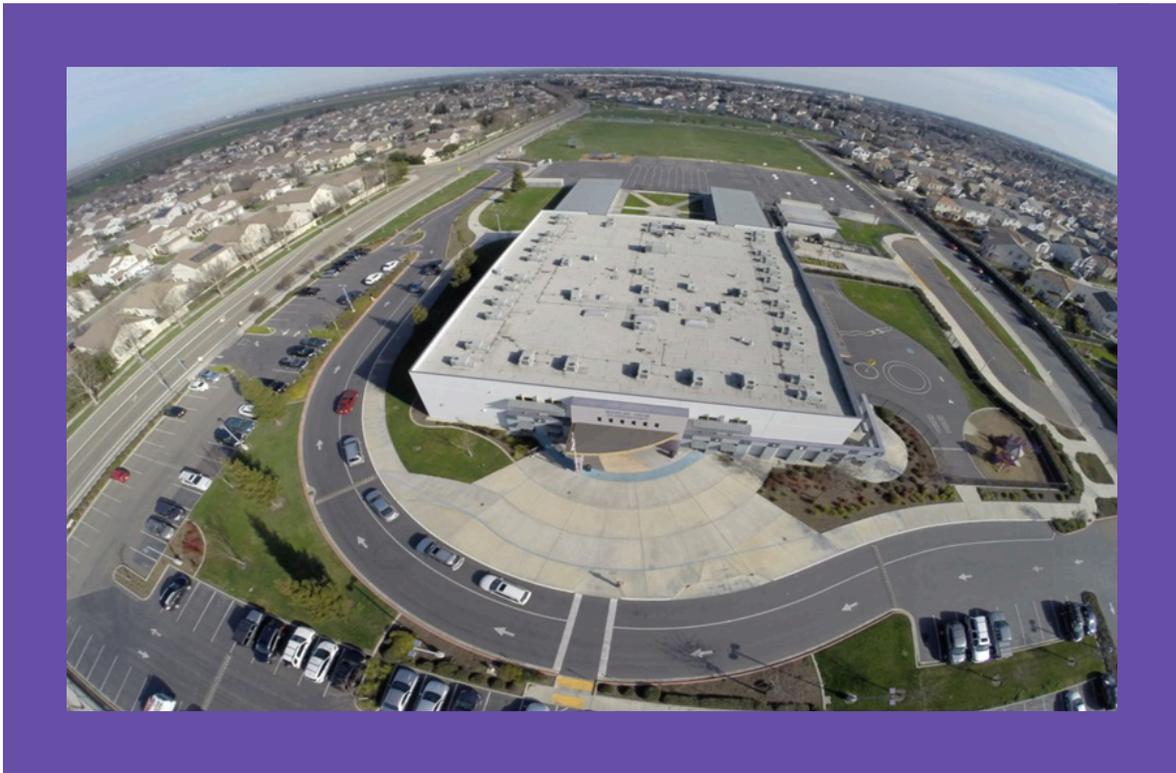




MANLIO SILVA ELEMENTARY HANDBOOK

for STUDENTS, PARENTS, & TEACHERS



6250 SCOTT CREEK DRIVE, STOCKTON, CA 95219; Ph. (209) 953-9302; Fax (209) 953-9309



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HOME OF THE SILVA SHARKS!

WE are SAFE, HONEST, ACCOUNTABLE, RESPONSIBLE, KIND, STUDENTS & STAFF!



Mission Statement

The Silva community—consisting of parents, students, and staff—collectively supports high achievement within a positive, safe, and effective learning environment that prioritizes the academic and social-emotional needs of every child.

Vision Statement

At Manlio Silva, we thrive on the power of partnership, consisting of students, educators, and families who work together to inspire growth, leadership, and a lifelong commitment to making a positive impact on the community in which we live.

Values

WE ♥ value growing the hearts and minds of students and their families.



ABOUT OUR DISTRICT

Lodi USD strives to educate students for success through high-quality instruction, a wide variety of Career Technical Education programs, joint efforts with higher education, an award-winning Gifted and Talented Education program, effective support programs, and extended learning through the use of digital devices. Lodi USD offers unique opportunities for students and staff, making it the premier education destination.

MISSION

Lodi USD will provide the best education for all students to be successful in life.

VISION

Lodi USD, in partnership with our community, provides a world-class student-centered safe learning environment that cultivates character, fosters academic excellence, embraces diversity, and empowers all students to achieve their full potential.

GOALS

- Prepare students with the integrity and skills required to adapt and succeed as responsible citizens in an ever-changing world.
- Be the employer of choice for highly qualified and creative people who reflect, value, and celebrate the rich diversity of the district.
- Provide curriculum and instruction that educates, challenges, and inspires all students.
- Create and support a school environment in which all students, staff, and parents feel safe, secure, and valued.
- Ensure all students read at grade level by the end of third grade and maintain strong literacy skills throughout their educational career.
- Support a broad course of study that offers students the opportunity to develop and enhance interests, talents, and skills in core academic, career preparation, and elective fields.

VALUES

- Every Student
- High student achievement and accomplishment
- Parents as partners
- Diversity, Equity, and Inclusion
- Contributions and commitments of teachers and all staff as educators
- Trust, honesty, and respectful communication

LODI UNIFIED DISTRICT OFFICE AND ADMINISTRATION

James Areida Education Support Center (JAESC)
1305 East Vine Street
Lodi, CA 95240
Phone (209) 331-7000
www.lodiusd.net

Neil Young, Superintendent
Dr. David Horton, Assistant Superintendent of Elementary Education
Mr. Mark Dawson, Area Director 1
Mrs. Susan Petersen, Director of Education 1
Mr. Peter Lambert, Area Director 2
Mr. Rafael Ceja, Director of Education

LODI UNIFIED SCHOOL DISTRICT GOVERNING BOARD

Area 1 – Mrs. Susan Macfarlane- Board Clerk
Area 2 – Mrs. Victoria Lederman
Area 3 – Ms. Sherry Alexander- Board Vice Pres.
Area 4 – Mr. Courtney Porter
Area 5 – Mr. Jeff Stroh
Area 6 – Dr. Rommel Bal- President
Area 7 – Mr. Joe Nava

DISTRICT OFFICE HOURS

The District Office is open from 8:00 AM to 4:30 PM Monday through Friday.
Please call the [JAESC Office](http://www.lodiusd.net/jaesc) (209) 331-7000 for employment opportunities!
To report a crime on school grounds, please contact Alamo Alarm at (209) 369-7749.

SCHOOL OFFICE HOURS

Monday to Friday, from 7:30 AM to 4:00 PM

SCHOOL HOURS: (162 DAYS)

AM TK/ Kindergarten 8:20-12:10
PM TK/ Kindergarten 11:35-2:20

1-3 Grades 8:20-2:20
4-6 Grades 8:20-2:25

MINIMUM DAY: (18 DAYS)

All TK/ Kindergarten 8:20-12:10

1-3 Grades 8:20-12:21
4-6 Grades 8:16-12:30

SILVA SPIRIT STORE

<https://manlio-silva-elementary.checkoutstores.com/>

Find your spirit clothes in the portal on our school's website!

June 24, 2025

Dear Silva Families,

It is with great enthusiasm and a profound sense of responsibility that I introduce myself as the new principal of Manlio Silva, Home of the Sharks! I am truly honored to become part of a community that is deeply committed to academic excellence, student well-being, and fostering strong partnerships with families. I would like to extend my heartfelt gratitude to Mr. Shepherd for his dedicated service to our wonderful school community over the past seven years.

Together, with the same passion for education, we will continue to cultivate a culture of excellence and support for all our students.

As an educator, I have always believed that schools thrive when students, staff, and families work together in a shared mission to nurture the hearts and minds of children. My goal is to continue building on the proud traditions of Manlio Silva while also seeking new ways to inspire and support every child who walks through our doors.

This year, my focus will be on listening and learning while getting to know our students, teachers, and families, so that I can best serve our school. I believe in open communication, inclusive practices, and creating an environment where every student feels safe, seen, and challenged to grow.

The Vice Principal, Valerie Sutter, and our main office staff welcomed me with eager expectation and open communication. Together, we will be here as a strong team with our faculty and staff to move your child forward academically, behaviorally, and socially-emotionally.

I invite you to be active participants in your child's education. Whether through volunteering, attending school events, or simply staying connected with your child's teachers, your involvement makes a tremendous difference.

Together, we will ensure that Manlio Silva remains a place where all children can learn, grow, and thrive. I look forward to meeting each of you and beginning this exciting journey together.

Warm regards,

Ed Gehrke

Ed Gehrke
Principal, Manlio Silva Elementary
egehrke@lodiUSD.net

Manlio Silva Elementary School



6250 SCOTT CREEK DRIVE
STOCKTON, CA 95219
TEL (209) 953-9302
FAX: (209) 953-9309
OFFICE HOURS: MON-FRI 8 AM - 4:30 PM



2025-2026 MANLIO SILVA FACULTY

AM TK Miss Makaela Auchard - Room 108
PM Kinder Mrs. Katherine Hoffman

AM Kinder Ms. Ashley Dinsdale - Room 110
PM Kinder Mrs. Corie Taylor

AM Kinder Mrs. Gayliene McCoy – Room 111
PM Kinder Mrs. Candice Cobb

AM TK Mrs. Elizabeth Henry - Room C7
PM TK Mrs. Sarah Defonzo/Tiffany Meyers

1st Mrs. Gagandeep Kaur - Room 107
Mrs. Amber Thibault - Room 102
Mrs. Landa Jones - Room 104
Mr. Daniel Troutman - Room C1

2nd Mrs. Tara Silva - Room 101
Ms. Jennifer Larder - Room 106
Mrs. Stephanie Wimberly - Room C3
Mrs. Jennifer Espinoza - Room 105

3rd Mrs. Luana Clanton - Room 204
Mrs. Julie Gamma - Room 203
Mrs. Julie Wallis - Room 214
Mrs. Kecia Won Jones - Room 201
Mrs. Gina Ortega - Room 103

4th Mr. Dave Byrne - Room 205
Mrs. Lori Auchard - Room 206
Ms. Silvia Rodriguez - Room 207
Mrs. Julie Silveira - Room C4

5th Mr. Anthony Amutan - Room 215
Mr. John Bertsch - Room 211
Mrs. Melinda Chapin - Room 212
Mrs. Marcella Rodriguez - Room 209

6th Mrs. Samantha Angeline - Room 213
Mrs. Ashley Daniel - Room 202
Mr. Jonah Beavert - Room 216
Ms. Sonia Wright - Room. 210

SDC M/M Primary (K-2) Mrs. Angelica Flores - Room 109
SDC S/D (K-3) Mrs. Marlina Guerra - Room C2
SDC M/M Intermed. (5-6) Mrs. Christine Devlin - Room C6

OFFICE STAFF

Principal - Mr. Edward Gehrke
Vice Principal - Ms. Valerie Sutter
Principal Secretary - Ms. Carla Granados
Typist Clerk - Mrs. Ingrid Ledesma
Typist Clerk .5 - Ms. Janice Putman-Gonsalez
Bilingual Aide (Spanish) - Ms. Tatiana Salcedo
Bilingual Aide (Punjabi) - Mrs. Gulnaz Khan

SUPPORT STAFF

Music/Band - Mrs. Kathy Evans - Room 208
Music 1- Mr. Ryan Clanton - Room C9
Music 2- Mr. Randall Carnahan
Physical Education - _____ - Room 208
Physical Education - Mr. Eddie Hernandez - Room 208
Physical Education- Mr. David Rudnick- Room 208
RSP - Mrs. Allison Liv - Room 221
RSP - Mrs. Roxanne Mendoza (.5 FTE) - Room 220
Speech Pathologist – Miss Isabel Romero – Room C5
Speech Pathologist - Mrs. Jasmeet Samra - Room C5
Speech Pathologist - Ms. Julia Niemeyer (.4) - Room 222
Psychologist - Dr. Theresa Lee - Office
Counselor - Ms. Nicole Turner - Room C5
Registered Nurse - Miss Woan Sa - Office
Librarian - Mrs. Alycia Bollinger - Library
Para Educator (RSP) - Mrs. Jackie Addington - Room 221
Para Educator (.5 RSP) - Mrs. Patty Duran - Room 220
Para Educator - Ms. Ranjit Kaur - Room C6
Para Educator - Ms. Yesenia Gonzalez - Room 109
Para Educator - Mrs. Maria Bliss - Room C7
Para Educator - Ms. Cecilia Ramirez - Room 108
Para Educator - Ms. Rosaura Cervantes Bautista - Room C2
Noon Duty - Ms. Patty Duran
Noon Duty - Ms. Rania Shihadeh
Noon Duty - Mr. Damon Barkley
Noon Duty/Crossing Guard - Mr. Damon Barkley & Ms. Rania Shihadeh
Noon Duty/Crossing Guard - Ms. Prescilla Garces

