

John C. Fremont
Parent-Student Handbook

2020-2021

John C Fremont Elementary
1900 Bell Avenue
Corcoran, California 93212
(559) 992-8883 FAX (559) 992-1242

For more information and to view our
activities calendar, find us on the web at
<https://fremont.corcoranunified.com/>



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John C. Fremont School Daily Schedules 2020-2021

Monday - Friday

Minimum Day

8:07	Warning bell	8:07	Warning bell
8:10	Start of school	8:10	Start of school
8:10-8:15	Attendance	8:10-8:15	Attendance
10:05-10:20	2 nd Grade Recess	10:05-10:20	2 nd Grade Recess
10:25-10:40	3 rd Grade Recess	10:25-10:40	3 rd Grade Recess
11:15-11:55	2 nd Grade Lunch	11:15-11:45	2 nd Grade Lunch
12:00 – 12:40	3 rd Grade Lunch	11:45-12:15	3 rd Grade Lunch
1:30	End of School Day (Every Wednesday)	12:30	End of School Day (Minimum Days)
2:30	End of School Day (Mon. Tues, Th. & Fri)		

John C. Fremont School Faculty & Staff

Administration & Office Staff	Location	Email Address
Mrs. Pearl Prins, Principal	Office	pearlprins@corcoranunified.com
Mrs. Amanda Dias, Secretary	Office	amandadias@corcoranunified.com
Ms. Chrystal Castillo, Community Contact	Office	chrystalcastillo@corcoranunified.com
Mrs. Sara Nava, Library Tech	Library	saranava@corcoranunified.com
Classroom Teachers/Maestros del Aula	Location	Email Address
Mr. Bobby Wright, Grade 3	Rm. D-2	bobbywright@corcoranunified.com
Mrs. Susan Ramirez, Grade 3	Rm. D-3	susanramirez@corcoranunified.com
Miss Antoinette Crane, Grade 3	Rm. D-4	claracrane@corcoranunified.com
Ms. Judy Fierro, Grade 3	Rm. E-2	judyfierro@corcoranunified.com
Miss Diana Calderon, Grade 3	Rm. E-3	dianacalderon@corcoranunified.com
Ms. Helen Jo Morse, Grade 3	Rm. E-4	helenmorse@corcoranunified.com
Miss Amanda Pimentel, Grade 2	Rm. F-1	amandapimentel@corcoranunified.com
Mr. Thomas Green SDC	Rm. F-2	thomasgreen@corcoranunified.com
Mrs. Laurie Martin, Grade 2	Rm. F-3	lauriemartin@corcoranunified.com
Mrs. Kim Morris, Grade 2	Rm. F-4	kimmorris@corcoranunified.com
Mrs. Wendy Welsh, Grade 2	Rm. G-2	wendywelsh@corcoranunified.com
Mrs. Teresa Puga, Grade 2	Rm. G-3	teresapuga@corcoranunified.com
Mrs. Marsha Early, Grade 2	Rm. G-4	marshaeearly@corcoranunified.com
Ms. Kaitlyn Gobel, Grade 2	Rm. H-1	kaitlyngobel@corcoranunified.com
Mrs. Rosio Lerma, Grade 2	Rm. H-2	rosiolerma@corcoranunified.com
Miss Maggie Paulo, Grade 2	Rm. H-3	maggiepaulo@corcoranunified.com
Ms. Andrea Martinez, Grade 2	Rm. H-4	andreamartinez@corcoranunified.com
Mrs. Ximena Schimpf, Grade 2	Rm. H-5	ximenaschimpf@corcoranunified.com
Ms. Monica Mireles, Grade 3	Rm. K-3	monicamireles@corcoranunified.com
Mrs. Shawnee Toste, Grade 3	Rm. K-4	shawneetoste@corcoranunified.com
Mrs. Donna Bartron, Grade 3	Rm. K-5	donnabartron@corcoranunified.com
Mrs. Machaela Bochman, Grade 3	Rm. K-6	machaelaorton@corcoanunified.com
Mr. Carlos Garcia, Grade 3	Rm. K-7	carlosgarcia@corcoranunified.com
Mr. Erick Mancillas, Physical Education	Rm. I-3	erickmancillas@corcoranunified.com
Mrs. Kim Bishop, Music	Rm. I-6	kimberlybishop@corcoranunified.com

