment to meet with a teacher or site administrator.

**Lost & Found**

Our lost and found is in our Kindergarten hallway. All unclaimed items are donated to various charities at the end of each quarter. All lost items of significant value – keys, glasses, etc. will be held in the office.

**Internet Agreement (District Form)**

First- Day packet information is accessible online which includes the LUSD policy outlining its Technology Agreement.

## Dress Code

On any day of the week, no matter what dress students have, they must comply with existing dress code policies set forth by the Lodi Unified School District and Borchardt Elementary. **For the safety of our students, tennis shoes are to be always worn due to stairs, recess, and PE.**

- Pants must be worn at the waistline and must not expose undergarments. Excessively baggy pants will not be considered acceptable dress and students will be asked to change their clothing.
- Pants with holes revealing skin above fingertips are not allowed.
- Pajamas are prohibited unless it is an approved Spirit Day attire.
- Shorts, skirts, and skorts must be long enough for fingertips to touch bottom hem. If shorts are above the fingertips, bicycle shorts or longer shorts must be worn underneath.
- T-shirts or other items of clothing with obscene or disturbing images or messages (pictures or language) or advertisements for drugs, alcohol, or tobacco are not to be worn.
- Tank tops with spaghetti straps, see-through, fish-net fabrics, halter tops, tube tops, off-the-shoulder or bare midriff tops may not be worn. (When raising your arms above your head, shirts should not rise to show any skin and tops should not sag to show excessive skin).
- Long oversized team affiliated jackets (Raiders, 49ers, etc.) are not permitted. Shorter length team affiliated jackets are acceptable.
- Gang attire of any kind is not allowed on campus.
- Long earrings, hoops, or nose rings are a safety hazard and should not be worn to school.
- Baseball style hats visors, beanies, or hoodies are permitted outside for sun/cold protection only. They must be appropriate for school, free of obscene messages (pictures or language) or advertisements for drugs, alcohol, or tobacco. They must be worn as intended by the manufacturer.
- Belts must be tucked into the first loop; buckles may not have logos or initials.
- Borchardt is a tennis shoe only school. Shoes with wheels are not prohibited. Open toe shoes, sandals, clogs, slippers are not allowed. **Violations of these guidelines could include: 1) Verbal Warning, 2) student calling home for a change of clothing, and/or 3) a parent conference.**

### **Dress for Spirit Days ~ every Friday!**

Wear your burgundy and blue or School Spirit shirt adhering to the above guidelines. ☺

Wednesdays are our House Shirt days.



## Cell Phone and Phone Use Policy

### Cell phones

We understand many families want their children to have a cell phone to contact parents before or after school hours.

Therefore, if a student brings a cell phone or wears an Apple watch (or the like) to school, it must be turned "OFF" and left in his/her backpack for the entire school day.

If a student does not follow these rules and uses the cell phone or the cell phone is visible to other staff or students during the instructional day, the student's cell phone will be held in the front office. It is the responsibility of the student to inform his/her parent the phone is at the front office and will need to be picked up by a parent. The student will not be allowed to bring the phone for the remainder of the quarter.

Borchardt staff does not take responsibility for lost, stolen, or broken cell phones/electronic items.

### Phone Use

Office/classroom phones can be used for medical emergencies or with teacher permission. All students will need a phone pass from their teacher before coming to the office to use the phone, except in case of an emergency.

## Honors, Awards and Recognitions

### Life skills

Students earn "life skills" for following the "Bear Essentials" and demonstrating good character. Every other week, names will be drawn for students to receive a prize. At the end of the week, all of the life skills earned will be placed in the Borchardt Honey Pot. When the Borchardt Honey Pot is full, the whole school will earn an extra recess.

### Friday Roar

Each week, students who demonstrate excellence in social skills will receive a "Shout Out" during their lunch period.

### Running of the Bears

Classes who demonstrate the most school spirit and highest percentage of attendance earn the great honor of "Running with the Bears." Borchardt Bears line the halls to give a high five and clap and cheer to music as the winning classes run through.

### End of the Semester Awards Assembly

An Awards Assembly is held at the end of each semester for students in grades K-6 to celebrate academic achievement, life skills, and perfect attendance.

### Academic Awards

- **Life skill Award:** This award is given for following the "Bear Essentials" and demonstrating good character.
- **Perfect Attendance for the semester:** Students who have not been tardy or missed a single day this semester.
- **Perfect Attendance for the year:** Students who have not been tardy or missed a single day this school year.
- **Amplify –** Completing 24 quests.
- **Highest Honors:** all 4's last two quarters (excluding music/PE)

- **Honors:** all 3's last two quarters (may have some 4's)
- **AVID Award:** Students who demonstrate 100% effort and perseverance. These students work hard every day.
- **Reading Counts-** students who meet the end of the semester point criteria.
- **PE:** Students who exemplify what it means to be a committed physical education student.
- **Music:** Students who demonstrate musical excellence or effort in music.
- **Student Government:** President, VP, Secretary, Treasurer
- **Presidential Award for Educational Excellence:** A criterion is established by the Office of the President of the United States of America. They must achieve a total of ten 3s and six 4s in the eight academic performance areas in both the 3<sup>rd</sup> and 4<sup>th</sup> quarters of grades 4, 5, and 6. A student may not earn a 1 or a 2 in any subject in the 3<sup>rd</sup> or 4<sup>th</sup> quarter while in the intermediate grades.
- **Presidential Award for Educational Achievement:** Students who show tremendous growth but do not meet all the criteria for the President's Award for Educational Excellence.

## Behavior Expectations

### Anti-Bullying Policy

Every student at Borchardt School has the right to enjoy learning, free from intimidation both in school and the surrounding school community. The "Bear Essentials" state that students will BE SAFE, BE RESPECTFUL, and BE RESPONSIBLE. The bullying of students at Borchardt does not follow our Bear Essentials, is strictly prohibited, and will not be tolerated by our school community.