CAFETERIA STAFF

Cafeteria Manager - Mrs. Laura Boyce

Cafeteria Assistant - Mr. Joshua Baca

Cafeteria Assistant - Ms. Kat Xiong

CUSTODIAL STAFF

Head Custodian - Miss Monique Hernandez

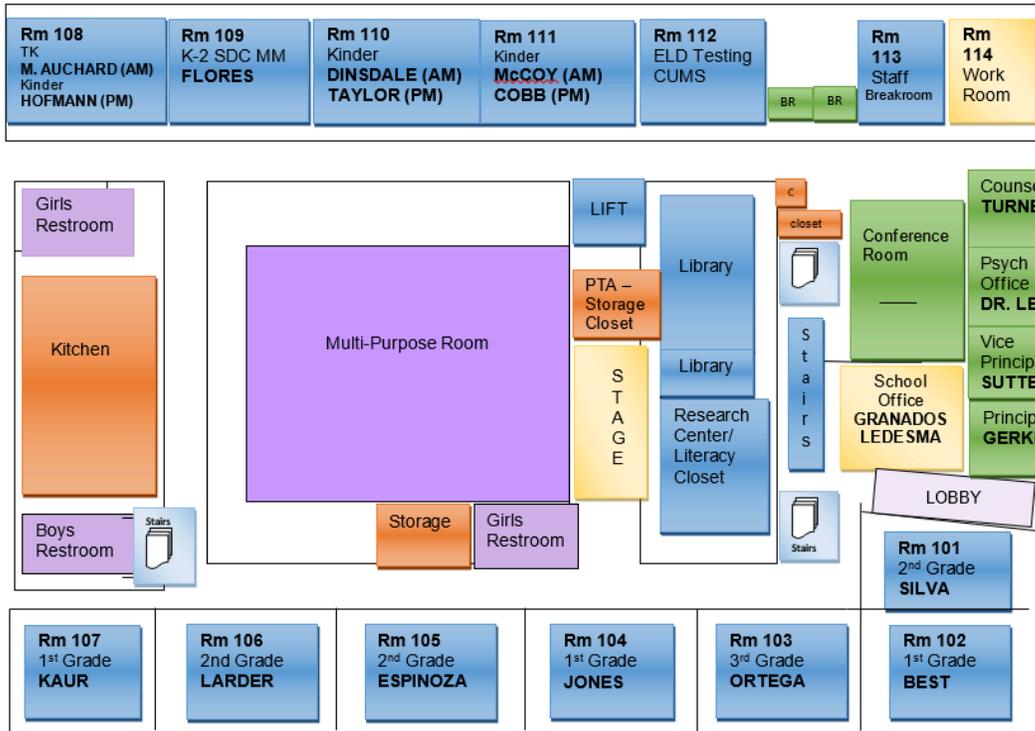
Part-time Day Custodian - Vacant

Night Custodian - Vacant (4hrs or 1 8hrs.)

Night Custodian - Mrs. Megan Her (8 hrs.)

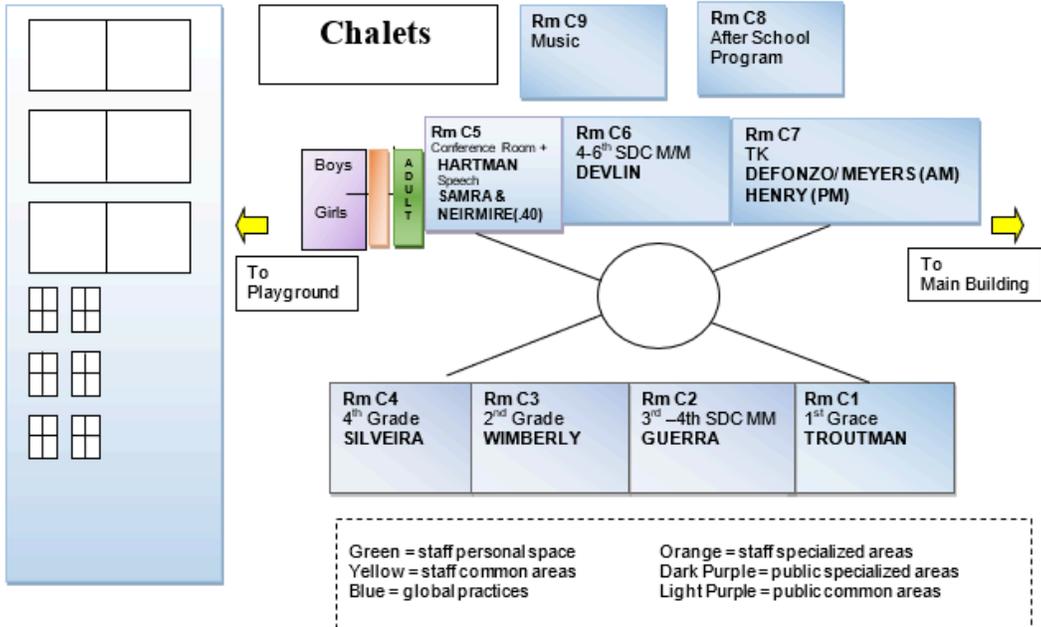
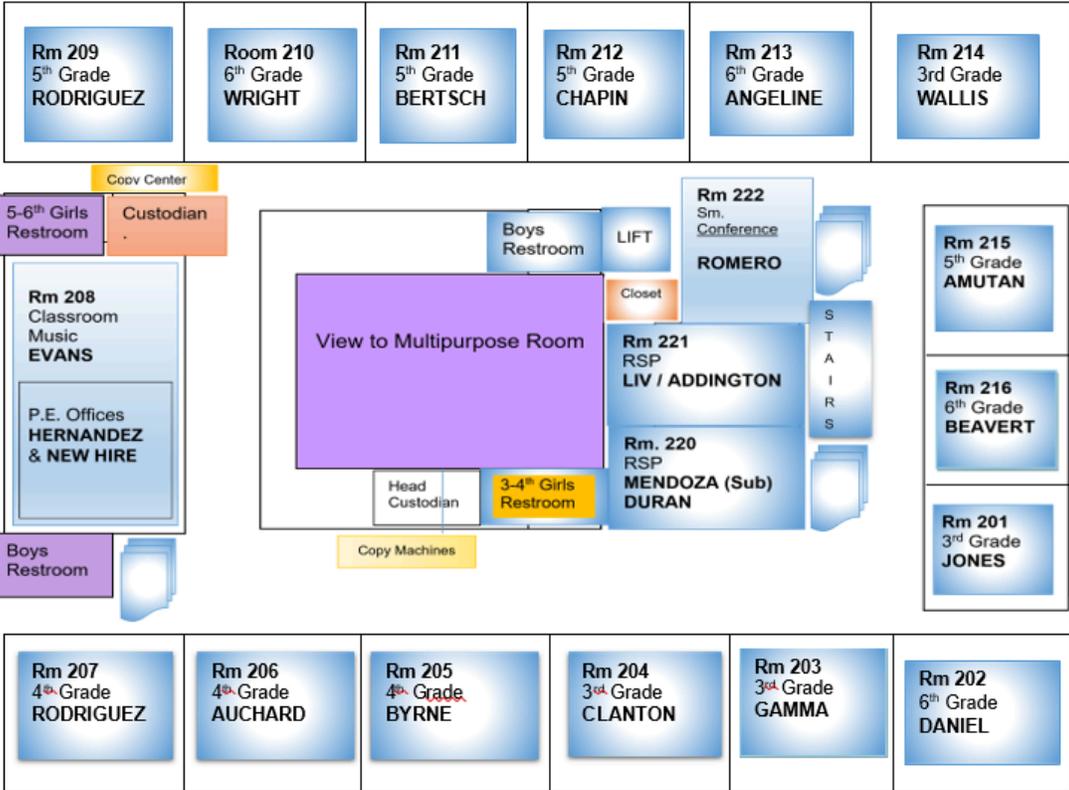
Night Custodian - Vacant (4 hrs.)

FLOOR PLANS



2025 - 2026 Manlio Silva - First Floor

2025 - 2026 Manlio Silva – Second Floor



Manlio Silva's Bell Schedule 2025-2026



Regular Day - Start Time: 8:20 AM

Grade	Morning Recess	Cafeteria (Lunch)	Playground (Recess)	Afternoon Recess	Dismissal
TK AM		10:35 - 10:55	10:55 - 11:05		12:10 AM
Kinder AM SDC K		10:35 - 10:55 SDC 11:35 - 11:55	10:55 - 11:05 SDC 11:55 - 12:05		12:10 AM
TK PM 10:30 AM		11:35 - 11:55	11:55 - 12:05		2:20 PM
Kinder PM 10:30 AM		11:35 - 11:55	11:55 - 12:05		2:20 PM
1st SDC 1-2	9:50 - 10:04	11:05 - 11:25 SDC 11:35 - 11:55	11:25 - 11:45 SDC 11:55 - 12:05	1:20 - 1:31	2:20 PM
2nd	9:50 - 10:04	11:25 - 11:45	11:05 - 11:25	1:20 - 1:31	2:20 PM
3rd	10:20 - 10:35	11:50 - 12:10	12:10 - 12:30	2:10 - 2:20	2:20 PM
4th SDC 3-4	10:21 - 10:34	12:10 - 12:28	11:52 - 12:10		2:25 PM
5th SDC 5-6	10:45 - 11:00	12:36 - 12:55	12:55 - 1:10		2:25 PM
6th	10:45 - 11:00	12:55 - 1:10	12:36 - 12:55		2:25 PM

Minimum Day - Start Time: 8:20 AM

Grade	Morning Recess	Cafeteria (Lunch)	Playground (Recess)	Afternoon Recess	Dismissal
TK AM & PM		10:30 - 10:50	10:50 - 11:00		12:10 PM
Kinder AM & PM		10:30 - 10:50	10:50 - 11:00		12:10 PM
1st	9:55 - 10:05	11:00 - 11:20	11:20 - 11:30		12:21 PM
2nd	9:55 - 10:05	11:20 - 11:30	11:00 - 11:20		12:21 PM
3rd	10:20 - 10:30	11:30 - 11:50	11:50 - 12:00		12:21 PM
4th	10:22 - 10:32	11:50 - 12:00	11:30 - 11:50		12:30 PM
5th	10:40 - 10:50	12:00 - 12:20	12:20 - 12:30		12:30 PM
6th	10:40 - 10:50	12:20 - 12:30	12:00 - 12:20		12:30 PM

ABOUT MANLIO SILVA

Learn about the school's namesake and Stockton Symphony founder, [Manlio Silva](https://www.recordnet.com/story/lifestyle/columns/2019/04/06/the-name-is-still-music/5515040007/).
<https://www.recordnet.com/story/lifestyle/columns/2019/04/06/the-name-is-still-music/5515040007/>

Manlio Silva School opened on August 1, 2005, initially serving 600 students from kindergarten through sixth grade. Currently, the school enrolls approximately 910 students, including those in both regular and special education, from transitional kindergarten (TK) through sixth grade. TK classes have a maximum of 20 students, while grades K-3 average 24 students per teacher, and grades 4-6 have about 30 students per classroom teacher.

The school follows the Lodi Unified School District's Modified Traditional Calendar. It employs one full-time principal, a vice principal, a school counselor, a school psychologist, and a mental health clinician. Manlio Silva also has 44 certified employees, sixteen full/part-time classified employees, and a strong Parent-Teacher Association (PTA) with a growing number of parents who volunteer countless hours each year. The school seeks community partnerships and values opportunities that connect students to college and career pathways in support of the surrounding community.

Serving a diverse student population, Manlio Silva strives to personalize instruction and adapt to the unique needs of every student. The Silva community, consisting of faculty, staff, students, and families, is committed to fostering high achievement for all. We believe this can be achieved in a positive, safe, and effective learning environment that addresses academic, behavioral, and social-emotional needs.

GENERAL INFORMATION

OPEN ENROLLMENT:

LUSD has an open enrollment policy that allows students to choose their school. Families can apply for enrollment at any district school, and students will be accepted if there is available space. Please note that transportation is only provided to a child's designated home school if it exceeds the established standards. The deadline to apply for the following school year is February 1, 2026.

OPEN ENROLLMENT POLICY:

The Governing Board of LUSD adopted Policy 5116, Intradistrict Open Enrollment, on February 1, 1994. They are required to notify parents of this option at the beginning of each school year. Parents can request an Intradistrict Open Enrollment agreement to allow their child to attend a school in the district outside their designated attendance area. This agreement must be submitted before February 1st of each year. Requests made after the school year has started are rarely considered.



According to existing law, each child must attend the school associated with the address of their parent or legal guardian. Assembly Bill No. 1114, enacted in 1993, requires each district's governing board to establish a policy for open enrollment within the district.

Under this policy, parents may apply for enrollment in any district school, though certain limitations apply:

- 1. Requests for an Intradistrict Agreement must be submitted before February 1st each year for enrollment in the following school year. Applications submitted after this date may be considered only if the Principal determines that special circumstances exist.*
- 2. Students will be selected through a random selection process, and students will only be accepted if space is available. Pupils residing in the attendance area cannot be displaced.*
- 3. Schools will reserve some seats for the projected enrollment of new students from the attendance area.*
- 4. The district retains the authority to maintain an appropriate racial and ethnic balance among its schools.*
- 5. Transportation will not be provided for students with Intradistrict Open Enrollment Agreements.*

TK REGISTRATION:

Manlio Silva will welcome its first TK students in 2025. Classes will be half-day, and four classrooms will be used for instruction.