Certificated Support Staff	Location	Email Address
Mrs. Roberta Andrada, Technology Coach	Rm. G-1	robertaandrada@corcoranunified.com
Mrs. Lori Montejano, Title I Resource Teacher	Rm. K-1A	lorimontejano@corcoranunified.com
Ms. Teresa Carlos, RSP	Rm. D-1	teresacarlos@corcoranunified.com
Mrs. Elizabeth Guerrine, Intervention Teacher	Rm. E-1	elizabethguerrine@corcoranunified.com
Mrs. Mandi Powell, Literacy Coach	Rm. K-2B	mandipowell@corcoranunified.com
Classified Support Staff		
Mrs. Maria Elizalde, SDC Paraprofessional	Miss. Diane Navarro, Intervention Paraprofessional	
Mrs. Betty Moore, RSP Paraprofessional	Mrs. Joanne Parra, Intervention Paraprofessional	
Mrs. Gina Vidana, Intervention Paraprofessional		

Cafeteria Staff	
Mrs. Beatrice Price, Head Cook	Ms. Melissa Banales
Mrs. Brittany Gabbard	Ms Maria Sandoval-Velasco

Custodial Staff	
Mr. David Marin, Day Custodian	Ms. Donna Ortega, Night Custodian

Yard Supervisors	
Ms. Rachel Chavez	Ms. Margaret Galindo
Ms. Maleni Meza-Deniz	

Fremont School Policies

Arrival

All students arriving to school before the 8:07 bell will enter through the gate by the office and line up until school begins. Students will not be allowed to enter the campus any other way. All students arriving at school before 8:00 may eat breakfast in the cafeteria. Students arriving after 8:10 will report to the office and receive a tardy pass.

Student Drop-Off and Pick-Up

Students are to be dropped-off in front of the school on Bell Ave. For all students safety when dropped-off across the street they must use the crosswalk and also the crosswalk in the parking lot. The front service drive is only for buses and staff parking.

When picking up students please remain behind the painted lines in front of school. For students safety park your car at the curb. No double parking.

Tardy Policy and Procedures

8:07 a.m. First bell rings. All students line up on blacktop. Escorted to class by their teacher.

8:10 a.m. Second bell rings. All students should be in their classrooms. Students arriving after this time are TARDY. Students arriving after this time must report to the office for a tardy pass. If bringing your child to school, please park your car and come in

to sign your child in for the day. Teachers will not accept students into their class without a tardy pass from the office after the second bell has rung.

Phone Messages for Students

- Fremont office will not deliver phone messages to your child.

End of Day Transportation Changes

- If you will be changing your child's dismissal routine, please make sure your child is aware of these changes before they begin their school day.
- If you would like the teacher to know of these dismissal changes please send a note in the morning with your child to turn in to their teacher. Please include the date, your child's full name, your child's teacher, and clear instructions for changing the routine.
- Phone calls to Fremont School requesting messages to be given to your child on how to go home will not be allowed over the phone.

Grading Policy

The goal is for students to meet educational standards. Report card grades will reflect a student's progress towards meeting individual standards.

Awards and Rewards

Attendance

Trimester Attendance Awards for Perfect Attendance – These students will receive a certificate for **0** absences, tardies, or early departures for the trimester. If a student has perfect attendance all year he/she will receive a trophy third trimester. Excellent Attendance-These students will receive a certificate for any combination of **3-** absences, tardies, or early-out.

Academic Achievement

Trimester Achievement awards - These awards are at the teacher discretion.

Accelerated Reader

Students may earn special reading awards at the end of each trimester for meeting criteria for reading independently (Accelerated Reader). For more details about the reading awards, contact the librarian.

Miscellaneous Information

Freeze Bell

When the bell rings at the end of each recess, students are to stop playing, hold the playground balls, climb down from the playground equipment, or stop swinging and get off the swings. All students are asked to put their hand in the air (paws up) and wait for dismissal. They will not be dismissed until the supervisor on blacktop duty blows the whistle. After being dismissed, students will walk to their classroom lines.

