



PANAMA BUENA-VISTA UNION SCHOOL DISTRICT

Stockdale Elementary School

2026-2027

STOCKDALE ELEMENTARY

2021-2022 Silver Level PBIS Recognition

2014 and 2015 National Honor Roll Reading Achievement School

1997, 2000, 2008, 2014, and 2019 California Distinguished School

2016, 2017, 2019, 2018 California Honor Roll Recipient

2001 National Blue Ribbon School

7801 Kroll Way Bakersfield, California

93309 661 831-7835 FAX: 661 831-7701

Dear Parent and Student:

Welcome to Stockdale Elementary. Staff and students established a tradition of excellence in academics, athletics, and fine arts in 1977 when Stockdale Elementary opened. Years later, we still take pride in the many accomplishments of our staff and student body.

All of us are proud of the tradition of parents, students, and faculty cooperation. The Parent Club provides tremendous support which enhances the regular program and benefits all of our students. Please show your support by joining the Parent Club and participating in the many activities and programs that make Stockdale Elementary a special place to learn and work.

The information contained in this handbook is presented to better acquaint you with Stockdale Elementary. We hope you will read it together and if you have any questions, call us (661 831-7835), or come in to see us. Please keep this handbook as a convenient reference throughout the year.

Sincerely,

Mr. Merickel
Stockdale Principal

BOARD OF TRUSTEES PANAMA BUENA-VISTA UNION SCHOOL DISTRICT

Keith Wolaridge, President

Linda Garcia, Vice President

Bryan Easter, Clerk

Paul Van Auken, Trustee

Chad Blain, Trustee

DISTRICT ADMINISTRATION

Dr. Katie Russell, Superintendent

Dr. Lynn Paslay, Assistant Superintendent, Educational Services

Katie Gonzalez, Assistant Superintendent, Business Services

Dr. Trina Lovio, Assistant Superintendent, Instructional Services

Darryl Johnson, Assistant Superintendent, Human Resources Services

Dr. Denita Maughan, Assistant Superintendent, Special Services

PURPOSE STATEMENT: Inspiring hope while ensuring high levels of learning for ALL students.

Stockdale School Staff

2025-2026

MT MERICKEL.....	PRINCIPAL
KRYSTAL ANGULO.....	ASSISTANT PRINCIPAL
WENDI KAFF.....	ACADEMIC COACH
ROXANNE FOX.....	SECRETARY
MARY HAYNES.....	CLERK
.....	CLERK
YILIANA HERNANDEZ.....	LIBRARIAN
CHRISTIE CHAPMAN.....	TRANSITIONAL KINDERGARTEN
LYNSEY GUTHRIE.....	TRANSITIONAL KINDERGARTEN
TRACI BRAZEAL.....	KINDERGARTEN
AMY ARMIJO.....	KINDERGARTEN
NANCY SANCHEZ.....	KINDERGARTEN SDC
KIERSTEN COMER.....	KINDERGARTEN SDC
KARA KEMP.....	FIRST GRADE SDC
MICHELLE KUNZLER.....	FIRST GRADE
MARYCRUZ GOMEZ.....	FIRST GRADE
STEFANIE ROWLAND.....	SECOND GRADE
KIMBERLY WEIS.....	SECOND GRADE
JONATHAN PELTON.....	SECOND-THIRD SDC
DANIELLE GRANGER.....	SECOND/THIRD GRADE COMBO
ERMA GARZA.....	THIRD GRADE
AMANDA MESZAROS.....	THIRD-FOURTH SDC
DACIA COBIAN.....	FOURTH GRADE
MELINDA MORALES.....	FOURTH GRADE
MIKE TAYLOR.....	FOURTH/FIFTH GRADE COMBO
KAYLEE BORN.....	FIFTH GRADE
OLIVER BROWN.....	FIFTH GRADE
KATIE SHIPE.....	SIXTH GRADE
HAZEL SANTIAGO.....	SIXTH GRADE
BREANNA SALAZAR.....	SIXTH GRADE
KATIE BIMAT-GONZALES.....	FOURTH-SIXTH SDC
JOHN SLEZAK.....	I/IC TEACHER
MICHELLE SHAW.....	I/IC TEACHER
CORY MARCOUX.....	INSTRUCTION/INTERVENTION
REBECCA RUIZ.....	SPEECH THERAPIST
AUSTIN ROAM.....	SCHOOL PSYCHOLOGIST
RUSSELL SEMPELL.....	BEHAVIOR INTERVENTION AIDE
EVELYN MCAULIFFE.....	BEHAVIOR INTERVENTION AIDE
BRAXTON PORTER.....	INSTRUMENTAL MUSIC
MARY GARZA.....	CHORUS
NICOLE PIESCER.....	CAFETERIA MANAGER
VANESSA WARD.....	HEAD CUSTODIAN

2026 - 2027 Bell Schedule

*7:15	CAMPUS OPENS
*7:35	WARNING BELL
*7:38	INSTRUCTION BEGINS/TARDY BELL
8:50	TK and SDC TK RECESS
*9:05	End TK and SDC RECESS
9:10	K RECESS
*9:25	END OF K RECESS
9:30	1ST - 2nd GRADE RECESS
*9:45	END OF 1ST - 2ND GRADE RECESS
9:50	3rd - 4TH GRADE RECESS (recess on intermediate side)
*10:05	END OF 3RD - 4TH GRADE RECESS (recess on intermediate side)
10:10	5TH - 6TH GRADE RECESS (GATE)
*10:25	END OF 5TH - 6TH GRADE RECESS (GATE)
10:40	TK - K LUNCH BEGINS
*11:22	WARNING BELL TK - K LUNCH
*11:25	END OF TK - K and GATE LUNCH
11:20	1ST - 2ND GRADE LUNCH + 6th Grade GATE (11:25)
11:30	SDC TK/K Lunch
*12:02	WARNING BELL 1ST - 2ND GRADE LUNCH
*12:05	END OF 1ST - 2nd GRADE LUNCH
*12:10	End of SDC TK/K Lunch
12:00	3RD - 4TH GRADE LUNCH + 4th Grade GATE (12:05)
*12:42	WARNING BELL 3RD - 4TH GRADE LUNCH
*12:45	END OF 3RD - 4TH GRADE LUNCH
12:40	5TH - 6TH GRADE LUNCH BEGINS + 5th Grade GATE (12:45)
*1:22	WARNING BELL 5th - 6TH GRADE LUNCH
*1:25	END OF 5TH - 6TH GRADE LUNCH
*2:00	TK - 3RD GRADE DISMISSAL
*2:10	4TH - 6TH GRADE DISMISSAL

Please note that every Wednesday students are
dismissed 90 minutes early!

TK-3rd DISMISSAL	12:30
4th-6th DISMISSAL	12:40

2026-2027 DATES TO REMEMBER

August 12th - Instruction Begins

August 31st - Labor Day (No School)

September 2nd - Back to School Night

90 min early dismissal

September 10th - Family Engagement Night

October 26th-October 30th - 1st Quarter Parent-Teacher Conferences

90 min early dismissal

November 11th - Veterans Day (No School)

November 20th - 2 hour early dismissal

November 23rd-27th - Autumn Recess (No School)

December 18th - 2 hour early dismissal

December 21st-January 1st - Winter Recess (No School)

January 4th - Instruction Resumes

January 8th - 2nd Quarter Report Cards Mailed Home 1/15/2026

January 18th - Dr. Martin Luther King Jr Day (No School)

February 8th - Lincoln's Birthday (No School)

February 15th - Presidents Day (No School)

March 19th - 3rd Quarter Report Cards Mailed Home 3/26/2026

March 22nd-March 29 - Spring Break (No School)

March 30th - Instruction Resumes

May 13th - Open House

1 hour early dismissal

May 31st - Memorial Day (No School)

May 26th - Last Day of School

3 hour early dismissal | 4th Quarter Report Cards Mailed Home

SCHOOLWIDE EXPECTATIONS

Stockdale Stars are Respectful, Responsible, Safe and Ready to Learn

1. Classroom behavior that interferes with yours or another student's education will not be tolerated. Stockdale Elementary has a focus on learning.
2. Keep your hands and feet to yourself at all times, no rough-house games (wrestling, tackle football, etc.) and only use kind words.
3. Use restrooms and drinking fountains as necessary during recess.
4. Gum is not permitted at school.
5. Report any behavior that breaks the rules or creates an unsafe situation to a staff member. Safety is everyone's responsibility.
6. Hats may only be worn outside and must be worn correctly.
7. Toys/balls may not be brought to school. Items brought to school with the teacher's permission must stay in the classroom under the teacher's supervision. The school is not responsible for lost or stolen items.
8. The Panama-Buena Vista Union School District *Parent Information Booklet* covers student discipline on pages 1 - 4. The dress code is covered on pages 5 -6.

**It is important to understand the rules
and possible disciplinary actions.
Please ask if you are in doubt or have any questions.**

STUDENT CONDUCT

Stockdale Elementary maintains a high standard of conduct and behavior for all of our students. We believe appropriate student conduct is essential in order to make each student's experience at school meaningful, productive and enjoyable. When asked, "How did you come to school today?" a student should earnestly reply, "Ready to learn."

Title IX / Nondiscrimination

The District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived protected characteristics, including sex, gender, gender identity, and sexual orientation, in accordance with Title IX (20 U.S.C. § 1681) and Education Code §§ 200–262.4.