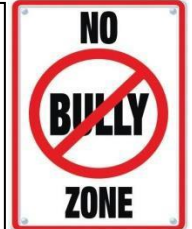


#### What is Bullying?

Bullying is a pattern of aggressive, intentional, or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors may fall into these categories physical, emotional, and verbal; and may include, but are not limited to: intimidation; assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks, gestures, or actions; rumors; false accusations; hazing; social isolation; and cyber-bullying.

#### Bullying is not...

Usually a one-time event. While some of the above behaviors do not follow the "Bear Essentials", in isolation, they are not necessarily bullying. However, they will be addressed accordingly.



**Student Actions** – Students will prevent bullying on our campus by following the "Bear Essentials." Refuse to be bullied and refuse to let others be bullied by reporting inappropriate behavior to an adult.

**Staff Actions** – Staff will provide close supervision of students. Students will receive instruction in identifying and preventing bullying. Staff will discuss reported incidents with students and assess if this is an isolated incident that can be resolved through peer mediation or if it requires a referral to administration. School administrators will investigate each referral, determining if the complaint is legitimate in accordance with the above definition, and take appropriate corrective action.

**Parent Actions** – If your child reports an incident of bullying to you, please call and report the situation to his/her child's teacher or administration.

## Progression of Discipline

### Progression of Positive Behavioral Supports

Even with the explicit teaching of expectations and positively reinforcing desirable behaviors, some students will still misbehave. For those instances, the Borchardt Elementary staff will intervene to successfully change negative behavior. If the negative behavior persists, we will follow the progression of discipline below:

1. Consistent classroom Management Plan (to be used all day to recognize the positive, not just when students become off task)
  - Preferred Activity Time, Fun-Friday
  - Life Skill recognition
  - Group Points
  - Other research based positive classroom management plans.
2. Tier I Behavioral Supports/Interventions (see attached)
3. Conference with student (Apology/Restitution)
4. Time Out and/or Loss of privilege and Think Sheet Parent Signature (Communication with Parents - write in planner, email, or phone call)
5. Responsibility Room Partner - Possible Classroom Conduct Referral (Communication and/or conference with Parents - write in planner, email, or phone call)
6. Classroom Conduct Referral and parent phone call and or conference - invite administration if needed (IST may be needed at this time).
7. Tier II Behavioral Supports/Interventions (see attached)
8. Tier III Behavioral Supports/Interventions (see attached)

### **Conduct Referral Plan**

The purpose of a Conduct Referral is to alert the parents of repeated negative choices made at school by their child and provide an opportunity for the student to correct the behavior with support from home. Should a student choose not to follow the general school rules thus receiving a Conduct Referral from a teacher and/or supervisor, the following process will be followed and implemented:

- **1<sup>st</sup> Classroom Conduct Referral** – Teacher Contacts Parents. The Classroom Conduct Referral will be signed by the parents and returned to the teacher. (Loss of privilege until returned and signed - send to Responsibility Room Partner during recess). Teacher files signed form; Administration does not need to sign Classroom Conduct Referral.
- **2<sup>nd</sup> Classroom Conduct Referral** – Teacher contacts parent and or holds Behavior Conference. The *Classroom Conduct Referral* will be signed by the parents and returned to the teacher. (Loss of privilege until returned and signed - send to Responsibility Room Partner during recess). Teacher files signed form; Administration may attend parent conference.
- **3<sup>rd</sup> Classroom Conduct Referral** – Teacher contacts parent for a Behavior Conference, invites Administration if needed, and may schedule a Student Study Team Meeting. The *Classroom Conduct Referral* will be signed by the parents and returned to the teacher. (Loss of privilege until returned and signed - send to Responsibility Room Partner during recess). Teacher files signed form. **OR, possible Escalation as an Office Conduct Referral to Administration depending on circumstances.**

- **4<sup>th</sup> Classroom Conduct Referral – Escalate as an Office Conduct Referral to Administration.**
- **Direct violations of the California Ed Code may lead directly to an Office Conduct Referral (fighting, weapons, drugs, alcohol, theft, etc., See California Education Code below).**

### **Office Conduct Referral Process**

1. The Administrator reviews the Office Conduct Referral and gathers any additional information necessary.
2. The Administrator determines appropriate disciplinary consequence(s)
3. Administrator contacts the guardian of the student.
4. Administrator completes and enters the Office Conduct Referral electronically.
5. Administrator will notify teacher of actions taken through email or hard copy documentation.

### **CALIFORNIA EDUCATION CODE**

The following are causes for suspension and /or expulsion as defined by California Education Code 48900:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person. Includes aided or abetted the infliction or attempted infliction of physical injury to another person.
- b. Possessed, sold, or furnished any firearm, knife, explosive or other dangerous object.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053 – 11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053 – 11058, 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 controlled substance, alcohol beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or to 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.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or willfully defied the valid authority of school personnel.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding or retaliating against that pupil for being a witness. Education Code 48900.7 Made terrorist threats against school officials and/or school property.

A student in grades 4 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

Education Code 48900.2: Committed sexual harassment as defined in Education Code 212.5

Education Code 48900.3: Caused, attempted to cause, threatened to cause, or

participated in an act of hate violence as defined in Education Code 33032.5

Education Code 48900.4: Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class

### **STUDENT CONDUCT CODE**

The Lodi Unified School District has a Student Conduct Code Handbook for students in Grades K-12. The handbook is intended to assist students and parents in understanding the school rules and consequences for certain behaviors including sexual harassment. Students who obey rules, respect others and take responsibility for their actions assist the district in providing a secure climate wherein optimum learning can take place.

### **Gang Activity Policy**

The Lodi Unified School District believes that gang activity is dangerous and is in opposition to the health and safety of our children. Wearing or carrying any clothing or symbol that denotes gang activity is prohibited on school grounds and at school activities, both on and off campus. Prohibited items of clothing or symbols include, but are not limited to, any item of clothing, jewelry, accessory, notebook, or symbol which, by the nature of its color, design, arrangement, representation, trademark or any other attribute, denotes membership in a gang or any other group which advocated drug use or disruptive behavior.

This policy shall be applied by the administration as the need for it arises at individual school sites.