Visitors and Volunteers

All visitors must check in and receive a pass at the office. Any parent/guardian wishing to become a volunteer or to be a field trip chaperone must submit evidence that he is clear from active tuberculosis and fingerprinted for the purpose of a criminal records check. Fingerprinting costs \$61. The District will cover \$47 of this cost if a parent is fingerprinted between the first day of school and October 31. All fingerprints are completed at the Corcoran Police Department or in Hanford at Kings County Office of Education. An appointment will be scheduled through the District Office only after the school site approves the volunteer form. Please see the school secretary for a volunteer form and for information on how to become a



volunteer for your student. After receiving authorization from the District, a volunteer should check in at the office and receive a pass before continuing to any other part of the campus.

iPad/Kindle Use Policy--*As a student at Fremont School I will...*

- Use my iPad/Kindle to learn and to share my learning with others.
- Keep my iPad/Kindle clean and safe from harm.
- Operate my iPad/Kindle safely and respectfully.
- Keep my personal information and that of others safe.

Students that do not adhere to this policy will be placed on iPad/Kindle restriction and disciplinary action may be taken.

Other Things

- Deliveries to students (flowers, balloons, etc.) will not be accepted by the school.
- Students or parents are not allowed to bring homemade food (cupcakes, cookies, etc.) for other students to consume. (Packaged, store-bought food is okay.) Please make arrangements with the teacher before bringing any food items to school.
- Students in elementary school may not display or use communication devices such as cell phones from the time they arrive at school, until the instructional day is over for all students. Their devices must be turned off during this period.
- Fremont School is a drug-free, alcohol-free, and tobacco-free institution.



CUSD K-8 Dress Code 2020-2021

The dress code is designed to create and maintain a safe and positive educational environment that does not distract Corcoran Unified School District students from learning. Students are to follow the dress code while on campus and during any school-sponsored activity. **Students may wear school-sponsored clothing from other CUSD schools at the Principal's discretion. Anything that may be considered inappropriate, immodest or gang related can and will be disallowed by the administration. Students that do not follow the dress code will need to acquire the proper item/s or they may face disciplinary action including: missing recess, detention or sent home. Attempts will be made to contact the home to bring replacement clothing.**

- 1. Colors and Logos:** Red or royal blue are not allowed as the main or predominant color on any dress code item unless it is school-sponsored clothing. Red and Royal blue may be mixed into other colors if it is considerably less than the other colors. **No red or blue belts, shoelaces, beanies or gloves are allowed at any time.** A student placed on a gang contract may be restricted from wearing a particular color for safety reasons at the discretion of administration.
- 2. Shirts and Undershirts:** Students **must wear a collared shirt with sleeves** unless it is a school-sponsored shirt approved by the principal. Outer shirts that are sheer (see through) must have a non-sheer shirt with a sleeve underneath. No midriff or revealing tops. Logos must be minimal.
- 3. Pants/shorts/dresses/skirts:** Students may not wear any clothing that is torn, worn, ripped, has holes or is rough-cut. Bike shorts, sweatpants, warm-ups, pajamas, hip-huggers, military style, tight, form-fitting apparel are not allowed. Pants must not sag below the waist when fastened. Shorts/skirts must extend below the fingertips when arms are held relaxed at the sides. Sweat pants and Warm ups are only allowed if they are school/district sponsored clothing and approved by the principal.
- 4. Outerwear/Jacket/Hoody:** When wearing a jacket/sweater of any kind the student must still wear a collared shirt or approved school sponsored t-shirt. Hoods must be down while inside (i.e. classroom, office, cafeteria, etc.). Students, who repeatedly have to be told to take off their hood, will not be allowed to wear hooded clothing on campus, as the item has become a distraction for them.
- 5. Socks, Tights or Hose:** No fishnet, torn, etc.
- 6. Shoes/Sandals:** Heels must be no taller than 1 inch. Steel-toed boots, flip-flops, slippers and clogs are not allowed. (Grades K-5): Students must wear closed-toe shoes at all times. Sandals are not allowed. (Grades 6-8): If wearing sandals to school you must also have athletic shoes for P.E. Sandals must have a back-strap.
- 7. Belts/Buckles:** Belts must be appropriate sizes and end straps must be worn through the belt loops, not hanging down. Buckles must be plain only. Patterns, pictures, letters, numbers etc. are not allowed.
- 8. Images and Words:** Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, religious prejudice, gang activities, or the use of drugs/alcohol or depiction of weapons.
- 9. Beanies, Hats, or Head coverings:** Hats are not allowed except for the approved sun protective headwear (2"- 4" rim all around) and may only be worn during outside activities. Beanies are allowed outside for cold weather and may only have a small logo. Head coverings for religious purposes are allowed. No head coverings, except for religious reasons, may be worn inside school buildings.
- 10. Sunglasses:** Sunglasses may only be worn outside.
- 11. Hair:** Hair color, highlights, or streaking must be natural human colors. Colors such as (but not limited to) pink, purple and green **would not** be acceptable. There is no forming, shaving, cutting, etc. of letters, numbers, or shapes into hair or eyebrows. Mohawks (shaved sides) are not allowed. Spiked hair is limited to 2 inches tall or less. Anything distracting about the student's hair is not allowed.
- 12. Piercings:** Stud earrings are allowed. Hoop, extended length, or dangling earrings are not allowed due to safety concerns. Facial, tongue, eyebrow, etc., piercings must have a small, clear plastic plug with administrative approval.
- 13. Tattoos:** No visible (temporary or permanent) tattoos will be allowed at any time
- 14. Acrylic (Fake) Nails:** Are not allowed (K-5).
- 15. Misc.:** Clothing apparel that could be used as a weapon including: chains, wallet chains, spikes or studs on jewelry are prohibited. No clothing deemed immodest by admin.