Related Board Policies:

BP/AR 5145.3 – Nondiscrimination/Harassment

BP/AR 5145.7 – Sexual Harassment

STOCKDALE'S DISCIPLINE POLICY

Along with our basic school rules, the staff has established fair and consistent consequences to be administered by all teachers when a student violates any of these school or district rules of behavior:

Step 1 - Teacher/Student Conference- At this time the teacher will clarify the rule the student is violating.

Step 2 - The teacher will contact the parent, identifying clearly the unacceptable student behavior, and establish what is necessary to rectify the problem (Teacher/Parent Conference).

Step 3 - The teacher will refer the student to the principal/assistant principal, documenting the steps previously taken to change student behavior. (Conduct referral)

Step 4 - The principal/assistant principal will counsel the student and institute a consequence. Parent contact will be made, either by letter or by telephone.

Step 5 - The principal/assistant principal will schedule a parent conference to be held in the office to discuss possible suspension or recommendation for expulsion for the student.

Consequences may range from reviewing behavior guidelines, modified recess(es), communicating with parents, loss of privileges, restrictions, or suspension; depending on the recurrence and/or severity of the action.

Student Discipline

Student behavior is governed by California Education Code §§ 48900–48927. Schools emphasize positive behavioral interventions; however, violations may result in disciplinary action including suspension or expulsion consistent with due process requirements.

Related Board Policies:

BP/AR 5144 – Discipline

BP/AR 5144.1 – Suspension and Expulsion/Due Process

AR 5144.2 –Suspension And Expulsion/Due Process (Students With Disabilities)

GENERAL INFORMATION

ARRIVAL AT SCHOOL -Students may not arrive at school before 7:15 A.M. **DO NOT PUT YOUR CHILD AT RISK BY LEAVING HIM/HER UNSUPERVISED.**

Our playground supervisors are not on duty until 7:15 A.M.

ATHLETIC PROGRAMS - The after-school program is open to fifth and sixth grade students (track includes grade four). Rosters are limited. Teams compete against other schools in regular league play and all games are played after the end of the regular school day or on Saturdays. Parents need to provide transportation.

Participation in the **AFTER-SCHOOL SPORTS PROGRAM** is subject to the following provisions:

1. Participation refers to activities associated with the programs. This includes try-outs, practices, and playing in all scheduled games,
2. Student participants must be enrolled at the represented school.
3. Student participants must have participated in five (5) days of team practice before in a participation game.
4. New team members cannot be added for a postseason play.
5. Students in a continuous enrollment are subject to the following eligibility standards:
 - a. Must have a 2.0 GPA and must not have more than one (1) number 10 comment. (7-8 grades only)
 - b. Must have no F grades (grades 4-8)
 - c. If the student becomes ineligible, he or she will remain ineligible for the entire grading period- the quarterly period as demoted on the district instructional calendar for the school year.
 - d. The principal at the school site will review the ineligible student's grades at the end of the grading period in question and will make a determination regarding the student's future eligibility.
 - e. If the principal determines, according to the eligibility provisions listed above, that the student is eligible to participate, he/she will be allowed to participate immediately; however, the student must adhere to the five-days-of-practice provision listed in #3 above, before he/she can participate in a game.
 - f. Any ineligible student who becomes eligible after the regular season is concluded but before post-season play begins will not be allowed to participate in post-season play.

ATTENDANCE - We ask for your fullest cooperation in seeing that your child attends school each day. Absence from school places a hardship on the pupil. According to California School Law, the only legal reasons for a child being absent from school are: ILLNESS...VISIT TO A DOCTOR OR DENTIST...DEATH IN THE FAMILY.

If your child is absent, we require a phone call (831-7835) or note to clear the absence within 48 hours. If you would like missed class work, please allow the teacher twenty-four (24) hours to prepare appropriate work. Please make arrangements through the office to request and pick up requested work. Class work may be picked up in the office. Unexcused absences, including family trips for pleasure/recreation & business purposes or failing to provide proper verification for an absence for more than 10 consecutive days will result in the student being dropped from the class and risks not returning to the same class or school upon return.

Attendance Law

California law requires that all students attend school regularly. Absences must be verified and fall within allowable categories defined in Education Code § 48205. Compulsory attendance is governed by §§ 48200–48293. Excessive absences may result in referral to the School Attendance Review Board (SARB).

Related Board Policies:

BP/AR 5113 – Absences and Excuses

BP/AR 5113.1 – Chronic Absence and Truancy

AWARDS PROGRAM - Students in grade four through six at Stockdale School are encouraged to participate in a variety of activities and may earn points toward a letter "S" by doing so. Points are awarded in the following categories: student government, scholarship, citizenship, athletics, art and music. All points are cumulative beginning in the fourth grade. The District Point Program has been included at the back of this handbook. We will not pull/remove siblings from class to watch an activity, or award program.

BICYCLES - The Bakersfield Police Department has suggested to us that kindergarten, first and second graders do not yet have the proper physical coordination or judgment in emergencies to ride bicycles to school. Most bicycle accidents happen to children of this age.

The following conditions must be met before a child in the third through sixth grades may ride a bicycle to school:

1. Must have parent approval to ride a bicycle to school.
2. Bicycles must be kept locked while on the school grounds.
3. Students must walk bicycles while on school property and while crossing streets.
4. Students must obey all traffic and bicycle rules to and from school.
5. A helmet must be worn while riding the bicycle.

BREAKFAST - Breakfast will be served from 7:15 to 7:30 and is optional. If a student is not eating at school they are to eat at home, prior to arriving at school. Breakfast is an important meal.

BUS TRANSPORTATION -

For safety reasons, we have bus riding rules that our students must follow. Those boys and girls who do not adhere to the rules may be refused transportation for a period of time. Students must board the bus only at their designated bus stops and are reminded not to arrive at the stop too early, to wait off the roadway in a safe place, and not to disturb or play on other's property while waiting for the bus to arrive. The bus rules have been included at the back of this handbook.

If a student is changing the way they are going home they must have a note (no over the phone changes), otherwise they will be put on the bus or sent home their usual way.

CLASSROOM BIRTHDAY PARTIES - Teachers have worked with Room Mothers to schedule three parties during the school year. Class parties may be held before the winter recess, Valentine's Day and the end of the year. In addition to class parties, because birthdays are special days for all children, treats may be sent to school only if prior arrangements have been made with the teacher. No clowns, gorilla suits, balloons, flowers, gifts, etc. as they disrupt the learning process of many students. If you are planning a private party for your child, it is not appropriate to hand out invitations at school unless all students in the class are invited as some children may suffer hurt feelings if they are excluded.

CLASSROOM STANDARDS - Students shall enter the room in an orderly manner. They shall be seated, quiet, and ready for work when the bell rings. Rules of courtesy to teachers and fellow classmates shall be followed at all times. Students shall meet each teacher's standards concerning class procedure such as: sharpening pencils, getting needed materials, staying in seats, etc. Each and every student shall be responsible for keeping the classroom neat and to see that things are picked up from the floor.

The classes will be dismissed by the teacher, not by the passing bell. Students shall leave the room in an orderly manner.

Students shall not chew gum or eat in the classrooms. No gum is allowed at any time. Since gum cannot be chewed at school, it should not be brought to school.

COLOR DAY - Color Day (Red and Blue) is the last Friday of each school month. At a time when other schools are experiencing a lack of school pride and spirit, we are very proud of the conduct and spirit shown by our students. We feel Color Day is one of the contributing factors in building this atmosphere. We ask each student to participate in Color Day by wearing two articles of clothing that are only red and blue. Acceptable clothing are dresses, blouses, skirts, pants, shirts, sweaters, and caps. A class T-shirt will satisfy "Color Day" clothing requirements. Your cooperation in helping your child dress for Color Day will aid greatly in the success of this activity.

DRESS CODE - The current dress code is listed in the Panama-Buena Vista Union School District Parent Information Booklet and is provided for you below. The main infractions to be aware of are: shorts that are too short, revealing clothing, clothing with words or pictures of content that is not appropriate for an elementary setting, flip flops, or shoes with no back strap, and excessive baggy clothing.

DRESS CODE (District) - The Governing Board's position respecting student dress is to be adhered to by all pupils attending schools of the Panama-Buena Vista Union School District. The purpose of the dress code is to help generate a positive learning situation and to guarantee the health and safety of all students.

Pupils attending the schools of the Panama-Buena Vista Union School District are expected to wear clothing that is appropriate for the promotion of an effective educational program. It is not the intent of the District to oppose the rights of students regarding dress, but rather to assure that the rights of all students are considered and upheld. It is the responsibility of the school to provide an atmosphere where all children will be able to learn; and it is the responsibility of the students and their parents to help create and maintain this atmosphere.

Conditions of dress and appearance are:

1. Excessively large trousers, pants, and overalls may not be worn. All trousers and pants must be worn at the waist. Belt ends may not hang down.
2. Excessively oversized shirts, including oversized tee-shirts, worn outside pants are not allowed. Shirt length cannot extend beyond the tips of fingers when a student is standing with arms hanging down. Overalls must be worn with straps on the shoulders, not hanging loose.
3. All clothing must be neat in appearance. Commercial lettering or printing will be allowed on shirts and sweatshirts as long as it is acceptable for school attire. No clothing may be personalized other than with a given name. Jackets, backpacks, binders, etc. may bear the name of the owner in printed block letters. All other students writing on clothing, backpacks, binders, etc. is unacceptable as is writing on the hands or other parts of the body. Clothing that is full of holes or frayed because of being cut off is not acceptable.
4. Clothing that is excessively revealing is unacceptable.
"Excessively Revealing" includes:
 - a. Clothing that is extremely tight fitting.
 - b. Backless halter tops or dresses; tube tops; tank-top shirts or muscle shirts cut low at armpits or neckline.
 - c. Clothing that shows bare midriffs.
 - d. Shorts the length of which is shorter than halfway between mid-thigh and knee. (no pockets showing)
 - e. Clothing that is transparent or revealing.
 - f. Underwear being worn as an outer garment.
5. Suggestive clothing or objects may not be worn which are libelous, obscene, or depict illegal activity. This includes buttons, arm bands, shirts, insignias, etc. Bandannas of any color or type are not to be worn. Clothing with crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages or clothing that is sexually suggestive, violent or disruptive is not acceptable.
6. Clothing that indicates the student's membership on community teams not affiliated with the school may not be worn. This is added to preclude the wearing of jerseys, uniform, etc. of teams that are not associated with the school programs.
7. No bare feet or unsafe or disruptive footwear shall be worn.