### **Non-Discrimination Policy (Federal Regulations, Title IX)**

The Lodi Unified School District does not discriminate on the basis of race, color, national origin, sex (including sexual harassment) handicap (or disability), or age in any of its policies, procedures, and practices. This nondiscrimination policy covers admission and access to, and treatment and employment in, the district's programs and activities, including vocational education. Inquiries regarding the equal opportunity policies and the filing of grievances, or request for copies of the district's grievance procedures, may be directed to: Coordinator of Special Projects, 1305 East Vine Street, Lodi, CA 95240.

The Lodi Unified School District recognizes its obligation to provide overall program accessibility throughout the district for handicapped persons. Contact the district Coordinator of Special Projects at 331-7033 to obtain information about the existence and location of services, activities and facilities that are accessible to and useable by handicapped persons. Inquiries regarding federal laws and regulations concerning nondiscrimination or the district's compliance may also be directed to: U.S. Dept. of Education Office for Civil Rights Old Federal Building, 50 U.N. Plaza, Room 239, San Francisco, CA 94102 (415) 556-6806.

### **Sexual Harassment (District Policy 5145.7)**

The district has adopted the following strict policy containing rules and procedures for reporting sexual harassment and pursuing remedies: "The Board of Education will not tolerate the sexual harassment of any student by another student or any district employee.

Charges can be reported to any staff member, who will be responsible for reporting the allegations to a site administrator, who will in turn promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned, the disciplinary action if warranted. Sexual harassment conduct is defined as that conduct considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have negative impact upon the individual's academic performance or to create an intimidating, hostile or offensive educational environment. Such conduct can result in disciplinary action (including suspension, or recommended expulsion)."

# The Bear Essentials

Our goal is to teach students positive behaviors so all children can work in a school environment that is safe, fun, free from distraction, and allows all students to reach their maximum learning potential.

Setting	Be Safe	Be Respectful	Be Responsible
<b>Hallways Stairwells</b>	<ul style="list-style-type: none"> <li>Walk in straight lines</li> <li>Hands &amp; feet to self</li> <li>Face forward</li> <li>Use the handrail (Stairs)</li> <li>One step at a time (Stairs)</li> </ul>	<ul style="list-style-type: none"> <li>Voices are off</li> <li>Hold the door open</li> </ul>	<ul style="list-style-type: none"> <li>Move with a purpose</li> <li>Carry a hall pass</li> </ul>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li>Keep hands &amp; feet to self</li> <li>Wash hands</li> <li>Keep water in sink</li> </ul>	<ul style="list-style-type: none"> <li>Allow people their privacy</li> <li>Flush the toilet</li> <li>Place paper towels in the garbage can</li> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Enter with a purpose</li> <li>Keep floors, stalls, &amp; walls clean</li> <li>Report spills and problems to an adult</li> <li>Return to class/recess promptly</li> </ul>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Run on grass only</li> <li>Kick equipment on grass only</li> <li>No play fighting</li> <li>Bark Box=No tag zone</li> </ul>	<ul style="list-style-type: none"> <li>Share the court, game or equipment</li> <li>Invite people to join your games</li> <li>Play fairly</li> </ul>	<ul style="list-style-type: none"> <li>Stop playing immediately at the whistle</li> <li>Return equipment</li> <li>Walk to line promptly</li> <li>Voices are off in line</li> <li>Report problems to adults</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>Wait your turn in line</li> <li>Voices are off in line</li> <li>Stay seated with both feet under the table</li> <li>Raise your hand for help</li> <li>Eat only your food</li> </ul>	<ul style="list-style-type: none"> <li>Use good manners</li> <li>Use quiet voices</li> <li>Welcome students to sit next to you</li> <li>Clean up table and floor</li> <li>Use Please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>Eat only the food on your tray</li> <li>Keep food in the cafeteria</li> <li>Follow adult directions</li> <li>Use signals for water and restroom</li> <li>Respond immediately to signals</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>Remain sitting during entire assembly</li> <li>Keep aisles clear</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, voices off</li> <li>Use appropriate applause</li> </ul>	<ul style="list-style-type: none"> <li>Enter &amp; exit in lines with voices off</li> <li>Respond immediately to signals</li> </ul>

<b>Arrival</b>	<ul style="list-style-type: none"> <li>• Use crosswalks</li> <li>• Hands &amp; feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Wait quietly in breakfast line</li> <li>• Stand in classroom line on blacktop</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive after 7:50 AM and before 8:25 AM</li> <li>• Enter through the front doors</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>• Use crosswalks</li> <li>• Cross street and walk into parking lot with adult</li> </ul>	<ul style="list-style-type: none"> <li>• Exit in straight line</li> <li>• Voices off</li> </ul>	<ul style="list-style-type: none"> <li>• Exit campus, no loitering</li> </ul>
<b>Emergencies</b>	<ul style="list-style-type: none"> <li>• Walk quickly in straight lines</li> <li>• Voices off</li> <li>• Hands &amp; feet to self</li> <li>• Face forward</li> <li>• Stay calm and be alert</li> </ul>	<ul style="list-style-type: none"> <li>• Give full attention to announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Move with a purpose</li> <li>• Follow directions of adults quickly</li> </ul>
<b>Borchardt Bears...</b>	<ul style="list-style-type: none"> <li>• Always keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Are always polite to everyone they meet</li> </ul>	<ul style="list-style-type: none"> <li>• Always follow instructions</li> </ul>

## Items Prohibited at School

### ITEMS PROHIBITED FROM SCHOOL

The school should be a place where studying and learning can occur in a safe and secure environment. In order to ensure the safety of all personnel, the following items are prohibited at school:

1. Knives and other sharp objects.
2. Explosives/Flammables (gunpowder, caps, firecrackers, matches, lighters, vape devices, etc.).
3. Guns of any type, including toys that look like guns.
4. Glass bottles or other glass containers.
6. Tobacco in any form, vaping E-liquid, matches, lighters, drugs, and alcohol.