John C Fremont School's Discipline Policies and Procedures

Positive Behavior Interventions and Supports

At Fremont School we implement PBIS as our key to behavior support and discipline. There are four basic steps (warning, uh-oh, think sheet and Discipline Contract, pink referral) to the discipline procedure. Parent contact is made by the teacher when a student attains "think sheet"/Discipline Contract (third step). Parent contact is made by the office when a student attains a "referral"/Pink slip (fourth step).

Students will have opportunities to receive Fremont PBIS tickets that are used to make purchases from the PBIS Student Store.

As part of the PBIS program, we will establish several clear rules for the behavior we expect in all areas of our school. We will explicitly teach those expectations to the students and reward them frequently with positive notes and prizes for their great behavior. The expectations for all student behavior will be clear throughout our classrooms, cafeteria, playground and bathrooms, etc.

Our school rules will specifically address:

- Be Safe
- Be Respectful
- Be Responsible





John C. Fremont PBIS Behavior Matrix

	All Settings	Playground	Classroom	Cafeteria	Bathroom	Hallway	Office/Library	Assembly/Field Trips
Be Safe	Keep hands, feet & objects to self Stay in supervised areas	Blacktop/Chips = Walking Area Only Use equipment appropriately	Follow directions Appropriate use and clean up of materials/supplies	Walk at all times Carry tray with both hands	Do your business and leave Wash hands with soap and water Walk at all times	Walk at all times Stay in line Stay away from doors, poles and windows	Walk at all times Hold onto items with both hands at all times	Remain with the group Sit flat and still Follow site rules
Be Respectful	Treat others the way you want to be treated Always listen Wait your turn	Take turns/ Include everyone Share the equipment Be kind with your words	Raise hand to speak Use polite manners Enter and exit rooms quietly	Use quiet voices Use polite manners Raise your hand if you need help	Use inside voices Give others privacy Flush	Quietly walk past other learning environments Carry objects close to your body	Speak clearly, but quietly Patiently wait your turn Follow directions from the adults	Listen, learn and participate appropriately Be cooperative and courteous Follow directions from the adults
Be Responsible	Expected Body and Line Basics in all settings Clean up after yourself	Report incidents to adults Freeze when the bell rings Return equipment	Classwork and homework completed daily Take care of school property	Clean up table and floor area around you Throw away all garbage in trash cans	Throw all trash away in the trash can Keep the bathroom clean Report vandalism	Keep hallway clean Walk on the cement only Avoid additional stops	Handle school property carefully Return materials on time Get permission before you go	Allow others to listen and learn Enter and exit quietly Participate when asked

Body Basics

1. Sit up tall in your space
2. Look at the speaker
3. Lips are closed
4. Use listening ears
5. Hands and feet are quiet

Line Basics

1. Face forward in a single file line
2. Voices are off
3. Hands are behind your back
4. Use quiet walking feet
5. Stay to the right

Intensive Positive Behavior Supports Tier III Intervention Guidelines

Tier I: School-wide PBIS and Classroom Systems

Who:

- All students
- School-wide PBIS team & all staff
- Classroom teachers (for individual classroom systems)

What:

- Students are held accountable and rewarded for following school-wide rules
- Staff consistently teach and reward expected behaviors
- All staff report and document Minor/ Major behavior problems

How:

- Routines & expected behaviors are taught early and practiced daily
- School-wide rewards (e.g., PBIS tickets, Terrific Kid recognition, etc.)
- Consequences (Office Discipline Referrals for Minor/ Major behaviors)
- Individual classroom systems (e.g., Red/Yellow/Green charts, Clip Up/Clip Down, group incentives, color-spots, individual points, classroom time-out procedures)

Tier II: Strategic Interventions**Who:**

- “Yellow Zone”: Students who display ongoing behavior that is disruptive to their own learning or the classroom atmosphere AND that is resistant to school-wide supports
- PBIS team
- Support/ Instructional staff provide interventions daily or weekly

What:

- Group interventions: Strategic interventions are already in place and available for students to join. These may include:
 - Check-in/ Check-out (with standard point card)
 - Check and Connect (adult contact without point card)
 - Social skills groups

How:

- PBIS team may refer for a group/ strategic intervention based on:
 - Office referral data
 - Teacher Request after classroom interventions are documented on Classroom Behavior Contract
 - Previous years’ information/ data review
- Data is collected daily or weekly and reviewed monthly at PBIS meetings

Tier III: Intensive/ Individualized Interventions**Who:**

- “Red Zone”: Students with problem behavior that is persistent, escalating rapidly or dangerous AND resistant to strategic supports and classroom systems.
- Student-based team: The student’s teacher, family, and a “lead” from the school develop the individualized Behavior Support Plan (BSP)
- School-based FBA team: Staff members who are trained in conducting functional behavior assessment and helping to design individualized interventions (BSP). One member of the team leads each student-based team.
- *If the student has an IEP, the case manager is usually the FBA team and the IEP team members are usually the student-based team*
- District-based expert/ specialists: On occasion, may support the school-based FBA team in refining or re-developing a BSP; Based on availability and district approval

What:

- Functional Behavioral Assessment (FBA): Evaluation of the student’s behavior, including antecedents (When and Where the behaviors occur), and maintaining consequences (Why the behavior keeps happening).
- Behavior Support Plan (BSP): A written plan developed by a team; Guides teacher actions, with an emphasis on preventing problem behaviors, teaching replacement behaviors, and

rewarding replacement behavior. BSPs are based on the FBA.

How:

- Referral to FBA/ BSP development made by PBIS team or IEP team
- FBA: May include:
 - Teacher interview
 - Parent interview
 - Records/ data review
 - Direct observation of the student
- BSP: Should include:
 - Clear descriptions of the problem behavior, antecedents and the function of the behavior
 - Goals and teaching strategies for replacement behavior
 - An emphasis on prevention
 - A reward system that is linked to the function of the problem behavior
 - Clear steps for responding to problem behavior
- Data Collection and Review
 - Data is collected daily (e.g., point cards, tallying incidents)
 - After 2-3 weeks, plans are reviewed. If student is making progress, continue
 - If the student is not making progress, the team may consider:
 - Changing the intervention (may do more than once)
 - Requesting FBA district-support (after prolonged period or in urgent situation)
- Evaluation for special education services (if/ when data supports referral)
- Training and Communication:
 - All stakeholders receive training about Tiers I, II, and III annually. PBIS information in Staff Handbook, Parent Handbook. Specific training for staff and parents of students on Tiers II & III. All case managers/BSP coordinators receive training through district-level BSP and as-needed coaching by other team members.
 - All BSPs are sent home, given to team members, and kept in a file in the student's room as well as in the office (if the child has or might be in office as part of his/her plan).

School Parent and Family Engagement Policy
2019-2020 (approved SSC November 21, 2019)

In support of strengthening student academic achievement, **Fremont School** receives Title I, Part A funds and therefore must jointly develop with, agree with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means of carrying out the requirements of The Every Students Succeeds Act (ESSA) Section 1116. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parental and family engagement activities.

John C Fremont School understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

John C Fremont School agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Fremont School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the schoolwide plan, and the school-parent compact.

On Tuesday, August 18, 2020 John C Fremont will hold its Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved.

B. FLEXIBLE NUMBER OF MEETINGS

Fremont School will offer a flexible number of engagement meetings at convenient times for families, such as meetings in the morning or evening (for which the school may use Title I funds to provide transportation, child care or home visits, as such services relate to parental involvement).

C. JOINTLY DEVELOPED

Fremont School will take the following actions to involve parents 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 the schoolwide program plan.