8. Cosmetics to the face and hair that distract from the educational process such as spray-painted hair, extreme painting of the face, glitter in the hair, stickers, etc. are unacceptable except on appropriate days declared by the administration.

The Board and administration reserves the right to declare any mode of dress that in their estimation inhibits the educational process or threatens the safety and protection of all students as unacceptable. If students are dressed in an unacceptable manner, parents will be notified and corrective measures must be taken before the student will be allowed to return to class.

EMERGENCIES AND EMERGENCY CONTACTS - In the event of serious accidents or injuries at school, students are given first aid and every effort is made to contact the parents immediately. That being the case, it is extremely important that we have current home, work and emergency contact phone numbers. Please call us immediately if there is a need for you to update these numbers.

FIELD TRIPS - Our teachers occasionally arrange field trips that are intended to extend and enhance the curriculum. You will be advised in advance of field trips and your written permission will be required before your youngster will be allowed to participate. You are asked to return permission slips promptly as district policy will not allow us to accept verbal consent. Students must travel to and from any field trip with the class.

FOG DELAY - During the winter months heavy fog may result in the delay or even the closing of some Kern County schools. If there is fog and you think school buses may be delayed or school closed, please listen to your radio, information is made available to virtually all local stations. Delayed busing will be on a standard two hour delay basis. Please do not call the school radio stations or the California Highway Patrol. Listen for the District name, Panama Buena Vista. Please visit the PBVUSD homepage for fog delay information: www.pbvUSD.k12.ca.us

GLASS CONTAINERS - Glass containers pose a potential hazard to students. They are not allowed on buses or on our campus. Please do not send glass containers in your child's lunch or school projects.

GOING HOME FOR LUNCH - For the protection and safety of our students and in accordance with school district policy, Stockdale School is a closed campus. Consequently, those students desiring to go home on a regular basis must have a lunch permit, which will be good for the entire year, on file and signed by his/her parents. For those students wishing to go home on an irregular basis, a note signed by the parent will be good for the date specified. No student will be allowed to leave campus without documented parent permission, and under no circumstances shall a child be allowed to leave campus to eat at a commercial establishment without being accompanied by his/her parent, guardian or other designated adult.

HOME TEACHER - When a student will be absent for longer than three weeks due to illness, a parent may request the service of a home teacher. A written recommendation of a regularly licensed physician and written request of parent or guardian is necessary before a home teacher can be assigned.

HOMEWORK AND STUDY HABITS - Homework offers a valuable opportunity to meet individual needs. Assignments vary from grade to grade according to interests, skills, and the level of maturity of the child. Little homework is assigned in grades 1 and 2, but beginning with grade 3 assignments are given in key subjects and gradually increase in length and complexity

through 4th, 5th and 6th grades. These are general guidelines and may vary from teacher to teacher. Parents can help their children get the maximum benefit from homework assignments by encouraging the use of the study habit routine listed below:

1. Provide a regular study time even though it may be of short duration.
2. Be sure that your child has a quiet place to study.
3. Give help and encouragement whenever needed.
4. Minimize interruptions by family and friends as well as the television set.
5. Make daily reading and mastering math facts part of your child's homework routine.

HONOR ROLL - Fourth, Fifth and Sixth graders are recognized on the Honor Roll when they have maintained a 3.0 average during the grading quarter in the academic subjects: math, English, spelling, reading, social studies, and science/health. The Principal's List requires a 4.0 grade point average (all A's or A-'s) in those same subjects. A grade below "C-" in any subject disqualifies students from Honor Rolls as does a grade below "C" in conduct. Two or more "N's" in other subjects/work habits disqualifies a student from the Honor Roll. No area may be marked "Below Grade Level".

A, A- = 4.0

B+, B, B- = 3.0

C+, C, C- = 2.0

HOURS OF SCHOOL -

TK & Kindergarten 7:38 - 2:00

Grades 1, 2, 3 7:38 - 2:00

Grades 4, 5, 6 7:38 - 2:10

Wednesdays are 90 minute early dismissal days.

Your child must board a school bus, walk directly home, or be **picked up within ten minutes of dismissal time**.

Make arrangements and communicate them with your child prior to leaving for school regarding how your child will be going home. If the plan is different from the normal routine, send a note. The school will not change the way a student goes home over the phone.

LATE TO SCHOOL - Students who arrive late to school, other than late bus arrivals, are to report to the office. If they are more than thirty minutes late, they are considered **TRUANT**.

LEAVING SCHOOL EARLY - Children are not allowed to leave the school grounds under any circumstances without first getting permission from the office. Students who must leave during regular school hours must be checked out at the school office by their parents, emergency contacts cannot pick up students without prior parent communication with the office. Students may not leave their classrooms until notified by the office or at the time specified in a note from the parent. In any event, check-out must be made through the office before leaving the grounds.

The office will not call students out of class during the last thirty minutes of the day. This practice causes too many disruptions and is a loss of instructional time. Students leaving thirty minutes early will be documented as a truant unless documentation for an appointment (such as doctor or dentist) is provided.

LIBRARY - Stockdale has an excellent library with a full complement of reference materials and a fine collection of fiction and nonfiction books for general circulation. Children in grades K to 6 are scheduled into the library each week and receive instruction on its proper use ... and remember to read.

LOST AND FOUND - Children are asked to turn in anything of value that they might find on the school grounds to the office or to their teacher. We recommend that you put your child's name on any clothing which he or she might take off at school, such as sweaters and coats. Names should also be put on lunch boxes and sack lunches. "Lost and Found" is located on the playground near the blue ball wall. Students have access to it during recesses. Unclaimed items are periodically donated to charity.

LUNCH - Children may go home for lunch, bring their lunch, or eat a free lunch in the cafeteria. As a safety precaution, children who wish to go home for lunch must have on file in the school office a parental request for such permission. A child who has such a letter on file, may at the direction of his parent, eat at school instead of at home; however, a child without a letter on file may not be excused to leave the grounds. Elementary children should not go home to an empty house for lunch. All students must eat lunch while at school unless parent communication has been established with Mr. Merickel. A nutritious free school lunch will be provided by students. A monthly menu is sent home as well as being posted in each classroom.

MEDICATION - All prescription and non-prescription medications to be taken at school or given by designated school personnel should be brought to the school office by a parent with a **pupil medication form** signed by a **physician and parent/guardian**. Medications **must not** be brought to the school site by the student. A parent/guardian must deliver the medication (both prescription and non-prescription) in its original container with all labeling intact and the name of the student clearly indicated. Tablets should be split by the parent if partial doses are required (pill splitters are available at each school site). All medications must be counted and recorded by the parent and designated staff upon receipt or exit from school. The parent, along with designated school personnel, must date, record the amount and sign the Medication/Treatment Log verifying the amount of medication.

NOTICES HOME / PARENTSQUARE - Many notices are sent home informing parents of school activities as well as posted to ParentSquare. ParentSquare communicates to you, the parent, through texting or email. Please call the office if you do not yet have access to your ParentSquare account.

MUSIC - Classroom Music

Beginning in third grade students will receive music instruction with a music specialist. Activities may include singing, dancing, rhythm instrument experiences, the development of listening skills and music appreciation. Instrumental instruction begins in the 4th grade with the advanced recorder pre-instrument course of one semester. Class instruction on the standard instruments of the band, orchestra and chorus is offered to 5th and 6th grade students on a "pullout" basis. We welcome all parents who would like to assist in some way in the music program.

PARENT INVOLVEMENT

Observation of Instructional Program by Parents-

Who May Visit: The right to observe a child's instructional program during the classroom time resides solely with a child's parent, legal guardian, or foster parent and does not extend to grandparent, other interested close relatives, or caregivers as defined in Family Code Section

6550-6552. A grandparent, close relative, or care giver may schedule a classroom visit if a parent has provided written permission and the classroom teacher consents. Visits by grandparents, close relatives, or caregivers must be scheduled through the principal rather than the classroom teacher.

Scheduling: Visits shall be scheduled by the classroom teacher for a time and date convenient to both the parent and the teacher. The parental observation date shall be within a reasonable time frame following the initial request. A request for a specific date must be made no less than 48 hours in advance.

Frequency and Duration: To minimize interruption and distractions during valuable classroom time, parental classroom observations are limited to two visits per month per related student with a maximum duration of one hour per visit. If there is a need for more parental observation, additional visits may be scheduled through the principal.

Parental Conduct During Classroom Visitation: Parents may enter and exit the classroom only once during each visit. Parents shall remain in the back of the classroom and may not interact with students or the teacher unless the interaction is initiated by the classroom teacher. Unnecessary noise and/or movement must be kept to a minimum. The classroom teacher may direct a parent to leave the room if the parent's presence or conduct unduly interferes with the instructional program, and the parent must leave the classroom if directed to do so. Any concerns or complaints may be addressed directly to the classroom teacher after regular school hours or to the principal.