KINDERGARTEN REGISTRATION:

According to the law, a child who turns five years old on or before September 1st of the current school year is eligible to enter kindergarten. Kindergarten registration typically begins the first week of February. Notices regarding registration will be sent to all families, and information will be extensively publicized in local newspapers and other media outlets. To enroll a child in kindergarten, parents should visit the office with the following documents: proof of birth, an up-to-date immunization record, and a utility bill to verify residency.

TRANSFERS:

A day or two before your move, inform the school secretary when your last day of attendance will be and share your destination. Be sure to return all library books and textbooks.

AERIES ONLINE PARENT PORTAL:

We encourage parents to log into the Aeries Parent Portal to see current grades, attendance, and any discipline status for their child. If a parent is unsure how to accomplish this task, he/she can seek support from the Main Office staff.

ABSENCES:

All absences must be verified through the school office. If your child is absent, please call the school office before 9:00 a.m. to explain the reason for the absence. If you do not contact the Main Office, an automated calling service, will reach out to you, and your child may be marked as unexcused from school. You may call to verify your child's absence up to 10 school days after your child has been absent. Absences that are not verified within that time will be considered unexcused.

What is considered too sick to attend school?

A student is considered too sick to attend when they show the following symptoms:

- Fever of 100.4°F or higher
- Vomiting
- Diarrhea

Students should be fever-free for 24 hours before returning to school.

SCHEDULING CONFLICT / NOTES FROM HOME:

Our goal is to minimize classroom disruptions. When a student needs to make any changes to their normal routine, a note from a parent should be provided to the teacher. Such changes include staying after school for a special event, riding or walking to an address other than their own, or being picked up by a parent when the student usually walks or takes the bus.

MEDICATIONS:

If a child needs to take any medication, whether prescription or over-the-counter, it is required for the doctor to fill out, sign, and submit a "Medication in School Parent Request" form, available in the school office. No staff member is permitted by law to issue medications without a doctor's release. Children are not allowed to have medication in classrooms, backpacks, lunch boxes, pockets, etc. All medicine must be dispensed in the office.

COMMUNICATION:

There are a few ways that parents and guardians will receive information from the district and Manlio Silva. These include direct emails, text messages, and auto dialers. Parents can also expect weekly Shark Reports from administration, which provide updates on the past week and what to expect in the weeks or months ahead. This report is very important to read each week. In addition, a weekly report from each child's teacher will be sent through a platform such as Google Classroom, Class Dojo, or SeeSaw. It's essential to know which platform the teacher will use for communication with parents. Finally, direct calls from the district or the school may occur, so ensuring that the school has the correct phone number is crucial for effective communication.

Communication Protocol:

1. Maintain regular communication with the teacher regarding any changes in email addresses for your class.
2. All texts/emails sent to the class must include the teacher on the distribution list.
3. To ensure safety and privacy, class directories are prohibited. Parent emails may only be utilized within the district.

VISITATION:

We encourage parents to visit our school during the day to experience the joys of learning and the quality of instruction at Silva School. For safety reasons, all visitors are required to sign in at the office and obtain a visitor pass before moving around the school. While teachers are happy to discuss the educational process with you, they are unable to do so during instructional time when they are focused on teaching the children. If a parent would like to discuss individual student matters, he/she should contact the child's teacher or the office to schedule an appointment at (209) 953-9302.

VOLUNTEERS / CHAPERONES:

Volunteer Guidelines for Manlio Silva Elementary



As of January 1, 2022, the State of California mandates that all parent and guardian volunteers who have direct contact with or supervise children must complete background checks (fingerprinting).

Who Qualifies as a Volunteer?

Volunteers include, but are not limited to, any parent or guardian who meets the following criteria:

1. Drives or chaperones field trips.
2. Drives or chaperones during an overnight Outdoor Education trip.
3. Assists in the classroom or on the playground (Note: simply visiting a classroom does not qualify).
4. Interviewed and approved by the principal/vice-principal.
5. Requirements for Volunteer Drivers according to LUSD:
6. An individual must first be cleared through the Personnel Department to volunteer in the school district.
7. Once fingerprints are cleared:
8. The school provides a DMV Pull Notice and a Volunteer Driver Application for volunteers to complete and sign. Forms are on the District websites.
9. The school forwards the completed Application packet to Risk Management. A completed packet includes:
 - a. DMV Pull Notice signed by Volunteer Driver
 - b. Volunteer Driver Application signed by the volunteer and the site administrator
 - c. Proof of fingerprint clearance (site is responsible for providing a copy of the Fingerprint Clearance Certificate)

- i. Copy of a valid driver's license
 - ii. Copy of current vehicle registration
 - iii. Copy of insurance declarations, including policy expiration
10. Risk Management forwards the DMV Pull Notice to Transportation
 11. Risk Management forwards the DMV Pull Notice to Transportation
 12. Transportation notifies the School and Risk Management that the DMV record is clear.
 13. Risk Management reviews the complete packet and notifies the School that the volunteer is clear to drive students.
 14. The school notifies volunteers of clearance to be a volunteer driver.

Initial Steps for Volunteers:

1. Schedule a meeting with the teacher (or administrator) promptly to discuss how you can assist and obtain key dates and events.
2. Identify important dates and times of events that you will be attending. Keep track of all important dates on your calendar.
3. Be sure to understand all of the details of the event/activity and what you will be responsible for. Prepare as necessary.
4. Understand the acceptable boundaries associated with the photography and videos of children at events and agree to follow all guidelines set by the teacher or administrator. Photography and videos at Silva are prohibited except when asked to do so by the teacher/administrator. Event photos are for the yearbook and are to be used for school purposes. The primary responsibility of the volunteer is to facilitate communication-related to volunteer information and photography/videos between the teacher and parents.

Volunteer Guidelines:

1. All volunteers must be fingerprinted.
2. All volunteers must check in at the front office and check out when assisting on campus.
3. Volunteers are required to wear their "Visitor" badge visibly while on school grounds and return it before leaving.
4. Volunteers are not allowed to bring siblings during volunteer activities.
5. Volunteers are responsible for overseeing a group of children, not solely their own children.
6. Provision of food items for other children by parent volunteers is not permitted.
7. Parent volunteers are typically not allowed to ride the bus or transport children unless explicitly requested by the teacher or administrator.
8. Volunteers may not drive their child to and from field trips unless they have completed a form and received permission from an administrator.

FIELD TRIPS:

Although field trips are organized by the teacher and are intended to support academic learning, we ask that student safety is a priority, which may lead the teacher to ask a parent to attend if the student may cause a reason to go otherwise without a parent or guardian. If the parent cannot attend or the parent is not approved to attend, we ask that parents consider an alternative option for learning, which may include an Independent Study contract for the day.

LOST AND FOUND:

We maintain a “Lost and Found” container for items of clothing, lunch boxes, water bottles, etc., which have been found on the school grounds and do not have a student’s name on them. Please assist us in returning your child’s belongings by writing his or her name on all items brought to school. Any unclaimed items will be donated to charity during each school break. (fall, winter, spring, and summer). Parents are encouraged to search the lost and found after school hours. Lost and Found is located at the north entrance gate. An administrator or school personnel will help parents with locating the Lost and Found before or after school.

SCHOOL PICTURES/YEARBOOK:

School pictures and the yearbook will be accessible to all students. Teachers will distribute detailed information, and ongoing updates and reminders will be communicated through the Shark Reports and the schoolwide All-Call System.

MEAL SERVICE - FREE BREAKFAST, LUNCH, AND SNACK:

- Breakfast: Breakfast is served each morning from 7:45 AM to 8:15 AM. Breakfast is FREE for all students.
- Lunch: A hot lunch, which includes milk, is free for all students. The cafeteria phone number is (209)953-9304.
- Snacks: We encourage students to bring a healthy snack to school each day for a mid-morning energy break. We have a special “snack area” just for this purpose. We ask parents to exclude soda, candy, and/or gum at school. If students bring chips for a snack, please send a snack-sized bag instead of a whole large-sized bag.
- Sharing food is not permitted. This policy is implemented to protect students with allergies. Furthermore, if one student is given food, it should also be offered to others to ensure fairness. To maintain positive relationships, sharing food is strictly prohibited.

Meals are offered at no cost to any student enrolled in the Lodi Unified School District when they are in attendance. The California Universal Meals Program will provide students access to breakfast and lunch during each school day, free of charge, regardless of their income or eligibility.

Breakfast is offered in the cafeteria before the start of each school day. No application is needed for meals, but we do request that you complete a Household Family Survey to help qualify your school for supplemental program funding.

All students getting food in the cafeteria must enter their ID numbers at the cashier station. Current guidelines require students to take at least 3 of the 5 components (protein, grain, fruit, veg, milk) offered, and at least 1 of the 3 must be a fruit or vegetable. This enables students bringing lunch from home to add fruit, vegetables, and milk at no charge. If a student only wants milk, a la carte pricing applies, and a charge of \$0.50 will apply since it doesn't meet the federally mandated meal requirements of three components minimum.

Additional or a la carte items may be available to purchase that meet the Smart Snacks in Schools regulations. Students will need to have funds available online at www.myschoolbucks.com before purchase. No credit is allowed for a la carte items. The school office does not have access to meal account information and/or balances. All items may not be available every day at every school.

Food substitution accommodation will be considered for students with disabilities or medically documented food allergies. Families need to complete the Medical Statement to Request Special Meals form found on the Nutrition website under Menu/Diets. The form must be signed by a recognized medical authority. Return completed forms to the school cafeteria or office for review by the District Nutritionist.

For additional information about the Nutrition Services Department and program, menus, P-EBT eligibility, nutrition education, and fundraisers, please visit <https://bit.ly/lusdnutrition>

FOOD DELIVERIES:

Food deliveries are only allowed in emergencies. Students are expected to bring their lunch or snack, or to accept food provided by the district. We kindly ask parents to refrain from making special deliveries from fast food restaurants or outside agencies. In case of an emergency, food should be dropped off at the designated location across from the Main Office. We will notify the student to come and pick it up during lunch. Our staff is unable to accommodate special deliveries.

FOOD FOR SCHOOL FUNCTIONS:

Food items provided for students for any school function during the school day may not be prepared in home kitchens. Parents wishing to send treats to school must make prior arrangements with the classroom teacher. Sending non-edible treats is strongly recommended to address concerns for those with life-threatening allergies. Donating a book, board game, pencils, erasers, crayons, or colored pencils to the classroom in honor of a child's birthday serves as an excellent alternative to treats and provides a lasting remembrance.

BICYCLE REGULATIONS:

Students in grades 3 to 6 are allowed to ride their bikes to school. These bicycles must be licensed and locked at the bike rack. For safety reasons, younger children are not permitted to ride bicycles to school. Additionally, all students riding wheeled vehicles to school are required to wear helmets.

USE OF TELEPHONE/CELL/CAMERA PHONES:

Students are allowed to use the school telephone for school-related matters when staff members deem it necessary. We encourage students to actively plan and organize their days before arriving at school. As a result, we limit phone calls and classroom disruptions to essential matters only.

Students may have cell phones at school under the following conditions:

1. The phone is authorized by a parent or guardian.
2. Phones must be turned off upon the student's arrival on campus in the morning and should only be allowed outside of the gates when exiting at the end of the day.
3. Permission to use the phone must be granted by a staff member for each call.
4. Students may NOT take pictures of others with their phones, Chromebooks, or cameras (except if they receive prior approval from a Silva staff member with a specific purpose in mind).

Misuse of any rules can result in the loss of cell phone privileges:

1. First offense - The phone is held by a staff member, the student is counseled, and the student will receive their phone back at the end of the school day
2. Second offense - The phone is held in the office, and a parent/guardian must come to pick it up from the school
3. Third offense - The phone is held in the office, the parent/guardian must come and pick it up from the school, and loss of privileges for the rest of the grading period.
4. Fourth offense - The phone is held in the office, parents have to come and pick it up from the school, and loss of privileges for the rest of the school year

1:1 Devices:

At Silva, we are committed to teaching the Common Core State Standards with a strong emphasis on college and career readiness. We are proud to provide every student with their own computer device in the classroom. Kindergarteners and first graders will use touchscreen Chromebooks, while students in 2nd to 6th grade will have standard Chromebooks.

Our teachers will implement a variety of programs and software, including iReady, Think Central, Journeys, Amplify, Rosetta Stone, Accelerated Reader, and Google Drive. These self-paced, electronic programs will allow Silva students to engage with standards-based components effectively. Throughout the school day, each K-6 class will utilize 1:1 devices to enhance learning.

CHROMEBOOKS:

At Manlio Silva, each student is assigned a Chromebook that must be handled with care. Families have the option to purchase a Chromebook Care Plan (CCP) to help minimize costs associated with damages or replacements. Any damages or replacements will be evaluated, and charges will be applied to student accounts by the Library Media Assistant. It is important that accounts are paid in full and promptly by the end of each school year. If you receive notice of an outstanding debt, please address it immediately.