### OTHER ITEMS NOT ALLOWED AT SCHOOL:

1. Any personal playground equipment including: footballs, baseballs, bats, etc.
2. Chewing gum, lollipops, sunflower seeds, and soda.
3. Cosmetics (perfume, make-up, lipstick, eye shadow, mascara, false eyelashes, nail polish, imitation nails, and hairspray).
5. Large amounts of money.
6. Card collections (baseball, Pokémon, etc.)
7. Electronic devices, cell phones, smart watches, including cameras, electronic games etc.
8. Toys.

### LUSD IS TOBACCO FREE

The use of tobacco products by students and adults is prohibited on District property and at school sponsored events on or off campus.



## Homework Policy

Our teachers strive to provide a full day of high-quality teacher guided instruction. Our purpose for homework is to instill responsibility, provide consistent practice of grade level skills, and support mastery of content. Homework will consist of assignments or projects which support the grade level standards and subject matter taught in class.

Homework will be assigned to all students grades K-6 Mondays through Thursdays. Occasional homework may be assigned over the weekend to ensure all grade level standards are covered by the end of the school year and for special grade level projects.

**It is critical for students to read nightly:**

**Kinder-1st 20 minutes**

**2<sup>nd</sup>-3<sup>rd</sup> 20 minutes**

**4<sup>th</sup>-6<sup>th</sup> 30 minutes.**

**Expected time for homework:** These minutes do not include the reading minutes from above. The reading minutes above are additional time to be spent each night.

**Kindergarten = 20 minutes/night**

**1<sup>st</sup> grade = 20 minutes/night**

**2<sup>nd</sup> grade = 20 minutes/night**

**3<sup>rd</sup> grade = 30 minutes/night**

**4<sup>th</sup> grade = 45-60 minutes/night**

**5<sup>th</sup> grade = 50-75 minutes/night**

**6<sup>th</sup> grade = 60-90 minutes/night**

# School-wide Procedures

## Hallway

- Walk on the right side of the hallway
- Walk about 1-2 squares away from the wall
- Walk in a straight line
- Keep adequate space between you and the person in front of you
- Carry a hall pass if traveling without entire class
- Voices off
- Walk with a purpose-get to where you are going
- Keep hands, feet, and belongings to yourself
- Use respect words: Excuse me, I'm sorry, Yes/No Mr./Mrs./Ms. Smith
- Good Morning Mr./Mrs./Ms. Lopez

## Bathroom

- Be quick, quiet and clean; no horse playing
- Flush
- Use 1-2 pushes of soap
- Use 3-4 turns on the paper towel holder
- If you see trash, pick it up
- Put trash in receptacles
- Report low supplies or problems to your teacher
- Leave it as good or better than you found it

## Recess

- Keep bark inside the box (no throwing)
- If area is being used for P.E. please remain off that particular area of the playground
- Running games played on the grass
- No play fighting
- Borchardt Bears keeps hands and feet to themselves
- At the whistle, stop playing immediately and head directly to line
- Run from the grass to the blacktop. Walk on the blacktop to line
- Return playground equipment to equipment cart

## Cafeteria

- Wait patiently in line and voices off to enter the cafeteria
- Pick up your lunch card
- Carry trays with two hands
- Give each other space - No need to crowd
- Once you have your food, go directly to your table
- Four students per bench
- Feet on floor
- Sit forward, both feet under the table

## Cafeteria Dismissal

- We will have all students quiet to dismiss
- Once quiet, noon duties will release quiet classes one side of the table at a time
- When leaving the table, silently walk to trash receptacle and dispose of tray
- When leaving stay single file and do not pass
- Exit silently as classes are in session and wait at the gate to be released to recess

## Cafeteria Etiquette

- Do not talk with mouth full
- Use utensils, not fingers
- Only talk to those near you
- Use your napkin
- Raise your hand if you need to use the restroom or need ketchup
- Pick up items on the floor if you drop them
- Clean your area before you exit the cafeteria

## Cafeteria Helpers:

- Wash tables of debris and food
- Use the broom and dust pan to sweep up food that is on the floor
- Let a cafeteria worker know about any liquid spills

## Support Programs

### **Student Study Team (SST)**

The Student Study Team meets for the purpose of developing educational alternatives for students who are experiencing learning or behavioral difficulties in school. These strategies are meant for use in the general education classroom. The SST consists of the parent, administrator, and classroom teacher(s). If needed: speech and language specialist, resource specialist, school psychologist, and nurse.

### **Language, Speech, and Hearing Program**

Services provided by the Speech and Language Specialist include speech therapy and language development for identified students. Our Speech Therapist is a resource for all classroom teachers and parents.

### **Resource Specialist Program (RSP)**

The RSP program is designed to meet the needs of children in grades K-6 who are identified as having specific learning disabilities. Participating students receive services individually or in small groups in areas identified through academic testing and the child's Individual Education Plan (IEP). RSP services may be delivered in or out of the regular education classroom. RSP testing requires the written permission of parents and the school's Student Study Team.

### **School Psychologist**

The school psychologist provides psychological testing beyond the scope of the classroom teacher. Psychological testing requires the written permission of parents and a Student Study Team meeting.

### **Gifted and Talented Program (GATE)**

Students identified as GATE are provided with challenges above the regular school curriculum. This program provides many opportunities for academic and enrichment activities working to further develop divergent thinking and problem-solving skills. How are students identified for GATE program services?

**Third grade** - Qualifying score on GATE Ability Test **and one of the following:** Score of 650 on Scholastic Reading Inventory **or** Score of 70% or higher on 2<sup>nd</sup> grade end of year GATE Math Assessment.

**OR :** Score of 650 on Scholastic Reading Inventory **AND** Score of 70% or higher on 2<sup>nd</sup> grade end of year GATE Math Assessment.

**Fourth-Sixth Grades** – Two Standards Exceeded on their most recent CAASPP (California Assessment of Student Performance and Progress) for math and ELA.

### **School Nurse**

The school nurse provides health counseling to students, parents, and teachers. As mandated by state law, vision and hearing screenings are completed by the school nurse.