Violation of Classroom Visitation Rules: A violation of the classroom visitation rules may be resolved by the classroom teacher through counseling of the offending party privately. If this form of correction is not effective, the principal may, as necessary, temporarily preclude a parent from visiting his/her child's classroom during regular school hours for a period of time not to exceed 14 continuous days.

When a parent has been precluded by the principal from visiting his/her child's classroom, the parent may appeal the decision to the District's Assistant Superintendent in charge of Educational Services who will investigate and consider the matter in a timely fashion.

Notification of Classroom Visitation Procedures: Parents shall receive notification of classroom visitation procedures. The notification used should be substantially as follows:

Parents are encouraged to visit the child's classroom and observe the instructional program. Visits must be scheduled directly with the classroom teacher and, generally, at least 48 hours in advance.

Distractions and interruptions seriously impair the educational process. To minimize distractions during valuable classroom time, parental visits are limited to twice per month for a maximum of one hour per visit. Additional visits may be scheduled through the principal if more observation time is needed. While visiting, parents are generally required to remain quiet and in the back of the room in order to minimize the classroom interruption which a visitor's presence typically causes.

Copies of the school's classroom observation procedures are available upon request.

PARENT CLUB - The Parent Club meets regularly and supports the activities of our school. Funds earned by the Parent Club are used to provide extra materials and equipment for our school. All parents are invited to become active in the Parent Club and to become involved in our school program.

PARENT VISITS - The safety of our students is our highest priority. **All parents, visitors, and volunteers need to report to the school office and provide a picture ID that will be verified**

in our Raptor system. Parents will be issued a visitor label to wear while on campus and be required to return the label to the office as a means of checking out.

Anybody who is not employed by the District will be required to wear a visitor label while they are on campus. This brings Stockdale Elementary into compliance with existing Panama-Buena Vista Union District policy. Please remember to always enter the office before you enter a classroom or the playground. Teachers and staff will remind any person on our campus to first check in through the office if they don't see a visitor label. Parents are encouraged and welcomed to visit school. If you wish to see a particular subject taught, check with the teacher as to their daily schedule. If you would like to talk with the teacher, please make an appointment before or after school. Teachers are seldom able to remove their attention from the class in order to have a conference during class time.

The office staff will not interrupt the classroom for items dropped off.

District Policy References:

Parent Rights

Parents/guardians have the right to be informed of and participate in decisions regarding their child's education, including access to records, instructional materials, and school programs, as provided under California Education Code §§ 48980, 49063–49079 (pupil records/FERPA alignment).

Related Board Policies:

BP/AR 5125 – Student Records

BP 6020 – Parent Involvement

Uniform Complaint Procedures (UCP)

The District follows Uniform Complaint Procedures pursuant to 5 CCR §§ 4600–4670 to address complaints related to programs, discrimination, harassment, intimidation, and other legally protected areas.

Related Board Policies:

BP/AR 1312.3 – Uniform Complaint Procedures

Photography

The district regards photographs as a category of directory information that would not generally be considered harmful or an invasion of privacy if disclosed. Therefore, a student's photograph, together with the student's name, may be published on district or school websites/social media, unless the student's parent/guardian has notified the district in writing to not release the student's photograph without prior written consent.

Related Board Policies:

BP/AR 5125.1 - Release of Directory Information.

BP/AR 1113 - District and School Websites

ATTENDANCE - Stockdale Elementary has a very high percentage of student attendance. Attendance is important and is mandated by the state of California. Parents will be notified for excessive absences and truancy by letters, phone calls or conferences. Please notify our office staff regarding all absences.

PERSONAL CONDUCT OF STUDENTS - Students shall be respectful to adults at all times. Students shall be held responsible for their conduct to and from school. Language shall be clean and free of profanity and vulgarity. Students shall respect all physical properties of the school, care of buildings, furniture, books, lavatories and all equipment.

PETS - No animals are allowed on the school premises or in the classroom unless prior approval has been obtained from the teacher and principal. All pets must be in an approved cage or container to prevent harm to the children. Under no circumstances are animals to remain over a weekend. Pets may not be transported on the school bus.

RENAISSANCE PLACE LEARNING - (also known as AR Reading and Home Connect) You are able to access these academic programs through your students Clever account This is an excellent way to get extra practice and to stay informed of your child's progress. You may even register up to five emails for instant notification of student's assessment results.

REPORT CARDS - Report cards will be sent home 4 times a year at the end of each quarter. Grades K-6 have conferences at the conclusion of the first grading period.

REQUEST FOR TEACHERS - Regretfully, it is not possible to place each student with the teacher of his or her parents' choice. We attempt to compile balanced classes in terms of boy/girl ratio, academic achievement and behavioral standards. It is a process that is not done randomly as careful thought is given to placement of each child and to the composition of each class. Although we would like to honor all requests, it would be impossible to satisfy everyone and maintain balanced classes.

If you, as a parent, feel that your youngster needs special consideration, and your feelings can be educationally justified, please submit a letter to the principal before the second week of June. Final determination for class placement will be made by the principal.

SAFETY - We require all children to use crosswalks and sidewalks where available while coming to school and going home. Please help your child choose the safest route possible. Also, we would like to suggest the following safety measures while picking up or dropping off children at school:

1. The safest areas to drop off or pick up your child at school are the gates on Dos Rios behind the school. Dos Rios is not a busy thoroughfare and usually lacks congestion.
2. Please avoid double parking, jay walking and making u-turns in the middle of the street. All are illegal and pose a danger to our students.
3. The circular drive in front of the school is a **4 MPH ZONE** and is intended for temporary parking between 8:10 a.m. and 1:45 p.m. Our student valet program is in effect from 7:15-7:33 a.m. Passengers must exit on the passenger side only. Items may not be taken from the trunk. Do not use the valet area if you have a pet in your car.
4. The front loop is reserved for District and county buses between 1:45 p.m. and 2:45 p.m.
5. The bus loop on the West side of the school is reserved for buses only. Please do not use this as a pick up location.

Following these rules help to keep our students safe. We thank you in advance for making a safe environment for everyone involved.

SNACK ZONE - A healthy nutrition snack is allowed at first recess for grades 1-6 under the following guidelines:

1. Students must only eat the snack in the designated snack zone area at the benches: 1-3 primary west benches and 4-6 intermediate east benches.
2. A serving size appropriate for only one person is to be brought out to recess. Food brought out is to be eaten.
3. No sharing food. No begging or asking others for their food.
4. No candy - snacks must have some nutritional value.

Snacks at this time are a privilege and may be taken away from students that are not following the expectations.

Food and drink (other than water) are not allowed on the grounds during any other recess period.

STUDENT GOVERNMENT - Stockdale Elementary has a well-defined student government program in which participants learn the elements of democratic procedure by discussing and attempting to resolve issues that come before the Student Council. The Student Council is made up of elected officers and representatives from each of the classes in grades 4 through 6. The elected officers are: President (6th grader), Vice President (5th grader), Secretary (6th grader), Treasurer (6th grader), Director of Safety (5th grader), and Superintendent of Grounds (4th grader). Elected student officers and their parents sign a pledge to maintain superior conduct and passing grades in all subjects or the student will be removed from office.

SPEECH - The speech therapist for Stockdale Elementary is at our school to help those children that have speech concerns. Most children in the speech therapy program have an articulation issue. This means that they may be substituting one sound for another, or that they are omitting sounds, or that they are distorting sounds, or that they are doing all three. Normally such problems can be corrected within one or two years.

STUDENT VISITATION - In order to maintain a normal daily routine for our students, **student visitors are not allowed**. This procedure ensures that our teachers, when preparing for their classes, have adequate supplies, textbooks, and space for all children. A child who is unfamiliar with the regular campus and classroom routines can do much to interfere with the learning of others.

TECHNOLOGY - We are a privileged district to be able to provide 1:1 devices for our students. It is with the expectation that they appropriately use their technology in both work completion, and safe/appropriate use of the internet. If a student damages, mistreats, or inappropriately uses their device, they could lose their privileges.

Technology Use

Students must comply with the District Acceptable Use Policy when using technology resources, consistent with Education Code §§ 48900 (student conduct) and 51870–51874 (technology use). Misuse may result in disciplinary action and/or loss of privileges.

Related Board Policies:

BP/AR 6163.4 – Student Use of Technology

➡ Full legal notices are available in the District Annual Notice.

Any personal devices such as tablets, personal computers, meta glasses, etc. should be left home due to the high risk of loss, theft, breakage and because of the distraction from school work, these are all to be left at home.

TELEPHONE - It is necessary that our school telephone remains free for the conduct of school business. Students who ask to use the phone will be granted that privilege only for emergencies and extraordinary situations.

Student cell phones must be turned off and put away before entering campus. Once a student leaves campus at the end of the school day he/she may turn the cell phone back on. Personnel cell phones should not be visible or used without a staff member's permission.

TELEPHONE OR COME IN TO SEE US - We urge you to call the school or to contact your child's teacher when any concern arises, to check out facts when you hear a rumor either from your youngster, or from a neighbor, or just to ask questions regarding school matters.

Communication between home and school is vital. Don't hesitate to call us. Our staff has been encouraged to contact you. The school phone number is 831-7835.