SOCIAL MEDIA USE:

Manlio Silva Elementary encourages the use of social media to promote healthy interaction among students and the community. However, the school prohibits impersonating others or using its name and mascot without authorization on social media accounts. Any accounts that misuse Manlio Silva's name or mascot without permission will be reported, and students responsible for these violations will face disciplinary action.

Manlio Silva Elementary encourages the use of social media as a platform for uplifting others and sharing positive stories. The school has a strict policy against using social media for bullying. According to California Education Code 48900(r), students may face suspension for acts of bullying, whether they occur in person or through electronic means such as text messages, videos, or on social media. Students who engage in bullying, target others, or display any form of hate behavior on social media will face disciplinary measures.

Beginning this school year, students will be required to keep their smartphones turned off and stored in their backpacks during the regular school day. This practice, already in place at many of our elementary and middle schools, aligns with Lodi Unified School District's Board Policy 5131: Student Conduct.

The Board of Education approved the change in an effort to reduce distractions, support student mental health, minimize instances of cyberbullying, and support student academic discourse throughout the day. Research strongly supports limiting phone use during the school day, and similar policies are being adopted in schools across the state. In fact, California's Assembly Bill 3216 will require school districts to adopt such policies by July 1, 2026. Please note that exceptions will be made for students with medical needs or accommodations outlined in their IEPs.

We understand that this may change how parents communicate with their children during the day, even though they will be able to retrieve messages or return calls at the end of the regular school day. Our school offices are always available to relay important messages, and students can use the office phones if truly needed.

At Manlio Silva, we see parents as our partners in education! It truly takes teamwork to help our students grow into responsible and respectful individuals. We support one another in

holding our kids accountable as principled leaders. When a school official reaches out to discuss phone usage, we trust that parents will join us in finding a positive solution together. Thank you for being an important part of our community!

CURRICULUM / ACADEMICS

[DISTRICT K-12 CURRICULUM](#): All curriculum follows the California State Standards.

[CURRICULUM/ACADEMICS](#):

The Board of Education shall adopt a research-based, sequential curriculum that promotes high student achievement and emphasizes the development of basic skills, problem-solving, and decision-making. Upon the recommendation of the Superintendent or designee, the Board of Education shall adopt a written curriculum that describes the content objectives for each subject area and grade level to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation that utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process. When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results, feedback from teachers, administrators, or parents/guardians, new research on program effectiveness, or changing student needs.

Teaching curriculum for all grade levels has taken a shift towards personalized, student-centered learning, emphasizing real-world applications and digital tools, through a multitude of learning strategies that tap into different learning modalities that provide an inclusive experience. In addition, social-emotional learning (SEL), ensuring students develop resilience, empathy, and emotional intelligence, is integrated throughout the week.

Dr. Horton, LUSD Associate Superintendent, is leading district personnel and teachers on the importance of teaching or presentation presenting the curriculum

SIPPS:

LUSD supports SIPPS instruction. Manlio Silva's Teacher On Special Assignment (TOSA), Brandi Hartman, provides teacher training and classroom support throughout the year. We use SIPPS data to learn more about our students, drive instruction, support learning, and provide a pathway to success. Together, parents and teachers can monitor student growth using SIPPS and DIBEL testing.

SIPPS is a foundational skills reading curriculum designed to help both new and struggling readers in grades K–12. The program's systematic scope and sequence provide a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. It is based on the premise that beginning literacy is best taught through two distinct strands: one focusing on language comprehension and the other on word recognition.

When used as a core/Tier I program, SIPPS supports the acquisition of grade-level, foundational skills standards. When used as Tier 2 and Tier 3, SIPPS accelerates progress so that students can close the gap and engage in grade-level reading. The program is multi-level, addressing students' word recognition needs at their instructional levels. The program corresponds to three developmental levels of progression in word recognition: simple alphabetic (SIPPS Beginning Level), spelling-pattern (SIPPS Extension Level), and polysyllabic/morphemic (SIPPS Challenge Level); SIPPS Plus addresses the simple alphabetic and spelling-pattern phases, but is designed specifically for older students (grades 4–12). Initial and ongoing assessment in SIPPS helps ensure that students receive the appropriate instruction and that they move through the accelerated scope and sequence of lessons successfully and as efficiently and as effectively as they can based on their individual progress. Assessment data determines placement in the program. Students are placed at their points of need within a level and a lesson. Flexible groups that are based on placement test results ensure that students are provided differentiated instruction. Criterion-referenced mastery tests, embedded at designated intervals in the scope and sequence of each level,

provide ongoing data. The mastery test data not only document mastery of the phonics and high-frequency words in a given group of lessons but also support instructional decisions to guide reteaching, which may include adjusting pacing and delivery.

<https://www.evidenceforessa.org/program/sipps-systematic-instruction-in-phonological-awareness-phonics-and-sight-words-2/>

GIFTED AND TALENTED EDUCATION PROGRAM (GATE) – Grades 4-6:

G.A.T.E. classes (clusters) are provided for those students who meet the criteria and qualify for these special services. These programs provide opportunities for academic enrichment activities toward divergent thinking, problem-solving, and ultimately self-evaluation of skills. We have highly qualified teachers who provide excellent instruction to our gifted students. Please call the office if you have any questions about the GATE program.

G.A.T.E. is designated for 4th- to 8th-grade students. G.A.T.E. programs within the classrooms are offered for grades 4 to 6 at Manlio Silva, John Muir, and Vinewood Schools. Likewise, there is a Learning Opportunity Class at Sutherland School. Joe Serna Charter School (dual emergent school of the Spanish and English languages). Students must meet specific criteria to qualify for enrollment in this program.

Parents may obtain an application form from their child's school. Notification will be made before June 15 of a student's acceptance or denial for entrance to the G.A.T.E. school. If a request is denied, parents may reapply the following school year before February 1. To appeal a site-level decision, parents can contact the Administrator of Elementary or Secondary Education. Complaints regarding the selection process can be submitted through the Constituent Complaint Process.

INDEPENDENT STUDY (IS):

The school discourages vacations or trips taken during scheduled school time. When it is unavoidable to arrange an absence during vacation periods, please check with your child's teacher about obtaining schoolwork while you are gone. Sufficient time is needed for preparation, so please allow at least two weeks (2 weeks) for our teachers/district to provide assignments. Teachers do not have to approve an Independent Study request. Note: For children to get IS credit, the minimum amount of time determined by the Board of Education is 5 days (the district may be updating this number in '25-26) out of school.

HOMEWORK POLICY:

The Homework Policy will be distributed and discussed at Back-to-School Night. As a rule, homework time increases as the children move up through the grades. All children should read or be read to every school night. Students who do not return their work are subject to receiving a homework referral (grades 3-6). These referrals are designed to communicate with parents and make them aware of the issue. All homework is structured to reinforce the previously

taught curriculum. If you have questions about the purpose, frequency, or amount of homework, or you would like help with the content, please contact your child's teacher.

ARTIFICIAL INTELLIGENCE (AI):

Although there is a place and time in which AI can assist with learning and improved academic excellence, at Silva, we insist upon original thought and promote academic honesty.

[Academic Honesty Policy 5131.9](#)

In June of 1998, an Academic Honesty policy was implemented in LUSD. The Board of Education firmly believes that academic honesty and personal integrity are crucial to a student's education and character development. Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students are expected to engage in their academic pursuits honestly and are to abstain from cheating, lying, plagiarism, or any other form of academic dishonesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

PLAGIARISM / AI USE:

LODI USD BOARD POLICY 5144 Discipline

The Board of Education firmly believes that academic honesty and personal integrity are crucial to a student's education and character development. Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students are expected to engage in their academic pursuits honestly and are to abstain from cheating, lying, plagiarism, or any other form of academic dishonesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

GRADES/REPORT CARDS:

Report cards will be distributed three times during the school year. The first grading period (first quarter) will be a parent/teacher conference that is usually scheduled for the last week of the month. See the district calendar for specific dates. Students are responsible for completing their work and earning grades that reflect their best efforts.



RESPONSIBILITIES AND EXPECTATIONS

Students are required by law to:

- Attend school from the age of 6 to 18 (or high school graduation per Compulsory Attendance). Daily attendance is required unless students are ill or otherwise legally excused.
- Actively participate in the educational process, comply with all school rules, and pursue the required course of study.
- Submit to the valid authority of school officials in the performance of their duties.
- Perhaps most importantly, students are expected to assume primary responsibility for their behavior. (EC 35181, EC 48908, Title 5, CCR 300).

Staff will encourage and maintain high standards of student behavior by:

1. Establishing an atmosphere in which productive learning can take place.
2. Establishing an atmosphere of mutual respect and teaching the standards of appropriate student behavior.
3. Identifying causes of student misconduct and finding constructive methods of preventing/controlling such behavior.
4. Consistently applying classroom, school, and District rules.
5. Communicating regularly with students and parents regarding the behavior and academic progress of their students. (Title 5, CCR 5530, EC 44807)

Read the Full Student Conduct Code here:

<https://resources.finalsite.net/images/v1744235128/lodiusdnet/hb1nqpjyof5e3ae9j4iy/StudentCodeofConduct-withEdCode.pdf>

STUDENTS DRESS CODE:

At Silva School, responsible students dress in a manner that reflects the appropriate school environment and promotes active participation. The guidelines outlined below will be strictly enforced. We encourage parents to review these guidelines while preparing for each new school year. Please note that accumulating three infractions may result in suspension.

1. Makeup: Students should not bring or wear makeup, mascara, cover-up, fake eyelashes, lip stain, etc., to school unless prescribed by a doctor. (Tinted moisturizer and non-tinted lip gloss are permissible.)
2. Fingernails: Fingernails should be natural. False nails, acrylic, and press-ons are not allowed. Nails should be safety-length (fingertip length). Polish is allowable.
3. Hair/Eyebrows: All cuts and carvings must be appropriate for the school learning environment, free from affiliations, and not excessive in expression.
4. False Eyelashes: False eyelashes are strictly prohibited. If worn, the student will be required to immediately remove them, and an infraction will be given. Makeup and eyelashes are to be kept at home or in a backpack and not brought out during school.

5. Headdress: Hats are allowed at school during outside activities if worn facing forward. No hats should be worn inside the cafeteria or classrooms unless prescribed by a doctor. Wearing bandanas, bonnets, doo rags, skull wraps, and masks are not allowed. Hats should be free from logos and designs that do not align with district standards for advertising.
6. Logos/Images/Writing: Clothing or accessories that in any way promote alcohol, drugs, smoking, gang activity, violence, or demeaning language are prohibited.
7. Jewelry: Jewelry is permissible but should not pose a safety concern. Earrings should not dangle or have a loop that could get accidentally snagged or pulled on. No wallet chains are allowed.
8. Fit: Clothing must fit properly and should be suitable for participation in ALL school activities, including P.E. class, sports, and play. Clothing must not expose the mid-section or underwear as well and should cover the chest.
9. Shorts: Shorts should be of an appropriate length, reaching at least mid-thigh, which is at fingertip length.
10. Pants: If pants have large holes, leggings or tights must be worn underneath to maintain appropriate coverage. Clothing should fit around the hips without sagging; otherwise, a belt must be worn.
11. Shirts: Shirts MUST cover the midriff at all times (this means if a student lifts his/her arm(s), the midriff is still covered.) No crop tops, crop sweatshirts, or crop tank tops. Shirts should cover the chest and be no lower than 2 inches below the neckline.
12. Shirt Straps: Straps on shirts must be at least 1 inch wide. Spaghetti-string tops should not be worn to school.
13. Pajamas & Sleepwear: No pajama bottoms or slippers, plushies, or blankets.
14. Shoes: Athletic shoes are encouraged, but closed-toe sandals with enclosed heels are permissible. Rubber Crocs, open-toe shoes, sandals, and flip-flops of all types are not permissible. All shoes must have a back strap to ensure safety, especially during physical activities.

When a student arrives at school not adhering to the dress code, the first step is to ask if they have a change of clothing or shoes in their backpack. If they do not have an alternative option, the student will need to call home to arrange for suitable attire to be delivered within the hour. During this period, the student will wait in the front office until the appropriate clothing arrives. Additionally, the student will receive an infraction for the dress code violation. It is important to note that accumulating three infractions will result in a suspension due to repeated safety violations, as our dress code policy is designed to ensure the safety of all students.

PARENT RESPONSIBILITIES:

1. Sending their students to school daily and on time (EC 48200).
2. Acknowledging/accepting that the schools and the Board of Education have the legal responsibility to maintain standards of behavior for all students.

3. Cooperating with staff in helping a student with academic, disciplinary, or attendance problems.
4. Encouraging their students to have an attitude that learning, good attendance, and proper behavior are important.

STUDENT INSURANCE:

School district insurance will not cover an injured student during the school day. For this reason, we encourage parents to provide their student insurance. One such plan, a district-approved policy, was included in the first day of school packet.

HOME COMMUNICATIONS:

At Manlio Silva School, we believe that effective communication with parents is essential to fostering a strong school community. We strive to keep parents informed through various channels, including electronic newsletters, teacher updates, our school website, and phone calls. To ensure you receive important information, please make sure your email addresses and phone numbers are up-to-date with the school office!