## Parent Involvement

At Borchardt, parent involvement goes beyond simply attending a parent-teacher conference. We look to partner with you to provide the highest quality education for your child. Here are a few great ways you can get involved in your child's education:

### Home Communication

The SMORE Message will be sent home Sunday nights before Mondays of school. Please read it as this will keep you up to date on all that is happening at Borchardt. The SMORE communication, monthly calendar, and other notes for home will be sent on Sundays and Mondays. We encourage you to send notes or feedback to us. The Principal and Vice Principal are always available by email or appointment to discuss concerns, listen to suggestions, and answer questions regarding our educational program. Principal, Jamie Moso [jmoso@lodiussd.net](mailto:jmoso@lodiussd.net) and Vice Principal, Jenna Handle [jhandle@lodiussd.net](mailto:jhandle@lodiussd.net)

Our Student Planners are a great home-to-school communication tool. Students in 2<sup>nd</sup>-6<sup>th</sup> grade use daily planners to record homework assignments, projects, and upcoming events. Please read and sign the planner nightly and leave notes as needed for your child's teacher. This allows you to monitor your child's progress and make sure they are completing all their work. Student planners also contain this student handbook, Parent Involvement Policy, School-Parent Compact.

### Agendas

Our student planners are a great home-to-school communication tool. Students in 2<sup>nd</sup>-6<sup>th</sup> grade use daily planners to record homework assignments, projects, and upcoming events. Please read and sign the planner nightly and leave notes as needed for your child's teacher. This allows you to monitor your child's progress and make sure they are completing all their work.

### Online Grade Books

1<sup>st</sup> – 6<sup>th</sup> grade teachers maintain on-line grade books. Refer to this regularly. Please don't wait for Progress Reports or Report cards. If you have concerns, please contact your child's teacher.

### Progress Reports/Report Cards

Progress reports will be provided during Parent/Teacher Conference in the 10<sup>th</sup> week of school. Report cards are sent home at the end of each trimester: November, March, and May.

### Website

<http://borchardt.lodiussd.net>

Check the website frequently. It is updated weekly. It gives you access to upcoming events, the Monday Message, Parent Involvement, the Parent Handbook, and other valuable links and resources to support your child's success in school.

### Parent Conferences

Communication is an essential part to the success of our Borchardt program. It is important for parents to keep in close contact with their child's teacher. The teacher will schedule a conference during the first trimester of school, but parents are encouraged to contact their child's teacher at any time during the school year. Please request a conference in advance so a time that is convenient for all can be established.

## **Reading Counts**

The best way for students to become great readers is to read often. During the instructional day, students receive reading instruction at their instructional level. However, students must practice reading at an independent level to build the skills taught at school. It is important for parents to listen to his/her child read at their independent reading level **every night**. Listening to your child read helps you know how he/she is developing as a reader, and it shows your child that you value their education. It is also highly encouraged for parents to read books to his/her child that are above their independent reading level to increase vocabulary development and reading comprehension.

## **AVID (Advancement Via Individual Determination)**

AVID Elementary is a foundational component of the AVID College Readiness System and supports the mission to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is not just another program...***at its heart, AVID is a philosophy.***

AVID Elementary is designed to be embedded into the daily instruction of all elementary classrooms across entire grade levels to maintain school-wide structures. Components of AVID Elementary include student success skills, organizational skills, and infrastructures on their journey to college readiness.

A major component of AVID at Borchardt is our standardized organization systems. Students are required to maintain a very specific binder structure as a tool to build organization skills and prepare them for middle school and high school. This system supports home-school communication and aids parents in supporting their children by providing consistent structures for paper management, daily planners, and student work. Take time to get to know the system and frequently check in on how well your child is maintaining their binder.

## **Parent Teacher Organization**

The Lois E. Borchardt PTO is an active organization open to ALL parents. The purpose of the PTO is to provide a strong link between the school and the home community and to provide an avenue for parents to become involved in the progress and concerns of the school. Activities are planned throughout the year to raise funds for various materials, equipment, and events for the school. All parents are encouraged to become active in the PTO and participate in school functions.

## **School Site Council (SSC)**

The School Site Council is an advisory committee for the School Improvement Program and is composed of parents, teachers, and other staff. The council meets to monitor the funding we receive to supplement and enrich the regular school curriculum, discuss the effectiveness of the school programs and goals, help communicate with the community, and provide recommendations for the improvement of school programs. All meetings are open to our school community. Any parent wishing to bring an item before the School Site Council for discussion may do so by contacting the school office and requesting to be placed on the agenda.

## **English Language Advisory Committee (ELAC)**

The ELAC is composed of parents (primarily those parents of English learners). Its purpose is to advise the administration and staff on programs/services for English learners and develop ways to engage EL parents as an integral part of the school community. All meetings are open to our school community. Any parent wishing to bring an item before the English Language Advisory Committee for discussion may do so by contacting the school office and requesting to be placed on the agenda.

## **Title I School-Level Parental Involvement Policy**

### **Lois E. Borchardt Elementary 2024 – 2025**

Lois E. Borchardt Elementary has developed a written Title I Parental Involvement policy with input from Title I parents at our School Site Council Meeting and English Language Acquisition Committee. The *Parental Involvement Policy* has been sent home in letter form to parents of Title I students and can also be downloaded on our school website. The policy describes the means for carrying out the following Title I parental involvement requirements.

- Lois E. Borchardt will hold an annual Back to School Night meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Lois E. Borchardt offers a flexible number of meetings for Title I parents. Meetings Offered; Back to School Night, Title I Parent Meeting, School Site Council, English Language Advisory, Parent Teacher Association, Parent/Teacher Conferences, Student Success Teams, and Individual Education Plans.
- Through our School Site Council meetings, we involve and elicit input from our parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the schools' Title I programs (School Plan), Title I parental involvement policy, and School Student/Parent/Staff Compact.
- The school provides parents of Title I students with timely information about Title I programs through: Back to School Night, Title I Parent Meeting, School Site Council, English Language Advisory Committee, Local Control Accountability, District Advisory Committee, Parent Teacher Organization, Parent/Teacher Conferences, Student Success Teams, Individual Education Plans, and Monthly Parent Newsletter.
- At Back-to-School Night and through written newsletters, progress reports, report cards, Parent/Teacher Conferences, Student Study Teams, and Individual Education Plans (IEP), Lois E. Borchardt Provides parents of Title I students with an explanation of the curriculum used at the school, the

assessments used to measure student progress, SBA, ELPAC, Benchmarks, the results of the assessments used, and the proficiency levels students are expected to meet.