TOYS AT SCHOOL - Children often want to bring toys to school. Due to the danger of loss, theft, breakage and because of the distraction from school work toys are to be left at home. The classrooms may have special days when children bring a toy to "share". In such cases, items are to remain in the student's backpack until the appropriate time to share.

TEXTBOOK CARE - Students are not to willfully deface any school property including textbooks. Students found doing so will be required to replace the text.

TWENTY WAYS TO HELP YOUR CHILD SUCCEED IN SCHOOL

1. Take your child to the library. Help him pick out books he would enjoy.
2. Have your child read orally to you. (Use AR Reading, Renaissance Place)
3. Read to your child from the newspaper, magazines and a good children's book. Than ask him/her questions to check his/her comprehension.
4. Help your child study for tests, quizzes and homework.
5. Drill your child on his math facts. (Use Home Connect, Renaissance Place)
6. Help your child write letters to relatives and friends. Stress neat handwriting, sentence structure and creative vocabulary.
7. Encourage your child to keep a diary. Don't peek!
8. Have your child help plan and cook a meal. Read the recipe together and plan shopping and preparation.
9. Make mealtimes a pleasant experience with rich conversations. Have the expectation of communicating in complete sentences. Avoid one word answers and responses.
10. Discourage junk foods. Provide fruit and vegetable snacks.
11. Stress good school attendance.
12. Be sure your child gets enough rest. I cannot stress enough how important adequate sleep is for young children.
13. Be sure your child eats breakfast.
14. Be positive about school and learning.
15. Encourage your child with comments and praise for the good things he/she does. This will help build a good self image.
16. Have a particular study time. Provide a good place for study. (Use Lexia at home at home as an enrichment or intervention for reading and language.)
17. Encourage your child's creativity. Help with his/her chosen projects, but don't do them.
18. Remember your child is unique. Don't compare him/her with siblings or other children in the neighborhood.
19. The amount of time you spend with your child is not as important as the QUALITY of that time. Make sure he/she has your undivided attention some time during the day.
20. Get acquainted with your child's teacher early in the year. Educating your child requires the

combined efforts of both school and home.

BUS RULES

Students will receive a bus ticket for the following infractions:

1. Abusive body contact (slapping, hitting, poking, shoving, pulling hair, etc.) in or when loading or unloading a bus.
2. Using profane language or obscene gestures.
3. Putting any part of the body out of the bus window.
4. Any movement out of the seat while the bus is in motion.
5. Creating excessive noise that distracts the bus driver.
6. Unauthorized opening, closing, or tampering of any kind, with bus doors, emergency exits and windows.
7. Any type of damage to/or defacing of the bus.
8. Lighting of matches or cigarettes, or smoking on the bus.
9. Throwing objects in, out of, or at the bus.
10. Transporting live animals, reptiles, or insects on the bus.
11. Eating, drinking, or chewing gum on the bus.
12. Failure to obey the driver or disrespect to the bus driver.
13. Using other than the student's regularly designated bus stop.
14. Riding the bus after receiving a "No Ride" penalty.
15. Any improper bus stop procedure (not lining up, rock throwing, playing in the street damaging property at the bus stop).
16. Giving improper identification when requested by the driver.
17. Tampering with radio or bus controls.

Title I, Part A School Parent and Family Engagement Policy
ENGLISH

Board Approval: April 14, 2026



Principal: MT Merickel

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93309

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Website:

Stockdale Elementary School provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), which includes providing information and school reports, in a format and, to the extent practicable, in a language such parents understand.

The School Parent and Family Engagement Policy is available on the district website and Parent Square. In addition, paper copies of the School Parent and Family Engagement Policy can be found at the school office, free of charge. Parents and families wishing to provide ongoing support and input into the School Parent and Family Engagement Policy can participate through the School Site Council, the District Advisory Committee, and other committees. Additionally, parents and families can provide input by completing the parent surveys distributed throughout the school year.

Stockdale Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

I. Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing and distributing a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Parents and family members of children participating in Title I, Part A programs are engaged in the joint development of this policy through multiple avenues. Stockdale Elementary gathers input through School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I Parent Meetings held throughout the year. Drafts of the policy are shared for review during these meetings, and families are invited to offer revisions before the final version is adopted. The approved policy is made available both digitally and in print to ensure full distribution to all Title I families.

II. Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Parents and family members may request amendments to the school's Parent and Family Engagement Policy at any time. Suggested revisions may be submitted during SSC, ELAC, and Title I Parent Meetings or directly to the principal. Feedback is reviewed promptly and, when appropriate, incorporated into the policy during scheduled annual reviews or earlier if urgent changes are required to meet ESSA requirements.

III. Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary, to meet the requirements (ESSA Section 1116[b][3]):

The Panama-Buena Vista Union School District Parent and Family Engagement Policy is reviewed annually with the District Advisory Committee, which is made up of parents and guardians as well as site and district administrators. The District English Learner Advisory Committee is also provided an opportunity to review the Parent and Family Engagement Policy. Based on the feedback, the policy is updated periodically to meet the parents'/guardians' and schools' changing needs. Parent and family members with suggested amendments to the policy are welcomed throughout the school year as well as at the Annual Review meeting. Comments and suggestions on the district's Parent and Family Engagement Policy can be directed to the Specialist(s). The district shall amend the Parent and Family Engagement policy if necessary to meet the requirements.

IV. Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Families may provide input if they believe the LEA plan under ESSA Section 1112 is unsatisfactory. Stockdale Elementary will collect parent comments during parent meetings or through direct communication with the school's administration. Any comments received will be forwarded to the LEA and included with the plan submitted to the State.

V. Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

Stockdale Elementary hosts an annual Title I meeting at a convenient time for families. All Title I parents are invited and encouraged to attend. During this meeting, the school explains its Title I participation, program requirements, parent rights, and opportunities for involvement. The meeting is publicized through multiple communication methods to maximize attendance.

VI. Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening, or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

The school provides flexible meeting opportunities throughout the year to accommodate diverse family schedules, including morning, afternoon, evening, and virtual sessions. When feasible, Title I funds may be used to support parent participation by providing child care, transportation, or home visits specifically related to parent engagement.

VII. Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Parents and family members are involved in the planning, review, and improvement of Title I programs through SSC, ELAC, Title I Parent Meetings, and schoolwide planning sessions. These meetings allow for ongoing, timely, and organized parent participation. If families are already involved in established site-based committees, these structures are used to ensure adequate representation of Title I parents in shaping schoolwide plans and engagement policies.

VIII. Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]):

Stockdale Elementary provides families with timely information regarding Title I programs through newsletters, digital platforms, parent meetings, and school communications. The school provides explanations of curriculum, academic assessments, and grade-level expectations. Parents may request additional meetings to discuss their child's academic progress or school programs. Staff respond to parent suggestions as promptly as possible and engage families in decisions affecting their child's education.

IX. Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, and submit any parent comments on the plan when the school makes the plan available to the LEA

(ESSA Section 1116[c][5]):

If parents find the schoolwide plan under ESSA Section 1114(b) unsatisfactory, they may submit written or verbal comments to the school administration. Any parent comments will be attached to the schoolwide plan when it is submitted to the LEA.

X. Describe how the school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. Section 6318[e][1])

Parents receive support in understanding academic standards, local and state assessments, Title I requirements, and how to monitor and support their child's progress through workshops, parent meetings, newsletters, and teacher communication. The school provides guidance on effective home-school collaboration and strategies to support student achievement.

XI. Describe how the school provides materials and training to help parents to work with their children to improve their children's achievement, as appropriate, to foster parental involvement.

Stockdale Elementary offers materials and training opportunities to assist families in supporting their child's academic success. These include literacy and math resources, digital learning workshops, and parent education events designed to strengthen home learning strategies.

XII. Describe how the school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

The school provides professional learning for teachers, paraprofessionals, school leaders, and support staff on effective family engagement. This includes training—often delivered in collaboration with parents—on the importance of parent contributions, strategies to strengthen communication, and methods for building strong school-family partnerships.

XIII. Describe how the school provides, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Whenever possible, the school coordinates its parent involvement programs with other state, federal, and local programs, including preschool and early learning services. Activities may involve shared parent workshops, transition to-school events, and access to community resources that promote early academic success and family engagement.

XIV. Describe how the school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

All information related to school programs, meetings, and events is provided in formats and languages that families can understand. The school uses translation services, accessible digital formats, and simplified communication strategies to ensure families receive clear and usable information.

XV. Describe how the school provides such other reasonable support for parental involvement activities under this section as parents may request.

Stockdale Elementary provides additional reasonable support for parent involvement activities upon request. Families may suggest activities through committees, meetings, or direct communication with school leadership, and the school will consider and respond to requests promptly.

XVI. Describe how the school to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended by the ESSA, in a format and, to the extent practicable, in a language such parents understand.

To the extent practicable, the school supports the informed participation of all parents—including those with limited English proficiency, disabilities, or migratory backgrounds—by ensuring access to translation services, disability accommodations, accessible formats, and clear communication of school reports required under Section 1111 of ESSA.

Stockdale Elementary School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on January 29, 2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before September 30, 2026.