PARENT-TEACHER COMMUNICATION:

Effective communication between teachers and parents is essential for fostering student success. It requires a consistent, clear, and respectful dialogue that keeps parents informed about their child's progress and encourages their active participation in the educational process.

Each grade level will communicate its preferred platform for regular updates, ensuring parents know how to stay connected. Nonetheless, parents are always welcome to reach out to teachers via the district email at any time. If a parent has a concern, the teacher should be the first point of contact. Should additional information be needed or if issues of concern remain unresolved, parents can then contact the Vice Principal or Principal to arrange a conference with the teacher. We strive to schedule these conferences within 24 to 48 hours, or as soon as possible, to address any concerns promptly.

ATTEND PARENT-TEACHER CONFERENCES:

A parent-teacher conference is a meeting between parents and a child's teacher to discuss the student's academic progress, social-emotional development, and overall experience in school. These conferences offer a valuable opportunity for parents to gain insights into their child's learning, address any concerns, and work with the teacher to support the child's academic, behavioral, or social-emotional success. Typically, conferences are scheduled once or twice a year, once at the beginning of the year and once in the second semester but they can be scheduled upon request of the parent or teacher. These meetings are especially helpful during progress reporting periods. Conferences are typically brief, lasting around 10-30 minutes. Parents should prepare by reviewing the child's work, understanding the curriculum, and formulating questions for the teacher.

STUDENT DROP-OFF, PICK-UP, AND RELEASE PROTOCOL

DROP-OFF/PICK-UP ETIQUETTE:

To help make drop-off and pick-up at Manlio Silva as smooth and safe as possible, we kindly ask that you follow the requests from all officials and volunteers. We truly look forward to spending the day with your child; therefore, we appreciate your cooperation as we attempt to make this process as convenient for you as possible. Thank you for your patience, respect, and kind words as we work together!

Morning Drop-Off:

- Drop-off hours - Students should arrive at school between 7:50-8:15 AM. Students should not be dropped off before 7:50 AM; there is no supervision available before this time. The North gate will close promptly at 8:20 AM. Should a student arrive after the 8:20 AM bell, he/she will be redirected to the Main Office for a tardy slip.
- Drop-off location - Please use the designated drop-off zones assigned to your child at the front and side locations of the school. Pull up to the curb in the appropriately designated areas to allow for a smooth flow of traffic. Do not park in the far left lane or block the exit.
- Safety first - Please encourage your child to exit the car quickly and safely. Do not park in the drop-off zone; this area is for active unloading only. Follow directions from all crossing guards.
- Pedestrian safety - If your child walks to school, please remind them to use crosswalks and look both ways before crossing the street. When crossing through the parking lot, walk only under the guidance of the crossing guard.
- Students should not walk in front of cars without the assistance of a crossing guard.
- Parents are encouraged to stay on the sidewalk rather than attempt to stand with their child in line.

Afternoon Pick-Up

- Pick-up time - Dismissal times vary depending upon grade level and on minimum days. Please consult the school's bell schedule. We kindly ask that you arrive on time for your child.
- Pick-up location - For everyone's safety and efficiency, please utilize the designated pick-up area. If you must leave your vehicle, kindly park in the lot instead of waiting in the pick-up line. Additionally, please refrain from calling your student to cross through the parking lot to reach your car. Thank you for your cooperation!
- Carpooling - We strongly encourage families to consider carpooling, as it effectively decreases the number of vehicles and helps alleviate traffic during pick-up and drop-off times. Please note that while we support this initiative, the school and district do not organize carpool arrangements.

- Bus Rules - It is important for all children riding the bus to adhere to the established bus rules. Please take a moment to review those rules during the first week of school. Remind students that eating and chewing gum are not allowed while on the bus. During the ride, students should remain seated, keep their voices at a respectful volume, speak kindly to one another, and keep their hands and feet to themselves. Failure to follow these guidelines will result in disciplinary actions, including a loss of riding privileges and suspension. Students may also lose full riding privileges for the year.

Release Protocol:

1. Line Up Students:

- Students are to have their personal belongings before lining up to be excused.
- Students must silence their voices before exiting the classroom.
- Students must follow the expectations for the Hallway.

2. Bus Riders:

- Bus riders are to exit the classroom first (2-3 min. max) and are to head directly to the South Gate, where they will line up to board the bus.
- Bus riders may walk themselves directly to South Gate. Students may NOT walk to pick up a sibling or roam campus at will. The teacher will not be expected to walk with students to the bus; however, if there is a para in the room, teachers may have the para walk with the student. Teachers may call the main office for additional support if a student needs an escort.

3. Restroom Use:

- If needed, students should use the restroom before lining up to avoid being late for the bus.
- Only appropriately designated restrooms may be used even at the end of the day.

4. Walking to Exit:

- Quietly and orderly, students are to walk to the designated exit location.
- Parents are to arrive on time every day to pick up their child in the designated area.

5. Exiting the Building:

- Once at the exit, teachers are to walk students all the way through the exit doors or gates.
- Students must keep their cell phones in their backpacks until they exit the building and the gates. Phone calls should not be made on campus whenever possible.

6. Teachers Monitoring Students:

- After teachers have walked their students through the gates, teachers are to remain at the exit to ensure that conversations and behaviors are complementary to our SHARKS Expectations.

- Teachers are to ensure that students connect with the correct person identified to pick him/her up after school.
- Teachers are to keep watch for anyone attempting to enter the campus and remind them to check in through the front doors with the office staff.
- Teachers are to bring their walkie-talkie and wear the identifying safety vest when on duty. Please remain with your students until the students are safely on their way to their next destination.

7. Safety Precautions:

- Teachers and staff are to be vigilant, monitoring for any suspicious behavior or strangers.
- The safety of our colleagues and students is paramount. Therefore, until students have exited with their families, all teachers and staff are to actively monitor the campus.

Exit Protocol for Teachers:

TK

- Exit through South Gate
- TK students must remain behind the gate until a parent, guardian, or designated caretaker/sibling arrives for pick up.

KINDER

- Exit through the designated Kinder Gate located at the west side of the Kinder playground
- Students must remain behind the gate until a parent, guardian, or designated caretaker/sibling arrives for pick up.

GRADES 1-3

- Exit through North Gate
- Grades 1-2 must remain behind the gate until a parent, guardian, designated caretaker/sibling arrives for pick up.

GRADES 4-6

- Exit through the front of the school by way of the front stairs under the guidance of the teacher who will ensure that students use Silva protocol (no talking or horseplay).
- The one 4th Grade class located in the portable (Ms. Silveria) will exit through North Gate.

SDC & Portable C8-C9

- Exit through South Gate
- The designated SDC teacher/para will assist the student to the bus line or to find a parent, guardian, or designated caretaker/sibling.

2nd Floor Exit Guidance

- Exit the nearest stairwell to the front of the school, and remain with the designated teacher unless walking home or a parent, guardian has arrived.

- If allowed to walk home, the student is asked to exit campus immediately. There is no loitering after school. If going to the park, students should keep in mind that school expects that you follow behavior appropriate for school until arriving home. Failure to show Shark integrity may result in disciplinary action.

RAINY DAYS:

Rainy Days for Parents:

When bad weather occurs, children can be unsure about transportation arrangements. Please finalize these arrangements before your child leaves for school. Allow extra time for drop-off and pick-up. Students should dress appropriately for the weather. Umbrellas are allowed but must be checked in with the teacher or stored in the student's backpack.

Before School on Rainy Days:

1. Students arriving at school between 7:45 AM and 8:05 AM must go directly to the cafeteria. Students should NOT roam the hallways or linger in the bathrooms.
2. Students arriving after 8:05 AM should go straight to their classrooms unless they require breakfast. The cafeteria will begin releasing students at 8:05 AM by grade level. Teachers should be in the cafeteria to pick up students at 8:05 AM.
3. If it starts to rain heavily while students are outside, they will be instructed to return to their classrooms in the morning.
4. No Chromebook use unless it's in the classroom, where students are monitored.
5. If teachers wish to hold a grade-level gathering in one of the classrooms, they should inform the main office.

During the Day:

1. Make sure students use the restrooms during their regularly scheduled recesses.
2. Our policy is: ***"If it isn't raining, we are going out to play."*** The office will use the intercom to keep everyone aware of our rainy-day status. There may be a change in decisions during the lunch periods, so please be flexible.
3. The office staff will be available to provide teachers with bathroom breaks during the morning and afternoon recesses.
4. For safety reasons, students are not allowed to take umbrellas outside during recess or lunchtime. Umbrellas are only permitted for use while walking to and from school.

Lunch Schedule:

Grade	Cafeteria (Lunch)
TK & Kinder, Ms. Flores	10:35 - 11:05
1st & 2nd	11:10 - 11:40
3rd, 4th, and Ms. Guerra	11:50 - 12:20
5th, 6th, and Ms. Devlin	12:36 - 1:06

After School:

1. If we are still on a Rainy Day in the afternoon, it will be a regular dismissal.
2. All students who are bused need to go straight to the loading zone unless there is a delay. If the buses are delayed, students should go to the cafeteria until dismissed by the duty teacher or admin.

Thank you in advance for your flexibility, assistance, and cooperation. These days are not easy on anyone!

BUS INFORMATION:

If you have questions or concerns about bus transportation services, please call the LUSD Transportation Department at 333-7170. Riding the bus is a privilege, and all riders are required to follow the rules and regulations set by the LUSD Transportation Department.

Failure to comply with these rules may result in disciplinary actions, which could include temporary suspension or permanent removal from the bus service. Riders should keep in mind our SHARK motto is to avoid violations. Please note that the school's disciplinary process may be applied if students are at the bus stop or traveling to and from school.

Rules and Regulations:

Students are required to...

1. Arrive at his/her assigned bus stop five (5) minutes before the scheduled arrival of the bus and respect the rights and property of others while waiting for the bus to arrive.
2. Refrain from cursing, fighting, wrestling, and any other boisterous activity both on the bus and at the bus stop.
3. Void bringing the following to the bus stop or on the bus: 1) animals, both dead or alive, 2) firearms, 3) weapons, or 4) potentially dangerous items of any kind.
4. Avoid bringing alcoholic beverages, tobacco, controlled substances, glass or pressurized containers, or any other materials considered to be potentially dangerous.
5. Keep all body parts inside the bus.

6. Remain seated and facing forward with legs, arms, and any objects out of the aisle until the bus has come to a complete stop.
7. Remain quiet at all railroad crossings.
8. Avoid using profanity, obscene gestures, or any other act that would be offensive to other riders. No excessive or unnecessary noise shall be permitted while on the school bus.
9. Keep the bus in excellent condition. This means students should not damage or deface any part of the school bus, tamper with radio controls, emergency exit, or in any way endanger the safety of others.

10. Enter and exit the bus through the entrance door only. Exceptions apply during emergencies.

11. Keep the bus safe and free from litter. This includes no littering or throwing objects in or out of the bus. There will be no eating or drinking while on the bus.

Violations:

1st - Written Warning

2nd - 1-Day Suspension

3rd - Up to 3 days of Suspension

4th - Mandatory Meeting with the principal/vice-principal and parent

SUPPORT PROGRAMS

PARENT-TEACHER ASSOCIATION (PTA):

Our award-winning Manlio Silva Parent-Teacher Association (PTA) also responsibly contributes to the support programs provided at the school.

The PTA is responsible for:

- Promoting the welfare of children and youth in the home, school, and community
- By bringing closer relationships between the home and the school, parents and teachers may cooperate intelligently in the education of children and youth.
- To develop between educators and the general public, such united efforts will secure for all children and youth the highest advantages in physical, mental, social, and emotional health.
- The Manlio Silva Parent Teacher Association is an organization open to all school families and community members of Manlio Silva students. The PTA encourages involvement in school activities, assists with parent education programs, and organizes fundraising activities to support the educational and enrichment programs at our school. General Association Meetings are held throughout the year. Executive Board Meetings are held monthly, and those interested are encouraged to contact

ENGLISH LANGUAGE ADVISORY COMMITTEE:

The English Language Advisory Committee (ELAC) is responsible for:

- Advising the administration and staff on services and opportunities available for children who are English language learners.

- They participate in the school's needs assessments, help develop the Single Plan for Student Achievement (SPSA), and contribute to ensuring regular school attendance for EL students. ELACs also play a role in advocating for the needs of ELs and their families within the school community.

SUPPORT SERVICES

STUDENT-SPECIFIC SERVICES:

Our school psychologist provides psychological testing beyond the scope of the classroom teachers. All psychological testing requires an IST/IEP team decision and the written permission of parents.

COUNSELING SERVICES:

LUSD offers a comprehensive school counseling program addressing the academic, personal, social, and emotional needs of all students. School counselors provide individual and group counseling, along with Educationally Related Mental Health Services (ERMHS) and classroom guidance. They also deliver school-wide counseling lessons and collaborate with staff, parents, and administration.