- Lois E. Borchardt provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children.
- Meetings offered: Back to School Night, Title I Parent Meeting, School Site Council, English Language Advisory Committee, Local Control Accountability, District Advisory Committee, Parent Teacher Organization, Parent/Teacher Conferences, Student Success Teams, and Individual Education Plans.

### **School-Parent Compact**

Lois E. Borchardt distributes to parents of Title I students a student/parent/staff compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following state required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction.
- The parents' responsibility for supporting their children's learning.
- The students' responsibility for honoring, "The Bear Essentials" Be Safe; Be Respectful: Be Responsible.

Lois E. Borchardt developed the policy through input from School Site Council, Teachers, and English Language Advisory Committee. The School/Parent/Staff Compact policy is sent home with students at the beginning of the year and reviewed at Parent/Teacher Conferences. Parents, students, and teachers sign the compact and file it in their Advancement Via Individualized Determination (AVID) binders.

### **Building Capacity for Involvement**

Lois E. Borchardt engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provided Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This is done via Back-to-School Night, Title I Parent Meetings, School Site Council, English Language Advisory Committee, Local Control Accountability Meetings, Parent Teacher Association, Parent/Teacher Conferences, Student Success Teams, and Individual Education Plans.
- The school provides Title I students with support and materials such as homework intervention, binders, planners, paper and pencils (subject to change year to year depending on budget)> Title I parents training, such as parenting Partners, to improve parental involvement in their child's social and academic achievement.
- With the assistance of Title I parents, staff members are educated about the value of parent contributions, and how to better work with parents as equal partners (Parent Survey, Parenting Partners, Jump Into English, Student Success Teams, Parent Teacher Association, and Parent Conferences.)
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parenting Partners and Jump into English are active programs at our site.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

## **Accessibility**

Lois E. Borchardt provides opportunities for the participation of all title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All letters sent home are in both English and Spanish.



## **Política de Participación de los Padres Escuela de Nivel-Título I Escuela Primaria Lois E. Borchardt 2024-2025**

*La Escuela Primaria Lois E. Borchardt ha desarrollado una política escrita de Involucramiento de los Padres Título I con las contribuciones de nuestro Comité de Consejo Escolar Local y el Comité Asesor de Padres de Estudiantes Aprendiendo Inglés. La Política de Involucramiento de los Padres ha sido mandada a casa en forma de carta y también puede ser bajada a través de nuestro sitio web. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres Título I.*

- La Escuela Lois E. Borchardt llevará a cabo una reunión anual de Regreso a Clases para informar a los padres de estudiantes de Título I sobre los requisitos del programa Título I y sobre sus derechos de estar involucrados en el programa Título I.
- La Escuela Lois E. Borchardt ofrece una serie flexible de reuniones para los padres Título I. Reuniones Ofrecidas: Noche de Regreso a Clases, Reunión de Padres Título I, Consejo Escolar Local, Comité Asesor de Padres de Estudiantes Aprendiendo Inglés, Asociación de Padres y Maestros, Conferencias entre Padres y Maestros, Equipo de Éxito Estudiantil, y Planes de Educación Individualizados.
- A través de nuestro Comité de Consejo Escolar Local, involucramos y pedimos el consejo por parte de los padres de estudiantes Título I en una manera organizada, continua, y de manera adecuada a tiempo, sobre la planificación, revisión, y mejoría de los programas de Título I de nuestra escuela (Plan Escolar), Política de Involucramiento de los Padres Título I, y el Acuerdo entre Escuela y Padres.
- La escuela proporciona a los padres de estudiantes Título I con información oportuna sobre los programas Título I a través de: Noche de Regreso a Clases, Reunión de Padres Título I, Consejo Escolar Local, Comité Asesor de Padres de Estudiantes Aprendiendo Inglés, Plan de Responsabilidad y Control Local, Comité Consultivo del Distrito, Organización de Padres y Maestros, Conferencias entre Padres y Maestros, Equipo de Éxito Estudiantil, Planes de Educación Individualizados, y el Mensaje Mensual del Lunes.
- Durante la Noche de Regreso a Clases y a través de Informes Escritos, Notas de Progreso, Boletas de Calificaciones, Conferencias entre Padres y Maestros, Equipo de Éxito Estudiantil, y Planes de Educación Individualizados, la escuela Lois E. Borchardt proporciona a los padres de estudiantes Título I una explicación del Curriculum usado en la escuela, las evaluaciones usadas para medir el progreso estudiantil, SBA, ELPAC, Pruebas de Trimestre, los resultados de las evaluaciones usadas, y los niveles de competencia que se espera logren los estudiantes.

- La Escuela Lois E. Borchardt proporciona oportunidades para reuniones regulares que permiten a los padres participar en las decisiones relacionadas a la educación de sus hijos.
- Reuniones Ofrecidas: Noche de Regreso a Clases, Reunión de Padres Título I, Consejo Escolar Local, Comité Asesor de Padres de Estudiantes Aprendiendo Inglés, Plan de Responsabilidad y Control Local, Comité Consultivo del Distrito, Organización de Padres y Maestros, Conferencias entre Padres y Maestros, Equipo de Éxito Estudiantil, y Planes de Educación Individualizados.