MT Merickel

Name and Title of Authorized Official



Signature of Authorized Official

1/29/2026

Date

**Política sobre Inclusión Parental y Familiar de
Título I, Parte A
ESPAÑOL**

Aprobación del Consejo:



Director/a: MT Merickel

Dirección: 7801 Kroll Way, Bakersfield, CA
93309

Teléfono: (661) 831-7835

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ca.us

Sitio Web:

La Escuela Primaria Stockdale proporciona oportunidades para la informada participación de los padres y miembros de familia (incluyendo padres y miembros de familia que tienen dominio limitado del inglés; padres y miembros de familia con discapacidades, así como padres y miembros de familia de niños migratorios), que incluyen proporcionando información e informes escolares, en un formato y, al nivel práctico, en un lenguaje que tales padres entiendan. El Escuela Primaria Stockdale, con los padres y miembros familiares, ha desarrollado en conjunto, acordado mutuamente y distribuido a, los padres y miembros familiares de alumnos participando en programas de Título I, Parte A los siguientes requisitos según es detallado en las secciones 1116(b) y (c) de ESSA.

I. Describa como los padres y miembros familiares de alumnos participando en programas de Título I, Parte A están involucrados en desarrollar de forma conjunta, distribuir, una política escrita sobre inclusión parental y familiar, acordada por tales padres para realizar los requisitos de la Sección 1116(c) hasta (f) de ESSA (Sección 1116[b][1] de ESSA):

Los padres y familiares de los niños que participan en los programas del Título I, Parte A, colaboran en la elaboración conjunta de esta política a través de diversas vías. La Escuela Primaria Stockdale recopila opiniones y sugerencias mediante el Consejo Escolar (SSC), el Comité Asesor para Estudiantes de Inglés (ELAC) y las reuniones para padres del Título I que se celebran a lo largo del año. Durante estas reuniones se presentan borradores de la política para su revisión, y se invita a las familias a proponer modificaciones antes de que se adopte la versión definitiva. La política aprobada se pone a disposición tanto en formato digital como impreso para garantizar que llegue a todas las familias participantes en el programa del Título I.

II. Describa como los padres y miembros familiares de alumnos participando en programas en Título I, Parte A, puede enmendar una política escolar sobre inclusión parental y familia que se aplica a todos los padres y miembros familiares, si corresponde, para cumplir los requisitos (Sección 1116[b][2] de ESSA):

Los padres y familiares pueden solicitar modificaciones a la Política de Participación de Padres y Familias de la escuela en cualquier momento. Las sugerencias de revisión pueden presentarse durante las reuniones del SSC, el ELAC y las reuniones para padres del Título I, o bien directamente al director. Las aportaciones se revisan con prontitud y, cuando corresponde, se incorporan a la política durante las revisiones anuales programadas o antes si se requieren cambios urgentes para cumplir con los requisitos de la ley ESSA.

III. Describa como la Agencia Educativa Local (LEA, por sus siglas en inglés) participando tiene una política a nivel distrital sobre inclusión parental y familiar que aplica a todos los padres y miembros familiares en todas las escuelas brindadas servicio por el LEA y como el LEA puede enmendar esa política, si corresponde, para cumplir los requisitos (Sección 1116[b][3] de ESSA):

La Política de Participación de Padres y Familias del Distrito Escolar Panama-Buena Vista Union se revisa anualmente con el Comité Asesor del Distrito, el cual está integrado por padres y tutores, así como por administradores de los centros escolares y del distrito. También se brinda al Comité Asesor del Distrito para Estudiantes que Aprenden Inglés la oportunidad de revisar dicha política. Basándose en las opiniones recibidas, la política se actualiza periódicamente para adaptarse a las necesidades cambiantes de los padres, los tutores y las escuelas. Se aceptan sugerencias de modificación de la política por parte de padres y familiares tanto a lo largo del año escolar como durante la reunión de revisión anual. Los comentarios y sugerencias sobre la Política de Participación de Padres y Familias del distrito pueden dirigirse al especialista o a los especialistas correspondientes. El distrito modificará la Política de Participación de Padres y Familias si fuera necesario para cumplir con los requisitos establecidos.

IV. Describa como los padres y miembros familiares de alumnos participando en programas de Título I, Parte A pueden, si consideran que el plan bajo Sección 1112 de ESSA no es satisfactorio a los padres y miembros familiares y el LEA debe entregar los comentarios parentales con el plan cuando el LEA entregue el plan al Estado (Sección 1116[b][4] de ESSA):

Las familias pueden expresar sus opiniones si consideran que el plan de la LEA, elaborado conforme a la Sección 1112 de la ley ESSA, no es satisfactorio. La Escuela Primaria Stockdale recopilará los comentarios de los padres durante las reuniones de padres o a través de comunicación directa con la administración de la escuela. Todos los comentarios recibidos se remitirán a la LEA y se incluirán junto con el plan que se presente al Estado.

V. Describa como la escuela brindada servicio por fondos de Título I, Parte A realiza una reunión anual, en un horario conveniente, a cuál todos los padres y miembros familiares de alumnos participando deben ser invitados y alentados asistir, para informar los padres sobre la participación de su escuela bajo Título I, Parte A y para explicar los requisitos y los derechos de los padres por participar (Sección 1116[c][1] de ESSA):

La escuela primaria Stockdale organiza una reunión anual del programa Título I en un horario conveniente para las familias. Se invita y anima a asistir a todos los padres de alumnos participantes en el programa Título I. Durante esta reunión, la escuela explica su participación en el programa, los requisitos del mismo, los derechos de los padres y las oportunidades de participación. La reunión se anuncia a través de diversos medios de comunicación para maximizar la asistencia.

VI. Describa los pasos que toma la escuela para ofrecer una cantidad flexible de reuniones, tales como reuniones por la mañana, tarde u otras maneras y puede proporcionar, con fondos proporcionados bajo Título I, Parte A, para transporte, cuidado infantil o visitas al hogar, ya que tales servicios se relacionan a la participación parental (Sección 1116[c][2] de ESSA):

La escuela ofrece oportunidades flexibles de reunión a lo largo del año para adaptarse a los diversos horarios de las familias, incluyendo sesiones por la mañana, por la tarde, por la noche y en modalidad virtual. Cuando sea factible, se podrán utilizar fondos del Título I para apoyar la participación de los padres mediante servicios de cuidado infantil, transporte o visitas a domicilio específicamente relacionadas con la participación de las familias.

VII. Describa como los padres y miembros familiares de alumnos participando están involucrados y de manera organizada, continua y oportuna, en la planificación, el repaso y el mejoramiento de programas bajo Título I, Parte A, incluyendo la planificación, el repaso y el mejoramiento de la política escolar sobre inclusión parental y familiar y el desarrollo conjunto del plan para el programa a nivel escolar bajo Sección 1114(b) de ESSA, excepto si una escuela tiene en pie un proceso para incluir los padre en la planificación conjunta y diseño de los programas de la escuela, la escuela puede usar aquel proceso, si tal proceso incluye una representación adecuada de los padres de alumnos participando (Sección 1116[c][3] de ESSA):

Los padres y familiares participan en la planificación, revisión y mejora de los programas del Título I a través del SSC, el ELAC, las reuniones para padres del Título I y las sesiones de planificación a nivel escolar. Estas reuniones permiten una participación de los padres continua, oportuna y organizada. Si las familias ya participan en comités escolares establecidos, se utilizan dichas estructuras para garantizar una representación adecuada de los padres del Título I en la elaboración de los planes escolares y las políticas de participación.

VIII. Describa como la escuela está proporcionando los padres y miembros familiares de alumnos participando en programas de Título I, Parte A con: información oportuna sobre programas bajo Título I, Parte A: una descripción y explicación del currículo en uso en la escuela, las formas de evaluación académica utilizadas para medir progreso estudiantil y los niveles de logro de las exigentes normas académicas Estatales; y si es petitionado por los padres, oportunidades para reuniones sistemáticas para formular sugerencias y para participar, según corresponda, en decisiones relacionadas a la educación de sus hijos y responder a cualquier tal sugerencia lo más práctico posible (Sección 1116[c][4][A-C] de ESSA):

La escuela primaria Stockdale proporciona a las familias información oportuna sobre los programas del Título I a través de boletines, plataformas digitales, reuniones para padres y comunicaciones escolares. La escuela ofrece explicaciones sobre el plan de estudios, las evaluaciones académicas y las expectativas correspondientes a cada nivel de grado. Los padres pueden solicitar reuniones adicionales para hablar sobre el progreso académico de sus hijos o sobre los programas escolares. El personal responde a las sugerencias de los padres con la mayor prontitud posible e involucra a las familias en las decisiones que afectan la educación de sus hijos.

IX. Describa como el plan del programa a nivel escolar, Sección 1114(b) de ESSA, no es satisfactorio a los padres de alumnos participando en programas de Título I, Parte A, entregando cualquier comentario parental sobre el plan cuando la escuela hace el plan disponible al LEA (Sección 1116[c][5] de ESSA):

Si los padres consideran insatisfactorio el plan escolar integral establecido en la Sección 1114(b) de la ley ESSA, pueden presentar comentarios por escrito o verbalmente a la administración de la escuela. Los comentarios de los padres se adjuntarán al plan escolar integral cuando este se presente a la LEA.

X. Describa como la escuela proporciona ayuda a los padres de niños brindados servicio por la escuela o LEA, según corresponda, para entender tales temas como las exigentes normas académicas estatales, evaluaciones académicas estatales y locales, los requisitos de Título I, Parte A y como supervisar el progreso del niño y trabajar con educadores para mejorar el logro de sus hijos. (20 U.S.C. Sección 6318[e][1])

Los padres reciben apoyo para comprender los estándares académicos, las evaluaciones locales y estatales, los requisitos del Título I y cómo supervisar y apoyar el progreso de sus hijos mediante talleres, reuniones de padres, boletines informativos y la comunicación con los maestros. La escuela ofrece orientación sobre una colaboración eficaz entre el hogar y la escuela, así como estrategias para apoyar el rendimiento académico de los estudiantes.