LUSD Counseling Services:

- Individual and Group Counseling: Provide personalized support for students' specific needs.
- [ERMHS](#) Counseling: Focuses on mental health support related to education.
- [Classroom Guidance](#): Deliver lessons on topics like social-emotional learning, career development, and post-secondary planning.
- Responsive Services: Provide targeted support to identified students based on individual needs.
- Collaboration: Work with teachers, administrators, and families to support student success.
- Confidentiality: Confidentiality of student-counselor interactions is maintained, except as required by law or with student consent.

STUDENT INTERVENTION (Instructional) SUPPORT TEAM (SST):

The Student (Instructional) Support Team meets to develop educational goals and possible alternatives for students who are experiencing learning or behavioral difficulties in school. These strategies are meant for use in the regular classroom and to serve as a resource to teachers. The Student Support Team typically consists of parents, the principal or vice principal, classroom teachers, the speech and language therapist, any Resource Specialist teachers, the school psychologist, and the school nurse, if applicable.

LANGUAGE, SPEECH, AND HEARING PROGRAM:

Services provided by the Speech and Language specialist include speech therapy and language development for identified students.

RESOURCE SPECIALIST PROGRAM AND LEARNING LAB:

The Learning Lab is designed to meet the needs of children in grades K-6 identified as having specific learning disabilities or other health impairments. The primary objective is for student success, either academically or behaviorally, and to return each student to their mainstream program in the shortest amount of time possible. Many of the strategies used include working individually or in small groups on areas identified for remediation.

ACCELERATED READER:

Accelerated Reader is a program where students have the opportunity to read a book at their reading level, get on the computer, take a comprehensive test, and track their progress/growth throughout the school year. The goal of AR is to motivate students to do more independent reading and increase vocabulary and comprehension skills, which in turn results in higher test scores. Research has shown that the amount of reading a child does is directly linked to the child's progress in reading, writing, and spelling. Children who struggle with their reading skills are also often reluctant readers. Independent reading is especially important for these children as they feel successful by completing books that are interesting and at their reading level. Many students look forward to the opportunity of getting on the computer and feeling successful when they pass an Accelerated Reader test.

STUDENT LIFE

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS:

Sports:

Flag Football and Basketball

Silva has a history of offering an in-house competitive seasonal flag football and basketball led by our physical education teachers. This includes grades 4, 5, and 6. This fun and friendly competition promotes school unity and is a great way to introduce kids to a team sport that requires sportsmanship and fair play. Try-outs required.

Silva Choir:

Research is very clear that music is another discipline that stimulates ability and increases the chances for academic success. Led by Ms. Kathy Evans, students in grades 4-6 have the opportunity to experience music in a group setting geared toward student performances. The Silva Choir program is designed to meet the needs of our children and allow our Sharks an opportunity to experience music at Silva School. Along with her natural love of teaching music

and song to children, Mrs. Evans is also a symphony-level flutist and uses many of these talents to enrich her lessons and encourage children toward a love of music.

Math Olympiad:

For four consecutive years, Silva Math Olympiads have secured 1st place in the district and have had the privilege of watching a four-time top Olympiad competitor rise to the top. Led by Silva's Math Olympiad coach, all interested students have the opportunity to meet each week to practice their way to success.

Support Groups:

Support groups are provided by the counselor, and sometimes by a teacher or administrator, to assist with social-emotional, behavioral, and academic needs.

Student Council Leadership:

Student government in elementary school offers numerous benefits for both students and the school community. It cultivates leadership skills, enhances communication, promotes collaboration, and fosters a sense of ownership and engagement in the school environment. It also provides a platform for students to have their voices heard and contribute to decision-making processes.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CHARACTER EDUCATION, LIFE SKILLS, & SOCIAL EMOTIONAL LEARNING

Manlio Silva employs positive discipline to promote a disciplined lifestyle through clear and attainable expectations.

The Silva community is committed to growing the hearts and minds of kids. Together, we believe that this starts with building empathy and developing character.

CHARACTER:

Character education involves cultivating shared attitudes, beliefs, and behaviors essential for becoming responsible citizens within a community. While it overlaps with Social Emotional Learning (SEL) which focuses on fostering self-awareness, healthy relationships, and sound decision-making. Manlio Silva integrates all three elements: character development, life skills, and social-emotional learning. We weave these critical concepts throughout our daily curriculum across various subjects. Additionally, we implement targeted instruction to explicitly address each area, ensuring a comprehensive approach to developing well-rounded individuals.

LIFE SKILLS:

At Manlio Silva School, we use a school-wide, positive decision-making approach to learning as a team. We believe that many students need to be taught how to interact with each other and to become good citizens. Students are taught Life Skills and are encouraged to use them to make positive choices. Staff witnessing such a positive, unsolicited act will present the student with a Shark Slip that is then entered into the Life Skills Box for a special award.

Life skills include topics such as friendship, organization, perseverance, common sense, sense of humor, caring, initiative, integrity, responsibility, flexibility, problem-solving, patience, cooperation, curiosity, effort, and resourcefulness. We offer Life Skills Guidelines that help students to be trustworthy, be truthful, be active listeners, praise using no put-downs, and doing one's personal best. We ask that all Silva adults help by modeling and using these academic terms to guide our young Sharks to do their best and be happy in school!

Life Skills:

- Aug.
 - Safety and introduction rules
 - Organization
- Sept.
 - Bravery
 - Sense of Humor
- Oct.
 - Responsibility 2-week break
 - Problem solving
- Nov.
 - Trust
 - Initiative
- Dec.
 - Generosity/Giving (Christmas) (2-week break)

Jan. Friendship
Motivation
Perseverance

Feb.
Thoughtfulness
Kindness (National Kindness Month)

Mar.
Loyalty
Common Sense (2-week break)

Apr.
Honesty
Integrity

May.
Wisdom
Flexibility

Implementation:

- 2 Life skills a month.
- 2 Assemblies (primary and intermediate) introducing new traits and celebrating students who have exhibited those traits.

Assembly Agenda:

1. Introduction of a New Trait: Slideshow Presentation
2. Class Discussion: Exploring the Meaning of the Trait and Its Applications
3. Trait Videos: Viewing and Discussion
4. Read-Aloud: Selected Books on Traits (for both primary and intermediate levels)
5. Student Awards:
 - a. Teachers will nominate two students per class using a Google form or spreadsheet.
 - b. Awards include a certificate and a prize (options: pencil, medal, cape, or lunch with the principal).
 - c. A magnet (8x11) for teachers to display on the door for character trait winners.

Monthly Spirit Days:

- Winners will receive recognition (such as a pizza party).
- Daily announcements must align with the monthly theme.
- Rewards for class participation in attendance, and spirit activities.

- Each grade level will decorate the bulletin board monthly according to the theme and/or holiday.

Weekly Themed Dress-Up Days:

- Monday - College shirts
- Wednesday - House shirts
- Friday - Silva School Spirit Shirts - [SILVA SPIRIT STORE](#)

The Silva Shark Academy Handbook Inspired and Modeled After The Ron Clark Academy

Manlio Silva has embraced the Ron Clark Academy (RCA) program as a premier framework for its Positive Behavior Intervention Program. The RCA initiative at Manlio aims to revolutionize education by establishing an inclusive and inspiring model within the school, while also sharing its innovative practices with fellow educators. Its primary goal is to cultivate a passion for learning, nurture character development, and motivate both students and teachers. By adopting a holistic approach, RCA effectively combines rigorous academics with engaging teaching strategies and a supportive school environment. The RCA program at Manlio aims to transform education by creating a model within the school that is inclusive and inspiring and sharing its innovative methods with other educators. Its core objective is to foster a love of learning, develop character, and inspire both students and teachers. RCA focuses on a holistic approach, blending rigorous academics with engaging teaching methods and a positive school climate.

Here's a more detailed look at the objectives:

- Inspiring students and educators:
RCA strives to ignite a passion for learning in students and encourage educators to adopt dynamic, engaging teaching practices
- Developing academic and life skills:
The program emphasizes not only intellectual growth but also the development of essential life skills like resilience, creativity, and leadership
- Creating a positive school culture:
RCA uses its House System and other strategies to build a strong sense of community, character, and school spirit.
- Transforming classrooms globally:
RCA's vision is to impact classrooms worldwide by demonstrating effective teaching methods and providing professional development for educators.

- Promoting community engagement:
The school actively reaches out to the community and engages in educator training to spread its innovative approaches.
- Belonging is vital because it fulfills a fundamental human need for social connection and plays a significant role in individual and societal well-being. It's linked to improved mental health, resilience, and life satisfaction. Additionally, a sense of belonging can boost academic performance, build self-esteem, and foster a more positive and engaged work environment.

Mental and Physical Health:

Research indicates that strong social connections and a sense of belonging are associated with increased life satisfaction and resilience in the face of adversity. Conversely, a lack of belonging can lead to feelings of loneliness, depression, and even physical health problems.

Academic Performance and Social Skills:

Children who feel a sense of belonging in their school environment tend to do better academically, are less prone to bullying, and build friendships more easily. They also develop stronger social skills and are more likely to learn new things.

Workplace Benefits:

A sense of belonging at work can lead to increased job performance, reduced turnover, and higher employee engagement. It also fosters a more positive work environment where employees feel comfortable sharing ideas and contributing to the company's goals.

Individual Growth and Development:

Belonging provides a supportive environment where individuals can take risks, learn new skills, and grow personally. It also helps individuals develop a stronger sense of self-worth and identity.

Societal Impact:

A sense of belonging is crucial for creating strong and supportive communities. When individuals feel connected to their local community, they are more likely to be involved in community activities, contribute to the local economy, and advocate for positive change.

The Ron Clark Academy (RCA) offers a unique approach to education that aims to measurably impact schools in several key areas. Here's how it does so:

1. Measurable Impact on Student Objectives & [Outcomes:](#)
 - Improved Academic Achievement: RCA's innovative teaching methods, such as integrating music, dance, and art into lessons and providing real-world connections, aim to make learning engaging and effective for all students. This can lead to

measurable gains in academic performance, as demonstrated by their own students achieving high scores on standardized tests.

- **Enhanced Student Engagement and Motivation:** The vibrant and dynamic learning environment at RCA, coupled with the "Ron Clark method," fosters student engagement and motivation, leading to a love for learning. This can be seen in increased student participation and enthusiasm.
- **Reduced Disciplinary Issues:** RCA's focus on building a positive school culture, particularly through its house system and the implementation of Ron Clark's "Essential 55" rules, can lead to a reduction in student discipline issues. One school that adopted RCA's system reported a 30% reduction in behavior consequences.
- **Development of Leadership and Life Skills:** RCA emphasizes developing not only academic skills but also life skills like resilience, creativity, and leadership, preparing students for success in life. This holistic approach contributes to their overall development and equips them to be positive contributors to society.

2. Measurable Impact on School Culture and Climate:

- **Positive School Climate:** The RCA house system and "Ron Clark method" contribute to a positive school climate by fostering a sense of community, belonging, and pride. The system encourages healthy competition, provides leadership opportunities, and creates a supportive environment where students feel valued.
- **Increased School Spirit and Morale:** Engaging activities and friendly competitions within the house system promote school spirit and pride, making the school experience more enjoyable for students and staff.
- **Improved Teacher Morale and Effectiveness:** RCA's professional development programs and emphasis on creating a supportive school community can positively impact teacher morale and effectiveness, fostering a collaborative and uplifting environment.

3. Measurable Impact through Educator Training:

- **Spread of Innovative Teaching Methods:** RCA offers extensive workshops and professional development sessions, sharing its innovative strategies with teachers globally, thereby amplifying its influence far beyond its own classrooms.
- This leads to the dissemination of effective teaching methods and techniques in other schools.
- **Inspiration and Empowerment of Educators:** Teachers who visit or participate in RCA's training programs often feel inspired and empowered to implement new practices and
- improve their teaching. This can lead to a ripple effect, positively impacting countless students in other schools.

How RCA Measures Impact:

RCA measures its impact using various metrics, including:

- **Standardized Test Scores:** Tracking student progress on standardized tests like the Stanford Achievement Test provides a measurable way to assess academic gains.

- Behavioral Data: Monitoring disciplinary rates and behavior consequences helps gauge the effectiveness of their behavior management strategies.
- School Culture Assessments: Evaluations of school climate and culture help assess the impact of the house system and the overall school environment.
- Qualitative Data: Gathering feedback from educators, students, and parents provides insights into the impact of their programs on individual lives and school culture.
- In conclusion, the Ron Clark Academy aims to have a tangible and measurable impact on schools by providing a framework for creating engaging and effective learning environments, improving student outcomes, fostering a positive school culture, and empowering educators to implement innovative teaching practices.
- The purpose of the SILVA HOUSE SYSTEM is to foster a sense of community and cultural belonging. Our goal is to inspire passion and enthusiasm for learning in a safe, engaging environment.

Benefits of the SILVA House System:

- Generates pride in the house, school, and community
- Provides an outlet for creative expression, physical activity, and social engagement
- Creates leaders and contributing members of the community
- Builds confidence, character, and reinforces values
- Establishes a network for students needing help academically and emotionally
- Develops positive relationships
- Reinforces behavior expectations

What's a House Meeting?