At the beginning of the school year, we will meet with parents and other stakeholders. During this meeting, parents will receive information about the school's Parent and Family Engagement Plan and will be informed of their parental right to be involved in the planning and development of the plan through meetings, surveys and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan will be sent home with students at the beginning of each school year and posted to the school's website.

D. COMMUNICATION

Fremont School will provide parents of participating children timely information about programs under Title I, including:

- a) a description and explanation of the curriculum in use,
- b) forms of academic assessment used to measure student progress,
- c) achievement levels of challenging State academic standards, and
- d) if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand

The John C Fremont School Parent and Family Engagement Policy will be sent home at the beginning of the school year and made available on the school website. It will also be discussed with parents during parent-teacher conferences at the beginning of the school year. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and /or surveys.

Parents will be involved in planning, reviewing and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

E. DISSENSION PROCESS

Fremont School will submit any comments/concerns to the Corcoran Unified School District Superintendent's office if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents.

Any comments/concerns can be emailed to the Director of Federal Programs, Elizabeth Mendoza, at emendoza@corcoranunified.com or phone at 559-992-8888.

F. SCHOOL-PARENT COMPACT

Fremont School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Fremont School will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.

G. BUILD CAPACITY OF PARENTS

Fremont School will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, and 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.

- Coordinate and integrate parental 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 to fully participate in the education of their children.

Fremont School will provide information about parent workshops available throughout the district. We will also continue to encourage parents to use online resources such as Imagine Math, SeeSaw, Google Classroom, and Aeries Portal.

H. ACCESSIBILITY

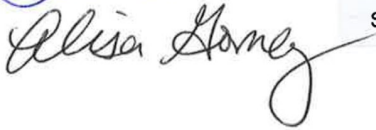
Fremont School in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents understand.

Parent Volunteers will be asked to work within the community to garner support for events such as Back to School Night, PBIS Luncheons, Read Across America, PBIS Activities, Open House, parent conferences, and various other parent events. Surveys will be available via our school and district website for parents, students, and other community members to gather input regarding topics of need and to identify barriers to parent participation. Parent workshops will be held as needed (interpreters will be available to assist with non-English speaking parents and/or parents with disabilities) to encourage parental involvement in academia. Family and community people will be made aware of the training sessions through resources such as newsletters, ParentLink, SeeSaw App, social media, local newspaper, and the school website.

Attested:



Principal, Pearl Prins on 11/21/2019



SSC Chairperson, Alisa Gomez on 11/21/2019

SARC Notification

By February of each year, the SARC will be posted on our school website. It contains information about school and district accountability, achievement, our students and teachers, and other important measures of school performance.

The profile summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data



John C Fremont

1900 Bell Ave.
Corcoran
559-993-8883



August 3, 2020

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact **Pearl Prins** at **559-992-8883**.

Sincerely,

Pearl Prins

Important Events and Dates for our Fremont Tiger Cubs

- **August**
 - 12th-First day of school
 - 18th-Title 1 Meeting
 - 18th-Back to School Night
- **September**
 - 7th-NO SCHOOL-Labor Day
 - 17th-Constitution Day
- **October**
 - 9th-Picture Day
 - 3rd-Cotton Parade
 - RED RIBBON WEEK
 - Oct. 26th-30th
- **November**
 - 17th-Picture Retakes
 - 11th-NO SCHOOL-Veterans Day
 - 16th-20th-Parent Teacher Conferences
 - 23rd-27th-NO SCHOOL-Thanksgiving Break
- **December**
 - 18th-Minimum Day Out at 12:30 pm
 - 21st-31st-Winter Break
- **January**
 - 1st-8th-Winter Break
 - 18th-NO SCHOOL-Martin Luther King Day
- **February**
 - 8th-NO SCHOOL-Lincoln's Birthday
 - 15th-NO SCHOOL-Presidents Day
- **March**
 - 3rd-READ ACROSS AMERICA DAY
 - 8th-12th-Parent Teacher Conferences
 - 17th-Wear GREEN
- **April**
 - 1st-5th-NO SCHOOL-Spring Break
 - 6th-Spring Pictures
- **May**
 - 3rd-28th-CAASPP Testing (3rd Grade)
 - 31st-NO SCHOOL-Memorial Day
- **June**
 - 2nd-Field Day
 - 3rd-Last Day of School-Minimum Day Out at 12:30pm