XI. Describa como la escuela proporciona materiales y capacitación para ayudar los padres a trabajar con sus hijos para mejorar el logro de sus hijos, según corresponda, para fomentar participación parental.

La Escuela Primaria Stockdale ofrece materiales y oportunidades de capacitación para ayudar a las familias a apoyar el éxito académico de sus hijos. Estos incluyen recursos de alfabetización y matemáticas, talleres de aprendizaje digital y eventos educativos para padres, diseñados para fortalecer las estrategias de aprendizaje en el hogar.

XII. Describa como la escuela educa los maestros, el personal especializado de apoyo instructivo, los directores, otros líderes escolares y otro personal, con la ayuda de los padres, sobre el valor y la utilidad de contribuciones de los padres, y sobre como acercarse a, comunicarse con y trabajar junto con los padres como compañeros equitativos, implementar y coordinar programas parentales y formar vínculos entre los padres y la escuela.

La escuela ofrece capacitación profesional a docentes, personal de apoyo educativo, líderes escolares y personal de apoyo sobre cómo lograr una participación efectiva de las familias. Esto incluye formación —a menudo impartida en colaboración con los padres— sobre la importancia de las aportaciones de las familias, estrategias para fortalecer la comunicación y métodos para establecer alianzas sólidas entre la escuela y la familia.

XIII. Describa como la escuela proporciona, al nivel viable y apropiado, coordina e integra programas y actividades de participación parental con otros programas federales, estatales y locales, incluyendo programas preescolares públicos y realizar otras actividades, tales como centros de recursos parentales, que alientan y apoyan los padres a participar más completamente en la educación de sus hijos.

Siempre que sea posible, la escuela coordina sus programas de participación de los padres con otros programas estatales, federales y locales, incluidos los servicios de educación preescolar y de aprendizaje temprano. Las actividades pueden incluir talleres conjuntos para padres, eventos de transición a la escuela y acceso a recursos comunitarios que fomenten el éxito académico temprano y la participación de la familia.

XIV. Describa como la escuela asegura que información relacionada a los programas, reuniones y otras actividades escolares y parentales es enviada a los padres de niños participando en un formato y, al nivel práctico, en un lenguaje que los padres puedan entender.

Toda la información relacionada con los programas escolares, las reuniones y los eventos se proporciona en formatos e idiomas que las familias pueden comprender. La escuela utiliza servicios de traducción, formatos digitales accesibles y estrategias de comunicación simplificadas para garantizar que las familias reciban información clara y útil.

XV. Describa como la escuela proporciona tal otro apoyo razonable para actividades de participación parental bajo esta sección según lo puedan peticionar los padres.

La Escuela Primaria Stockdale ofrece apoyo razonable adicional para las actividades de participación de los padres cuando así se solicita. Las familias pueden proponer actividades a través de comités, reuniones o comunicación directa con la dirección de la escuela, y el centro educativo considerará y responderá a dichas solicitudes con prontitud.

XVI. Describa como la escuela al nivel práctico, debe proporcionar oportunidades para la informada participación de padres y miembros de familia (incluyendo padres y miembros de familia que tienen dominio limitado del inglés; padres y miembros de familia con discapacidades, así como padres y miembros de familia de niños migratorios), incluyendo proporcionando información e informes escolares requeridos bajo Sección 1111 del ESEA, según enmendado por el ESSA, en un formato y, al nivel práctico, en un lenguaje que tales padres entiendan.

En la medida de lo posible, la escuela fomenta la participación informada de todos los padres —incluidos aquellos con dominio limitado del inglés, discapacidades o antecedentes migratorios— garantizando el acceso a servicios de traducción, adaptaciones para personas con discapacidad y formatos accesibles, así como una comunicación clara de los informes escolares requeridos en virtud de la Sección 1111 de la ley ESSA.

La Política Escolar sobre Inclusión Parental y Familia de Título I, Parte A de la Escuela Primaria Stockdale fue desarrollada en conjunto y acordado por los padres y miembros familiares de niños participando en programas de Título I, Parte A el . La escuela distribuirá la Política a todos los padres y miembros familiares de alumnos participando en Título I, Parte A anualmente a más tardar para el .

MT Merickel

Nombre y Cargo del Funcionario Autorizado



Firma del Funcionario Autorizado

Fecha

Title I, Part A School-Parent Compact

Board Approval: April 14, 2026



Principal: MT Merickel

Address: 7801 Kroll Way, Bakersfield, CA
93309

Phone: (661) 831-7835

Email Address: mmerickel@pbvUSD.k12.ca.us

Website:

Stockdale Elementary School provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), which includes providing information and school reports, in a format and, to the extent practicable, in a language such parents understand.

The School-Parent Compact is available on the school website and ParentSquare. In addition, paper copies of the Compact can be found at the school office, free of charge. Parents and families wishing to provide ongoing support and input into the Compact can participate through the School Site Council, the District Advisory Committee, and other committees. Additionally, parents and families can provide input by completing the parent surveys distributed throughout the school year.

Stockdale Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Stockdale Elementary is committed to the following priorities to ensure every student receives an excellent education:

- Provide a rigorous, research-driven, well-rounded academic program that engages and supports all learners.
- Work in partnership with staff, students, and families to foster social, emotional, and academic growth.
- Develop students who demonstrate strong character, personal responsibility, sound decision-making, and the ability to collaborate effectively.
- Deliver systematic, differentiated support so every student has what they need to succeed. • Promote responsible citizenship—at home, at school, in the community, and online.
- Strengthen family involvement as a key component of a thriving school community.

To build a productive educational community, Stockdale parents are:

- Offered opportunities to participate in decisions affecting their child and the school as a whole.
- Encouraged to attend engagement events and school meetings throughout the year, with opportunities to ask questions and provide input.
- Invited to join groups such as the English Language Advisory Council, Parent Club, or School Site Council.
- Asked to complete a biannual survey to share feedback about their family's experience at Stockdale Elementary. Expected to read and respond to school communications regarding their child's education.

To support a positive learning culture, Stockdale Elementary asks parents/guardians to:

- Communicate the value of education and learning at home.
- Model and reinforce school rules and policies.
- Ensure their child receives adequate sleep and proper nutrition to be ready to learn each day.
- Support consistent and on-time attendance.
- Provide a structured time and place for their child to practice and extend their learning at home.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;**
- (B) frequent reports to parents on their children's progress;**
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and**
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.**

We ask that all parents:

- Review student progress reports and grades with their children.
- Sign up for online and phone communication notifications.
- Read and respond to notifications and requests from the school.
- Attend as many in-person or virtual school events as possible.

Stockdale teachers will:

- Provide a parent-teacher conference to review first-quarter grades.
- Update grades regularly and make them available for parents to review.
- Send home progress reports for any student not making adequate progress.
- Contact the Student Success Team for any student who is not responding to additional instruction and support.

Stockdale teachers and parents are encouraged to maintain consistent communication through the school's designated online platform, as well as through daily or weekly messages via written notices, text, email, and/or ParentSquare.

Parents are also encouraged to volunteer as room parents and may request to observe in their child's classroom at a time that works for both the parent and the teacher.

This Compact was established by Stockdale Elementary School on January 29, 2026, and will be in effect for the period of the 2026-2027. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: September 30, 2026.

MT Merickel

Name and Title of Authorized Official



Signature of Authorized Official

1/29/2026

Date

Contrato Escolar-Parental de Título I, Parte A

Aprobación del Consejo:



Director/a: MT Merickel

Dirección: 7801 Kroll Way, Bakersfield, CA 93309

Teléfono: (661) 831-7835

Correo Electrónico: mmerickel@pbvUSD.k12.ca.us

Sitio Web:

La Escuela Primaria Stockdale proporciona oportunidades para la informada participación de los padres y miembros de familia (incluyendo padres y miembros de familia que tienen dominio limitado del inglés; padres y miembros de familia con discapacidades, así como padres y miembros de familia de niños migratorios), que incluyen proporcionando información e informes escolares, en un formato y, al nivel práctico, en un lenguaje que tales padres entiendan.

La Escuela Primaria Stockdale y los padres de alumnos participando en actividades, servicios y programas financiados por Título I, Parte A, acuerdan que el Contrato Escolar-Parental detalla cómo los padres, el personal escolar entero y los alumnos compartirán en la responsabilidad de mejor logro académico estudiantil y los medios por cuales la escuela y los padres establecerán y desarrollarán una sociedad que ayudará los niños lograr las exigentes normas académicas del Estado (Sección 1116[d] de ESSA).

Describe como la responsabilidad de la escuela por proporcionar currículo e instrucción de alta calidad en un ambiente comprensivo y efectivo de aprendizaje permite que el niño sea brindado servicio bajo Título I, Parte A para cumplir las exigentes normas académicas del Estado y las formas por cuales cada padre será responsable por apoyar el aprendizaje de sus hijos y participando, según corresponda, en decisiones relacionadas a la educación de sus hijos y uso positivo de horario extracurricular (Sección 1116[d][1] de ESSA):

Stockdale Elementary se compromete a seguir estas prioridades para garantizar que cada estudiante reciba una educación excelente:

- Ofrecer un programa académico riguroso, integral y basado en investigaciones que motive y apoye a todos los alumnos.
- Colaborar con el personal, los estudiantes y las familias para fomentar el desarrollo social, emocional y académico.
- Formar estudiantes que demuestren un carácter sólido, responsabilidad personal, capacidad para tomar

decisiones acertadas y habilidad para colaborar eficazmente.