A house meeting is only with the members of your house. The purpose is to build community and promote a positive school climate. During the house meetings, we will teach and practice the SHARK mottos and review citizenship, do team-building activities, practice house chants, award successes, etc. House meetings and rallies are held once a month.

What's a House rally?

A house rally is when the entire school gathers together to celebrate accomplishments, do house cheers, and build the whole school community. During house rallies, students sit with their houses. House rallies are held once a month.

What are House Points?

House points create a fun and healthy competitive spirit. Students earn points for demonstrating positive behavior, academic achievement, and growth, using good manners, and other examples of the Silva Top 20 ESSENTIALS. Points are positive and can't be taken away. Points will be tallied by hand initially, but tracked using the HOUSE APP. Houses will compete for the best house weekly, quarterly, and yearly.

Shark Slips

Logos



The **student** is responsible for upholding the Choral Code:



Everyone must take responsible actions to create a strong spirit of sharks, a “team” that is focused on continuous improvement. At Manlio Silva, we firmly believe we have the “best team,” and we can continue to thrive if each member does his/her part.

Silva Coral Code

A Common Sense Guide to Success!

The student is responsible for upholding the Choral Code:

Silva Coral Code

A Common Sense Guide to Success!

1. Be the best SHARK you can be: Safe, Honest, Accountable, Responsible, & Kind.
2. See learning as a lifelong practice.
3. Do your personal best to achieve in all academic areas.

4. Attend assigned classes daily and arrive on time.
5. View the school's work as valuable and participate in classroom activities.
6. Bring necessary materials from home (homework, pencils, lunch items, notes, etc.)
7. Follow specific classroom and school rules and routines.
8. Respect teachers and staff when enforcing school rules.
9. Show respect by listening and understanding the comments, opinions, and ideas of others, especially in the classroom.
10. Make appropriate and safe choices within Manlio Silva School.
11. Greet one another in the hallway by name.
12. Use appropriate language at all times, even when you are angry, hurt, or scared.
13. Demonstrate active listening. When an adult or classmate is speaking, respond respectfully.
14. Keep your hands to yourself.
15. When walking in line, keep your arms at your sides, face forward, and move quietly.
16. Keep campus clean by cleaning up after yourself and others.
17. Always be honest, regardless of the circumstances.
18. Be a good sport! If you win, don't brag; if you lose, don't show anger.
19. Learn from your mistakes and move on.
20. Support the learning of every student - Uphold the Schoolwide Expectations!

RESPONSIBILITIES AND EXPECTATIONS:

Students are required by law to:

1. Attend school from the age of 6 to 18 (or high school graduation per Compulsory Attendance). Daily attendance is required unless students are ill or otherwise legally excused.

2. Actively participate in the educational process, comply with all school rules, and pursue the required course of study.
3. Submit to the valid authority of school officials in the performance of their duties.
4. Perhaps most importantly, students are expected to assume primary responsibility for their behavior. (EC 35181, EC 48908, Title 5, CCR 300).

The parent is responsible for:

1. Sending their students to school daily and on time (EC 48200).
2. Acknowledging/accepting that the schools and the Board of Education have the legal responsibility to maintain standards of behavior for all students.
3. Cooperating with staff in helping a student with academic, disciplinary, or attendance problems
4. Encouraging their students to have an attitude that learning, good attendance, and proper behavior are important.
5. Review the school discipline rules with your children at home.
6. Reinforce appropriate behavior at home.
7. Cooperate and work with teachers and other school officials to implement suitable fix indent consequences, both positive and negative.
8. Help ensure that your child arrives at school on time.
9. Value your role as your child's first teacher and actively fulfill this responsibility.
10. View learning as a lifelong practice.
11. Actively participate in school activities and support your child's instructional program.

The teacher is responsible for:

1. Establish a classroom management system that emphasizes and rewards appropriate behaviors, ensuring every student has the opportunity to learn.
2. Continuously seek ways to engage and challenge all students throughout the learning process.
3. Balance direct instruction with small group and individual teaching to meet diverse student needs, providing everyone a chance to succeed.
4. Offer students opportunities to make choices within the learning environment.
5. View learning as a lifelong practice.
6. Collaborate in the development and enforcement of school rules.
7. Maintain regular communication with parents and guardians.
8. Staff will encourage and maintain high standards of student behavior by:
9. Establishing an atmosphere in which productive learning can take place.
10. Establishing an atmosphere of mutual respect and teaching the standards of appropriate student behavior.

11. Identifying causes of student misconduct and finding constructive methods of preventing/controlling such behavior.
12. Consistently applying classroom, school, and District rules.
13. Communicating regularly with students and parents regarding the behavior and academic progress of their students. (Title 5, CCR 5530, EC 44807) C.

The Shark Squad and classified staff are responsible for:

1. Carrying out the goals of their position, which include supporting students in the classroom, cafeteria, playground, and more.
2. Ensuring the safety of our students. Supporting programs and enhancing student learning under the direction of the administration.

The Principal and Vice Principal are responsible for:

1. Communicate rules, expectations, and responsibilities.
2. Support teachers in developing and implementing classroom management plans.
3. Define referral procedures and ensure that these are communicated to students, parents, and teachers.
4. Enforce the discipline plan while adhering to district, state, and federal laws.
5. Work with parents to set high expectations for their children's performance.
6. Create a school climate that values individual strengths and differences.
7. Promote the concept of lifelong learning.
8. Seek ways to provide programs and materials that supplement, intervene in, and enrich the curriculum being taught.

SCHOOLWIDE EXPECTATIONS

It is our philosophy that negative consequences should be given out progressively. We define that by informing students that it is okay to make mistakes, as long as they learn from them and make better choices from that point forward. Students will always be encouraged and given opportunities to make positive choices.

Our goal is to assist students in learning to be responsible for their behavior. We believe in giving students an opportunity to discuss problems and conflicts and in helping children become “problem solvers” and “managers of conflict”. Part of the process of accepting responsibility for one’s actions is learning that there are consequences for inappropriate behavior.

CODE OF CONDUCT:

The Lodi Unified School District intends to provide all students with a school environment in which optimum learning can take place. Students who obey school rules, respect others, and

take responsibility for their behavior contribute in a positive way to that type of learning environment. The District believes it is essential that public schools play a key role in preparing youth to be productive and effective citizens by helping each student respect law and order, and assume his/her responsibilities as a citizen. Each student should learn that he/she has freedom of choice and action, so long as that action does not infringe on the rights of others.

This Student Conduct Code is intended to inform students, parents, and staff about school rules and the consequences for certain behaviors. The goal of all disciplinary actions or interventions shall be to reinforce and encourage appropriate behavior and respect for others. The District asks that parents recognize the importance of school regulations by reviewing and discussing them with their school-age children. Students who engage in violations of this Conduct Code will be subject to the appropriate consequences, which shall be applied consistently. Schools may formalize this process in writing.

Read the Full Student Conduct Code here:

<https://resources.finalseite.net/images/v1744235128/lodiusdnet/hb1nqpyof5e3ae9j4iy/StudentCodeofConduct-withEdCode.pdf>

POSITIVE DISCIPLINE APPROACHES:

It is the philosophy of the school staff that positive consequences are our major preventative measure to discourage poor behavior. Some actions may result in the immediate removal from the classroom or the campus. As necessary to protect the health, safety, and welfare of students and staff, school officials may search students, their property, and/or district property under their control, and may seize illegal, unsafe, and prohibited items. Positive discipline requires that discretion, good judgment, and common sense be exercised in all cases of search and seizure.

Examples:

- Verbal Praise/Conference
- Classroom rewards
- Triple A Awards (Attendance, Achievement, Attitude)
- Fun Friday Participation
- Phone calls to home or work
- Shark Tank Awards
- Chum awards (cafeteria award)
- Free-choice
- Honor's Breakfast and Honor Roll Incentives
- Conference/counseling (teacher/staff with student)
- Time-out
- Loss of privileges

- Life Skills Symposium/Curriculum (Grades 3-6)
- Restorative Justice Practices/Socratic Circle
- Check-in, Check-out (CICO)
- BIC/BIP/504
- Lifeskills Training/Awards: Friendship, Courage, Initiative, Cooperation, Problem Solving, Caring, Pride, Flexibility, Organization, Common Sense, Sense of Humor, Integrity, Curiosity, Patience, Responsibility, Effort, and Perseverance)
- Staff Counseling
- Referral to the Principal
- Community Service
- Sending a Student Home With a Parent
- Recall/retelling/writing about the Incident or Behavior
- Parent/Guardian Conference (teacher/staff with parent)
- Meeting with the Vice Principal or Principal (administrator with parent)
- In-House Suspension, Suspension, & Expulsion
- Walking Club

DISCIPLINE MATRIX

Manlio Silva follows the adopted discipline process for the Lodi Unified School District.

Schoolwide Expectations Matrix

	Classroom	Hallways	Restrooms	Playground	Cafeteria	Stairwells
S afe	<ul style="list-style-type: none"> • Hands to self • Walk silently • Use tools appropriately • Help others 	<ul style="list-style-type: none"> • Walk quietly • Keep hands to yourself 	<ul style="list-style-type: none"> • Wash your hands • Flush the toilet 	<ul style="list-style-type: none"> • Use equipment properly • Walk on blacktop • tag/chase-free zone • Play friendly 	<ul style="list-style-type: none"> • Hands & feet to self • Respect personal space • Sit on your bottom • Follow the path 	<ul style="list-style-type: none"> • Use handrails on the right • Feet touch every step • Follow the path • Single file
H onest	<ul style="list-style-type: none"> • Focus on tasks • Give best effort • Cell phones off & in backpack 	<ul style="list-style-type: none"> • Have permission to be in the halls 	<ul style="list-style-type: none"> • Have permission to be in the restroom 	<ul style="list-style-type: none"> • Follow school rules in games • Communicate concerns 	<ul style="list-style-type: none"> • Eat your food only • Wait to be dismissed 	<ul style="list-style-type: none"> • Wait with your class • Be a good example to others
A ccountable	<ul style="list-style-type: none"> • Be on task • Complete assignments 	<ul style="list-style-type: none"> • Use a quiet voice • Use time efficiently 	<ul style="list-style-type: none"> • Use as needed • Use facilities properly • Return immediately after use 	<ul style="list-style-type: none"> • Hands to self • Walk • Use tools appropriately • Help others 	<ul style="list-style-type: none"> • Take turns in line • Use appropriate voice levels 	<ul style="list-style-type: none"> • Face forward • Use quiet voices • Use as directed by teachers & staff
R esponsible	<ul style="list-style-type: none"> • Follow directions • Raise a hand • Be organized • Monitor progress 	<ul style="list-style-type: none"> • Go directly where you need to be • Walk on path • Stay in line • Use hall pass 	<ul style="list-style-type: none"> • Keep walls, stalls, floors clean • Flush appropriate items only • Use before bell 	<ul style="list-style-type: none"> • Eat snacks at table • Freeze after bell • Line up quickly & quietly • Behave respectfully 	<ul style="list-style-type: none"> • Take only what you need • Use table manners • Keep your areas clean 	<ul style="list-style-type: none"> • Maintain personal space • Hands to yourself • Walk silently
K ind	<ul style="list-style-type: none"> • Use kind words • Encourage others • Show empathy • Work cooperatively 	<ul style="list-style-type: none"> • Respect hallway displays • Be mindful of others • Be courteous 	<ul style="list-style-type: none"> • Take turns and wait patiently • Value privacy 	<ul style="list-style-type: none"> • Take turns • Use kind words • Wait patiently • Include others • Use good sportsmanship 	<ul style="list-style-type: none"> • Be polite • Enjoy your meal • Respect adults 	<ul style="list-style-type: none"> • Be patient • Wait your turn

TWO HOT ZONES:

Parents, please often review these expectations with your student.

Cafeteria Expectations:

- Enter quietly and sit at your classroom table.
- Wait patiently while in line. Never cut the line.
- Walk; never run while in the cafeteria.
- Raise your hand for assistance.
- Use quiet voices and talk with friends at your own table.
- Use appropriate table manners. Keep all food within your tray and clean your own fix indent here and throughout messes.
- Do not share any food, throw food, or take food from the cafeteria.
- All the students eat.
- Remain seated until dismissed.

Playground Expectations:

- Students play only in their assigned areas.
- Students are to freeze when the bell rings at the end of each recess.

- Students are not allowed to engage in rough play, such as wrestling, tackling, playing tag, etc.
- On the blacktop area, students must walk to help prevent injury. We also do not allow kicking and throwing field balls, which include footballs, soccer balls, baseballs, etc.)
- Do not pick up or throw any sand, bark, rocks, or sticks.
- Students are not to play or congregate in the bathroom.
- Students may not eat candy or chew gum on the playground. A healthy snack may be eaten at recess at the tables only.
- When playing softball, all players, except the batter, must stand behind the backstop/fence until their turn at bat.
- Students must stay out of the trees and off the fences.
- All playground equipment will be used in a SAFE manner. There is no running/chasing/horse-playing on the play structures.
- All wheeled vehicles must be walked on the playground or other areas of the campus. This includes bikes, scooters, skateboards, rollerblades, etc.
- Toys, electronic devices, and games may not be brought to school without permission from a teacher.
- No games of “tag” or “chase” unless it is supervised by the P.E. or classroom teacher. The general rule: “Keep hands and feet to oneself.”
- No games where a ball or another object is thrown at a student are permitted.
- Only “No-Argument” Football is permitted. Please see the rules posted in the hallways and classrooms.