### **Acuerdo entre Escuela y Padres**

*La Escuela Lois E. Borchardt distribuye un Acuerdo entre Escuela y Padres a los padres de estudiantes Título I. El acuerdo, que ha sido desarrollado juntamente con los padres, describe cómo los padres, el personal escolar entero y los estudiantes compartirán la responsabilidad de mejoría en los logros académicos estudiantiles. Describe maneras específicas en las cuales la escuela y las familias se asociarán para ayudar a los niños a lograr los altos estándares académicos del estado. Aborda los siguientes artículos requeridos por el estado, así como otros artículos sugeridos por los padres de estudiantes Título I.*

- La responsabilidad de la escuela de proveer Curriculum e instrucción de alta calidad.
- La responsabilidad de los padres de apoyar el aprendizaje de sus hijos.
- La responsabilidad de los estudiantes de honrar los “Esenciales de los Osos” Ser Seguro; Ser Respetuoso; Ser Responsable

*La Escuela Lois E. Borchardt desarrolló la política con el consejo del Consejo Escolar Local, Maestros, y el Comité Asesor de Padres de Estudiantes Aprendiendo Inglés. El Acuerdo entre la Escuela, los Padres, y estudiantes se manda a casa con los estudiantes al principio del año escolar y se repasa con los padres durante las conferencias. Los padres, estudiantes y maestra/o firman el acuerdo y se archiva en el portafolio Avanzar Vía Determinación Individual (AVID).*

### **Construyendo la Capacidad para la Participación**

*La Escuela Lois E. Borchardt busca interacciones significativas entre los padres de estudiantes de Título I y la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estas metas, la escuela ha establecido las siguientes prácticas.*

- La escuela proporciona ayuda a los padres Título I en la comprensión de los estándares de contenido académicos del estado, las evaluaciones y

cómo monitorear y mejorar los logros de sus hijos. Esto se logra a través de la Noche de Regreso a Clases, Reunión de Padres Título I, Consejo Escolar Local, Comité Asesor de Padres de Estudiantes Aprendiendo Inglés, Reuniones del Plan de Responsabilidad y Control Local, Asociación de Padres y Maestros, Conferencias entre Padres y Maestros, Equipo de Éxito Estudiantil, y Planes de Educación Individualizados.

- La escuela proporciona a los estudiantes Título I con el apoyo y los materiales tal como intervención de tarea, portafolios, agendas, papel y lápiz (sujeto a cambio dependiendo del presupuesto año con año). entrenamientos a los padres Título I, tal como Compañeros en La Crianza de los Hijos, para mejorar el involucramiento en los logros sociales y académicos de sus hijos.
- Con la asistencia de los padres Título I, los miembros del personal son educados sobre el valor de las contribuciones de los padres y cómo mejor trabajar con los padres como socios equitativos (Encuestas para los Padres, Compañeros en la Crianza, Jump into English, Equipo de Éxito Estudiantil, Asociación de Padres y Maestros, y Conferencias entre Padres y Maestros).
- La escuela coordina e integra el programa de participación de los padres Título I con otros programas y desarrolla otras actividades, tales como centros de recursos para los padres, para animar y apoyar a los padres a contribuir en una participación plena en la educación de sus hijos. Compañeros en la Crianza de Los Hijos y el programa Jump into English son programas activos en nuestro sitio.
- La escuela distribuye información relacionada con la escuela y programas para los padres, reuniones y otras actividades a los padres de Título I en un formato y lenguaje que los padres entienden.

### **Accesibilidad**

*La Escuela Lois E. Borchardt* proporciona oportunidades para la participación de todos los padres Título I, incluyendo a los padres con capacidad limitada del idioma Inglés, padres con discapacidades, y padres de estudiantes migratorios. La información y reportes escolares son distribuidos en un formato y lenguaje que los padres entienden. Todas las cartas mandadas a casa son mandadas en Inglés y Español.

**Lois E. Borchardt Elementary School**  
**Student/Parent/Staff Compact for 2024–2025**



**AS A STUDENT, I WILL BE RESPONSIBLE FOR:**

1. honoring The Bear Essentials.
  - Be Safe
    - Borchardt is a “Hands-Free” School
  - Be Respectful
    - Respect and cooperate with all adults and students.
  - Be Responsible
    - Be engaged in the classroom, complete our homework, and maintain a positive attitude.
2. attending class on time with adequate rest and being prepared to work diligently with the necessary provided materials.
3. doing my personal best to complete all assignments to the best of my ability.
4. spending time at home reading 20-30 minutes and completing my homework.
5. filling out my planner and getting it signed by an adult.

My Goal (optional):

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**I Can, I will Succeed!**

**AS A PARENT, I WILL BE RESPONSIBLE FOR:**

1. seeing that my child gets adequate rest, exercise, good nutrition, maintains general cleanliness, attends school regularly, and arrives on time.
2. providing a quiet area at home where my child can complete assigned homework.
3. knowing my child is progressing by attending conferences, ensuring that homework is completed (checking it against the assigned homework in

the planner), reviewing my child's classwork and assessments, and signing progress reports and planner.

4. Parents will check student's homework and sign the student planner, daily.
5. Communicating with my child's teacher.
6. encouraging my child to do his/her best and letting them know through my words and deeds (attending school functions and activities, volunteering, checking homework, etc.) that education is important.
7. ensuring that my child's backpack/folder is checked after school daily for any information or communication from the teacher/school.
8. teaching my child, the importance of respect and cooperation with all adults and students in the school.

My Goal (optional):

Parent/Guardian Signature\_\_\_\_\_Date\_\_\_\_\_

**AS A STAFF/TEACHER, I WILL BE RESPONSIBLE FOR:**

1. delivering a high-quality, rigorous curriculum using state-approved Lodi Unified District-adopted materials, the Common Core State Standards, and ongoing professional development.
2. supporting each student to achieve his/her fullest potential.
3. providing a safe, organized, and positive environment conducive to learning.
4. providing on-going, meaningful communication with parent/guardian (Back to School Night, Parent/Teacher Conferences, Quarterly Progress Reports, communication via email, student planner, phone call, etc.).
5. offering a variety of opportunities for parents to be involved with the classroom/school (School Site Council, Parent Teacher Organization, English Language Advisory Committee, Field Trips, Classroom Volunteer, etc.).