- Brindar apoyo sistemático y diferenciado para que cada estudiante cuente con lo necesario para tener éxito.
- Promover una ciudadanía responsable: en casa, en la escuela, en la comunidad y en línea.
- Fortalecer la participación de las familias como elemento clave de una comunidad escolar próspera.

Para construir una comunidad educativa productiva, a los padres de Stockdale se les:

- Ofrecen oportunidades para participar en decisiones que afectan a sus hijos y a la escuela en su conjunto.
- Anima a asistir a eventos de participación y reuniones escolares a lo largo del año, brindándoles la oportunidad de hacer preguntas y aportar sus opiniones.
- Invita a unirse a grupos como el Consejo Asesor del Idioma Inglés (ELAC), el Club de Padres o el Consejo Escolar (School Site Council).
- Solicita completar una encuesta semestral para compartir sus comentarios sobre la experiencia de su familia en Stockdale Elementary. Espera que lean y respondan a las comunicaciones escolares relacionadas con la educación de sus hijos.

Para fomentar una cultura de aprendizaje positiva, Stockdale Elementary pide a los padres o tutores que:

- Transmitan en casa el valor de la educación y el aprendizaje.
- Den ejemplo y refuercen las normas y políticas escolares.
- Se aseguren de que sus hijos duerman lo suficiente y reciban una alimentación adecuada para estar listos para aprender cada día.
- Apoyen la asistencia constante y puntual.
- Proporcionen un horario y un lugar estructurados para que sus hijos practiquen y amplíen su aprendizaje en casa.

Describe como la importancia de comunicación entre los maestros y los padres de forma continua, como mínimo, lo siguiente significa (Secciones 1116[d][2][A-D] de ESSA):

- (A) conferencias de padres-maestros en escuelas primarias, al menos anualmente, durante cual el contrato debe dialogarse ya que el contrato se relaciona al logro del niño individual;**
- (B) frecuentes informes a los padres sobre el progreso de sus hijos;**
- (C) acceso razonable al personal, oportunidades para dares de voluntario y participar en la clase de sus hijos, y observación de actividades en el salón; y**
- (D) asegurando sistemática comunicación significativa de dos vías entre los miembros familiares y el personal escolar y al nivel práctico, en un lenguaje que los miembros familiares puedan entender.**

Pedimos a todos los padres que:

- Revisen con sus hijos los informes de progreso y las calificaciones.
- Se inscriban para recibir notificaciones por internet y por teléfono.
- Lean y respondan a las notificaciones y solicitudes de la escuela.
- Asistan a tantos eventos escolares —presenciales o virtuales— como sea posible.

Los maestros de Stockdale:

- Ofrecerán una conferencia de padres y maestros para revisar las calificaciones del primer trimestre.

- Actualizarán las calificaciones periódicamente y las pondrán a disposición de los padres para su revisión.
- Enviarán a casa informes de progreso de aquellos estudiantes que no estén avanzando adecuadamente.
- Contactarán al Equipo de Éxito Estudiantil (Student Success Team) en el caso de cualquier estudiante que no responda a la instrucción y el apoyo adicionales.

Se anima a los maestros y padres de Stockdale a mantener una comunicación constante a través de la plataforma en línea designada por la escuela, así como mediante mensajes diarios o semanales (avisos escritos, mensajes de texto, correo electrónico y/o ParentSquare).

Asimismo, se invita a los padres a participar como voluntarios (padres representantes del grupo) y pueden solicitar observar el aula de su hijo en un horario que convenga tanto al padre como al maestro.

Este Contrato fue establecido por la Escuela Primaria Stockdale el y tomará efecto para el plazo de . La escuela distribuirá el Contrato anualmente a todos los padres y miembros familiares de alumnos participando en el programa de Título I, Parte A a más tardar para el: .

MT Merickel

Nombre y Cargo del Funcionario Autorizado



Firma del Funcionario Autorizado

1/29/2026

Fecha

Dear Parents and Community:

Regarding: Student Valet Program

Stockdale Elementary participates in a Student Valet Program. Student safety is always a priority. We believe that the Student Valet Program helps create a safe environment for dropping off students, fosters campus-wide structure, develops leadership character traits in our participating fifth and sixth graders and promotes student service (volunteerism).

There is a designated location for families to drop off their child in the front of the school; this is called the valet drop off area. This area is posted with signs, cones and outlined with paint. The valets are stationed at the far end of this location. The driver pulls into the valet drop off area and the valets flag the drivers toward them. When the first driver reaches the farthest valet, the valet signals the driver to stop. The trailing drivers are signaled to stop directly behind each other.

When the driver has made a complete stop the valet will open the passenger door, greet the family with a “Good morning” and help exit the child/children and their backpacks out of the vehicle. The valet will then tell the driver “Have a nice day” and close the vehicle door. The vehicles (in a line) will pull forward and out of the valet area. The fluid motion will encourage drivers not to back up and try to maneuver around each other.

Important rules and expectations for vehicles entering the valet drop off area to understand and follow:

- Only the student is to exit the vehicle.
- The student must exit directly onto the curb and stay on the curb.
- Students must exit immediately. This is not a time for morning instructions or goodbyes.
- Honking in the valet zone is not permitted.
- Pets are not allowed in the vehicle.
- Follow all vehicle laws such as no cell phone use and no speeding.
- Always pull as far forward as possible.

If you are unable to meet these expectations then our valet program is not for you. Please use a different option to deliver your child to campus.

STUDENT ACHIEVEMENT AWARDS

The Panama-Buena Vista Union School District recognizes student achievement and strives to promote participation in all school activities. Each school awards students who are active and successful in pursuing excellence by awarding Block letters and stars. This program is for students in grades four through sixth.

BLOCK LETTER	250 POINTS
STAR	500 POINTS
EACH ADDITIONAL STAR	250 POINTS

Fifth grade students transferring from another District will automatically receive 50 points to be placed in the Fifth Grade Cumulative Total Box. Sixth grade students transferring from another District will automatically receive 100 points to be placed in the Sixth Grade Cumulative Total Box. All points are cumulative beginning in the fourth grade.

SCHOLARSHIP

HONOR ROLL* (PER QUARTER)	30 POINTS
ALL 4 QUARTERS (EXTRA)	30 POINTS
PRINCIPAL'S LIST* (PER QUARTER)	40 POINTS
ALL 4 QUARTERS (EXTRA)	40 POINTS

*NOTE - STUDENTS MAY QUALIFY FOR ONE OR THE OTHER - NOT BOTH

CITIZENSHIP (PER QUARTER)	15 POINTS
(GRADE OF A OR A-)	

STUDENT GOVERNMENT

STUDENT BODY PRESIDENT	100 POINTS
STUDENT BODY OFFICER	75 POINTS
CANDIDATE FOR STUDENT BODY OFFICER	25 POINTS
CAMPAIGN MANAGER	10 POINTS
CONVENTION CHAIRMAN	25 POINTS
CLASSROOM REPRESENTATIVE	25 POINTS
ELECTION BOARD MEMBER	10 POINTS

STUDENT SERVICE

(OFFICE, LIBRARY, OR OTHER SERVICES TO BE DETERMINED
BY INDIVIDUAL SCHOOLS)

MAXIMUM PER QUARTER	25 POINTS
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ATHLETICS

INTRAMURAL TEAM PARTICIPANT	15 POINTS
AFTER SCHOOL SPORTS TEAM PARTICIPANT	25 POINTS
1ST PLACE AFTER SCHOOL SPORTS TEAM OR PARTICIPANT IN DISTRICT TRACK MEET	40 POINTS
PARTICIPANT IN THE SCHOOL TRACK MEET ONLY	10 POINTS
1ST PLACE BUT NOT QUALIFYING FOR DISTRICT	15 POINTS

MUSIC

CHORUS	(25 PER QUARTER MAXIMUM)
BAND	(25 PER QUARTER MAXIMUM)
ORCHESTRA	(25 PER QUARTER MAXIMUM)

ACADEMIC COMPETITION - (Oral Language, Science Fair, Battle of the Books,
Bank of America Essay and Speech, etc.)

1ST PLACE	50 POINTS
2ND PLACE	35 POINTS
3RD PLACE	20 POINTS
CONTESTANT/PARTICIPANT	15 POINTS

Dear Parents,

In an effort to reduce the amount of paper being sent home with our students, we have posted our Parent Handbook on the school website as opposed to printing hard copies for each family. You can locate our Parent Handbook at www.pbvUSD.k12.ca.us. Click on the "Schools" tab. Then, click on "Stockdale Elementary". Once you are on the Stockdale web page click "For Parents". You will see a link for the Stockdale Elementary Parent Handbook listed alphabetically.

If you would like a hard copy of the Parent Handbook, please check the box below and we will send a Parent Handbook home with your child. Thank you for assisting us with our goal of saving natural resources by going paperless.

The Stockdale Parent Handbook and our web site are excellent resources. Many of your questions can be answered by referring to them. We hope that you find them useful.

After your review of our Stockdale Parent Handbook, sign and return this acknowledgment attached below, indicating you have received and reviewed these materials.

Thank you,
MT Merickel
Principal, Stockdale Elementary

Parental Acknowledgment

By signing below I am neither giving nor withholding my consent for my student(s) to participate in any program. I am merely indicating that I have been made aware of the parent handbook regarding school activities and expectations. I know that the handbook is posted on the school website and is there as a resource for me at any time.

Parent's Name

Parent's Signature

Student's Name

Teacher



Please send a hard copy of the Parent Handbook home with my child.
(Only check if you are requesting a paper copy.)