MANLIO SILVA'S STUDENT INTERVENTION MATRIX AND DISCIPLINE PROCESS:

Discipline Process:

Begins with the Lodi's [district philosophy](#) and is carried out by the collective philosophy of the site leadership

Our philosophy is based upon a shared mission, vision, and values.

THE DISCIPLINE PROCESS SHOULD:

1. Foster Relationships:

Building strong, positive relationships with students is crucial for effective classroom management.

2. Create a Sense of Community:

Encourage open communication, respect, and collaboration among students.

3. Provide Support:

Offer support and guidance to students who are struggling with behavior or academic challenges.

4. Celebrate Successes:

Acknowledge and celebrate student achievements, both big and small, to build confidence and motivation.

CONSIDERATIONS;

1. Consistency:

It is essential to be consistent in applying rules and consequences.

2. Fairness:

Discipline should be applied fairly to all students, regardless of background or circumstances.

3. Dignity:

Discipline should be administered in a way that preserves the student's dignity and self-respect.

4. Professionalism:

Teachers should maintain a professional demeanor, even when addressing challenging behaviors.

DISCIPLINE requires a joint effort between parents at home and those at school. We believe that the sooner we help children with self discipline, the more successful and happy they will be.

Discipline at school...

BEGINS WITH TEACHERS IN THE CLASSROOM:

Includes, but is not limited to, the following:

1. Academic rigor - Monthly/Weekly/Daily Lessons, academic expectations, defined objectives, MTSS, Visible Learning (J. Hattie), and effective strategies
2. Resources -
 - a. <https://www.pinterest.com/pin/296041375508759067>
 - b. <https://assertivediscipline.weebly.com/how-does-it-work.html>
 - c. [Visible Learning](#)
 - d. [CA State Standards](#)
3. Scope and Sequence
4. Rapport and relationship building
5. [Assertive Discipline](#) - Clearly defined directions, rules, and expectations
 - a. All rules are stated in the positive, including specific consequences for actions. Let students know what to expect.

 - b. Create a safe space for students, one in which SEL is protected:
<https://www.wgu.edu/blog/15-tips-creating-safe-learning-environment2202.html>
6. consistent, collaborate, and communicate
7. Social Emotional Learning (SEL)
8. Personal wellness
9. Regular communication with parents - phone calls, weekly reports, classroom digital platform (such as Google Classroom, Dojo, SeeSaw, etc.).
10. Diversity, Equity, and Inclusion
11. Student Engagement

REQUIRES CLEAR EXPECTATIONS:

1. Classroom Rule/Social Contracts ([AVID-based](#))
2. Whereas rules are clear, concise, and age-appropriate and are consistently communicated to students by teachers, Avid-based social contracts are norms established together as a classroom community and remain able to evolve throughout the year based upon need.
3. Consequences
4. Model Appropriate Behavior
5. Teachers should model what they expect from students, including demonstrating respect, courtesy, and a positive attitude.

PROVIDES THE FRAMEWORK FOR MANAGING BEHAVIOR:

1. Be Proactive:
Preventative measures, like engaging lessons and a well-structured classroom, can minimize disruptions.

2. Address Misbehavior Promptly:
Respond to minor infractions quickly and calmly, using non-verbal cues or redirection.
3. Use Positive Reinforcement:
Acknowledge and praise students who are following the rules and exhibiting positive behavior.
4. Individualized Approaches:
Some students may need more support or individualized strategies to manage their behavior.
5. Communicate with Parents/Guardians:
Keep parents informed of any significant behavior issues and collaborate on solutions.

MINOR DISCIPLINARY ACTION STEPS:

Teacher Action Steps:

1. Classroom Intervention or Suspension
 - a. Student sits with an adult within the classroom
 - b. Student is assigned a time-out or Walking Club
 - c. Student reassigned to another classroom for the day
 - d. Student is sent to the office for administrative support
2. Student sent to admin without a note (Supervisor or Shark Squad)
3. Student sent to admin with a Behavior Alert (Pink Slip or Carbon Copies)
4. Teacher initiates a Behavior Alert in Aeries and “pushes” it to Admin

Student Sent to Administration:

1. Chronic Problems require documentation of concerns, assertive discipline efforts, accommodations, modifications, and communication with family. Include all efforts to redirect learning.
2. A document can include actions in the classroom, on the playground, before and at the end of school, as well as BICs and BIPs
3. In-house conflict resolution
4. Restorative Justice (Teacher-led, admin-supported, parent and student agreement)
5. School Counselor
6. One-on-one
7. Small group

MAJOR DISCIPLINARY ACTION STEPS:

1. Intervention Options - Teacher, parent, and counselor input is valued
2. In-house Discipline - campus beautification, alternative recess, classroom suspension, parent conference, and release to parent
3. Suspension - Day 1, 2, & 3 or more

SUSPENSIONS/EXPULSIONS:

The Lodi Unified School District (LUSD) has a detailed policy regarding student discipline, including suspendable offenses, outlined in their Policy 5144.1 Suspension/Expulsion/Due Process.

Here are some of the reasons a student may be disciplined, suspended, or expelled in LUSD: Some actions that may result in suspension or expulsion for students in grades K-12 include causing physical injury or threatening injury to another person (except in self-defense), possessing or furnishing dangerous objects, unlawful possession or use of controlled substances or alcohol, selling substances represented as controlled substances, committing robbery or extortion, damaging or stealing property, possessing or using tobacco or nicotine products, committing obscene acts or using habitual profanity, possessing drug paraphernalia, receiving stolen property, possessing imitation firearms, committing sexual assault or battery, harassing or intimidating witnesses in disciplinary proceedings, selling prescription drugs,

engaging in hazing, bullying (including cyberbullying), aiding or abetting physical injury, or making terrorist threats.

For students in grades 4-12, additional grounds for suspension include disrupting school activities or willfully defying school personnel, committing sexual harassment, engaging in hate violence, or intentionally engaging in severe harassment, threats, or intimidation that disrupts the educational environment.

It is important to note that suspension or expulsion is typically used when other corrective measures have failed or are not feasible, or if the student poses a danger. LUSD generally employs a progressive discipline approach, with less severe consequences for initial offenses.

Parents/guardians are informed of suspensions and have the right to appeal. Students also have due process rights in disciplinary proceedings. LUSD also utilizes Positive Behavior Interventions and Supports and restorative practices.

CURRENT ADMINISTRATIVE APPROACHES CONSIDERATIONS:

1. Proper supervision:
2. Positive and even Creative Consequences:
 - a. PBIS, or Positive Behavioral Interventions and Supports, is a framework used in schools to create positive, predictable, and safe learning environments for all students. It focuses on teaching and reinforcing positive behaviors, rather than solely reacting to negative ones, and aims to improve social, emotional, and academic outcomes for students. Lodi Unified School District utilizes [Positive Behavioral Interventions and Supports \(PBIS\)](#) as a framework to

improve student outcomes. PBIS is a tiered system focused on integrating data, systems, and practices to support positive behavior in schools. The district also has policies in place for Student Study Teams (SST) and Individualized Education Programs (IEP) that incorporate PBIS principles.

- b. [Restorative Justice Practices - Edweek's Explanation](#): There are four key features...
 1. Respect: Having respect for everyone by listening to opinions and learning to value them.
 2. Responsibility: Taking responsibility for one's actions
 3. Repair: Giving the school community the skills so individuals can identify solutions that repair harm.
 4. Reintegration: Having a structured, supportive process to resolve harms and ensure those harms aren't repeated, without removing students from the school environment.
- c. [Restorative Circles](#)
- d. Life Skills (PBIS)- Small group training based upon Caring Community curriculum.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Lodi Unified School District (Lodi USD) utilizes a Multi-Tiered System of Support

Key aspects of Lodi USD's MTSS framework:

- Focus: Aligns academic, behavioral, and social-emotional supports to address the needs of all students.
- Integrated Framework: Aims to align various initiatives and resources within the district to support students.
- Data-Driven: Emphasizes utilizing data-based problem solving and decision-making across all levels of the educational system.
- Whole Child Approach: Considers the entire student, encompassing academic, behavioral, and social-emotional aspects.
- Tiered Support: Likely involves a tiered system to provide increasingly intensive levels of support based on student needs, similar to the general MTSS model.
- Alignment with LCAP: Lodi USD's Local Control and Accountability Plan (LCAP) includes goals aligned with MTSS, focusing on academics, the tiered support system, and English learners.
- Mental Health Services: Lodi USD offers specific mental health services to support students' academic, social, emotional, and behavioral well-being, which is an important component of a comprehensive MTSS.

Implementation in Lodi USD Schools:

- Systemic Change: MTSS is intended to create systematic change by integrating services and supports to identify and address student needs quickly.

- Alignment with Standards: MTSS aligns with California State standards and aims to ensure academic, behavioral, and social success.
- Leadership Team: Strong leadership teams are crucial for effective MTSS implementation.
- Continuous Improvement: Lodi USD, like other districts implementing MTSS, is expected to engage in continuous improvement activities to evaluate and refine its MTSS practices.
- Goals of Lodi USD's MTSS:
 - To ensure every student receives appropriate support through evidence-based practices.
 - To organize resources by aligning academic standards and behavioral expectations.
 - To help every student improve their performance.

IMPORTANT DATES & CALENDARS

IMPORTANT DATES (LIST):

<https://docs.google.com/document/d/1kgueow9jZ1o8ivCpHGEM2XR259TY4qRENvW2Ar3uxxg/edit?usp=sharing>

This list is subject to change. An updated version of each month can be found in the weekly SMORE.

SCHOOL CALENDAR:

DISTRICT INSTRUCTIONAL CALENDAR:

https://resources.finalsite.net/images/v1736443433/lodiusdnet/fsjkrvfjsh0bwpqtvlh/LodiUSD_InstructionalCalendar_2025-26.pdf

2025-2026

Modified Traditional Instructional Calendar

2025					2026															
July					August					September					October					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
	1	2	3	4					1	1	2	3	4	5				1	2	3
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10	
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17	
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	
28	29	30	31	25	26	EO	28	29	29	30	27	28	29	30	31					
November					December					January					February					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
					1	2	3	4	5				1	2	2	3	4	5	6	
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9	9	10	11	12	13	
10	11	EO	13	14	15	16	17	18	19	12	13	14	15	16	16	17	EO	19	20	
17	EO	EO	EO	EO	22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	
24	25	26	27	28	29	30	31	26	27	28	29	30								
March					April					May					June					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
														1	1	2	3	4	5	
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	8	9	10	11	12	
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19	
23	24	25	26	27	20	21	22	23	24	18	19	EO	21	22	22	23	24	25	26	
30	31	27	28	29	30	25	26	27	28	29	29	30	29	30						

Vacation Days

- June 2, 2025 - July 28, 2025 - SUMMER BREAK
- September 29 - October 10, 2025 - FALL BREAK
- November 26, 2025 - Non Instructional Day
- November 27, 2025 - Thanksgiving Day
- November 28, 2025 - Board Designated
- December 22, 2025 - January 2, 2026 - WINTER BREAK
- March 16 - 27, 2026 - SPRING BREAK
- June 1 - July 27, 2026 - SUMMER BREAK

Holidays

- July 4, 2025 (L).....Independence Day
- Sept. 1, 2025 (L).....Labor Day
- Nov. 11, 2025 (L).....Veteran's Day
- Nov. 27, 2025 (L).....Thanksgiving Day
- Nov. 28, 2025 (L).....Board Designated
- Dec. 25, 2025 (L).....Christmas Holiday
- Dec. 31, 2025 (B).....Board Designated
- Jan. 1, 2026 (L).....New Year's Holiday
- Jan. 19, 2026 (L).....Martin Luther King
- Feb. 6, 2026 (L).....Lincoln's Holiday
- Feb. 16, 2026 (L).....Washington's Holiday
- May 25, 2026 (L).....Memorial Day
- June 19, 2026 (L).....Juneteenth

LUSD Minimum Days

K-12	EO Elementary Only
08/06/25	8/27/25
09/10/25	11/12/2025
10/22/25	11/18 - 11/21, 2025
12/03/25	2/18/26
12/19/25	5/20/26
01/14/26	
02/04/26	
04/08/26	
05/06/26	
05/29/26	

STUDENTS: School year begins: July 29, 2025
Last Day of School: May 29, 2026



LODI UNIFIED SCHOOL DISTRICT
MANLIO SILVA ELEMENTARY HANDBOOK AGREEMENT

Please complete and return this page to your child's school.

Student's Name _____

I acknowledge that I have received information about my rights as a parent/guardian, specialized instructional programs, rules, and expectations outlined in the handbook.

_____ I hereby permit my child to receive services and take part in ALL of the enclosed.

_____ I hereby permit my child to receive services and take part in ALL of the enclosed, except:

Signature of Parent or Guardian

Date

Signature of Student

Date