My Goal (optional):

Staff Signature\_\_\_\_\_Date\_\_\_\_\_

**School Motto:**  
**We Work Hard and We Play Hard!**  
**We Can, We Will Succeed!**

OH... YES  
**Escuela Primaria Lois E. Borchardt**  
**Acuerdo entre Estudiante/Padres/Personal 2024-2025**



**COMO ESTUDIANTE, YO SERÉ RESPONSABLE DE:**

6. honrar los Esenciales de los Oso (The Bear Essentials).
  - Ser Cuidadoso
    - La Escuela Borchardt es una escuela “libre de manos”
  - Ser Respetuoso
    - Ser respetuoso y cooperativo con todos los adultos y estudiantes
  - Ser Responsable
    - Participar en el salón, completar las tareas, y mantener una actitud positiva
7. asistir a clase a tiempo con el descanso adecuado y preparado para trabajar diligentemente con los materiales proporcionados.
8. hacer mi mejor trabajo personal para completar todas las tareas y trabajos a lo mejor de mi habilidad.
9. pasar tiempo en casa leyendo de 20-30 minutos y completar mi tarea.
10. apuntar mis trabajos en la agenda y obtener la firma de un adulto.

Mi meta (opcional):

Firma del Estudiante \_\_\_\_\_ Fecha \_\_\_\_\_

**¡Yo Sí puedo...Yo Tendré Éxito!**

**COMO PADRE, YO SERÉ RESPONSABLE DE:**

9. asegurarme que mi hijo/a consiga el descanso adecuado, ejercicio, buena nutrición, mantenga su aseo general, asista a la escuela regularmente, y llegue a tiempo.
10. proporcionar una zona tranquila en casa donde mi hijo/a pueda completar las tareas asignadas.
11. saber el progreso de mi hijo/a al asistir a las conferencias, asegurar que la tarea esté completada (verificando según las tareas asignadas en la agenda), revisar el trabajo y pruebas, y firmar las notas de progreso y la agenda.
12. los padres revisaran la tarea de los estudiantes y firmaran la agenda diariamente.
13. comunicarme con la maestra/o de mi hijo/a.
14. animar a mi hijo/a a hacer su mejor esfuerzo y hacerle saber con mis palabras y hechos (asistiendo a las funciones escolares y actividades, siendo voluntario, revisando la tarea, etc.) que la educación es importante.
15. asegurarme que la mochila y carpeta de mi hijo/a sea revisada diariamente después de clases para cualquier información o comunicación de la/el maestra/o escuela.
16. enseñarle a mi hijo/a la importancia del respeto y cooperación con todos los adultos y estudiantes en la escuela.

Mi Meta (opcional):



Firma de Padres\_\_\_\_\_Fecha\_\_\_\_\_

**COMO PERSONAL/MAESTRA/O, YO SERÉ RESPONSABLE DE:**

6. proveer un Curriculum de alta calidad y riguroso usando los materiales aprobados por el estado y adoptados por el Distrito Escolar Unificado de Lodi, los Estándares Estatales de Núcleo Común, y desarrollo profesional constante.
7. apoyar a cada estudiante a lograr su máximo potencial.
8. proveer un medioambiente seguro, organizado, y positivo que conduzca al aprendizaje.
9. proveer comunicación significativa y constante con el hogar/los padres o guardianes (Noche de Regreso a Clases, conferencias entre padres y maestros, notas de progreso cada trimestre, comunicación vía correo electrónico, la agenda del estudiante, o llamadas telefónicas, etc.).
10. ofrecer una variedad de oportunidades para que los padres se involucren en el salón/la escuela (Consejo Escolar Local, Organización de Padres y Maestros PTO, Comité Consultivo Bilingüe, paseos, voluntarios en la clase, etc.)

Mi Meta (opcional):

Firma del Personal\_\_\_\_\_Fecha\_\_\_\_\_

**Lema Escolar: ¡Trabajamos Duro...y Jugamos Duro!**  
**¡Sí Podemos...Tendremos Éxito!**  
**¡OHHH, YES!**



**Modified Traditional Instructional Calendar**

**2024**

**July**

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**August**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**September**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	EO	19	20
23	EO	EO	EO	EO
30				

**October**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**2025**

**November**

M	T	W	T	F
				1
4	5	EO	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**December**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**January**

M	T	W	T	F
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**February**

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**March**

M	T	W	T	F
3	4	EO	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**April**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**May**

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	EO	22	23
26	27	28	29	30

**June**

M	T	W	T	F
	2	3	4	5
	9	10	11	12
16	17	18	19	20
23	24	25	26	27
30				

**Vacation Days**

June 3, 2024 - July 29, 2024 - SUMMER BREAK  
September 30 - October 11, 2024 - FALL BREAK  
November 27, 2024 - Non Instructional Day  
November 28, 2024 - Thanksgiving Day  
November 29, 2024 - Board Designated  
December 23, 2024 - January 3, 2025 - WINTER BREAK  
March 17 - 28, 2025 - SPRING BREAK  
June 2 - July 28, 2025 - SUMMER BREAK

**Holidays**

Sept. 2, 2024 (L) ..... Labor Day  
Nov. 11, 2024 (L) ..... Veteran's Day  
Nov. 28, 2024 (L) ..... Thanksgiving Day  
Nov. 29, 2024 (L) ..... Board Designated  
Dec. 25, 2024 (L) ..... Christmas Holiday  
Dec. 31, 2024 (B) ..... Board Designated  
Jan. 1, 2025 (L) ..... New Year's Holiday  
Jan. 20, 2025 (L) ..... Martin Luther King  
Feb. 7, 2025 (L) ..... Lincoln's Holiday  
Feb. 17, 2025 (L) ..... Washington's Holiday  
May 26, 2025 (L) ..... Memorial Day  
June 16, 2025 (L) ..... Juneteenth

**LUSD Minimum Days**

K-12	EO Elementary Only
08/07/24	9/18/24
09/11/24	9/24-9/27/24
10/23/24	11/6/24
12/04/24	3/5/25
12/11/24	5/21/25
12/20/24	
01/15/25	
02/05/25	
04/09/25	
05/07/25	
05/30/25	

**STUDENTS:** School year begins: July 30, 2024  
Last Day of School: May 30, 2025