

John C. Fremont

Parent-Student Handbook

2022-2023

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

Bell Schedule

2022-2023



Regular Day

8:05	Warning bell
8:10	Start of school
9:20-9:35	1st Recess(A)
9:50-10:05	2nd Recess(B)
10:20-10:35	3 rd Recess(C)
11:00-11:40	1st Lunch(A)
11:40-12:20	2nd Lunch(B)
12:20-1:00	3rd Lunch(C)
1:30	End of School Day (Every Wednesday)
2:30	End of School Day (Mon. Tues, Th. & Fri)

Minimum Day

8:05	Warning bell
8:10	Start of school
9:20-9:35	1st Recess(A)
9:50-10:05	2nd Recess(B)
10:20-10:35	3 rd Recess(C)
11:00-11:30	1st Lunch(A)
11:20-11:50	2nd Lunch(B)
11:50-12:20	3rd Lunch(C)
12:30	End of School Day (Minimum Days)

Group A: Pimentel, Puga, Martin, Welsh,
Early, Gobel, Morris and Martinez
Group B: Lerma, Paulo, Eaton, Fernandez,
Garcia, Fierro and Wright
Group C: Becerra, Goldsworthy, Crane,
Lopez, Bochman, Bartron, Mireles and
Toste

John C. Fremont Staff Email List

Administration & Office Staff Administración y Personal de la Oficina	Location/ Ubicación	Email Address/Correo Electrónico
Pearl Prins, Principal	Office	pearlprins@corcoranunified.com
Stacy Brockie, Vice Principal	Office	stacybrockie@corcoranunified.com
Amanda Dias, Principal's Secretary	Office	amandadias@corcoranunified.com
Chrystal Castillo, Community Contact	Office	chrystalcastillo@corcoranunified.com
Sara Nava, Library Tech	Library	saranava@corcoranunified.com
Alessandra Ramirez, Nurse	Office	alessandraramirez@corcoranunified.com
Classroom Teachers/Maestros del Aula	Location/ Ubicación	Email Address/Correo Electrónico
Bobby Wright, Grade 3	Rm. D-2	bobbywright@corcoranunified.com
Maria Becerra, Grade 3	Rm. D-3	mariabecerra@corcoranunified.com
Antoinette Crane, Grade 3	Rm. D-4	claracrane@corcoranunified.com
Judy Fierro, Grade 3	Rm. E-2	judyfierro@corcoranunified.com
Cara Goldsworthy	Rm. E-3	caragoldsworthy@corcoranunified.com
Erika Lopez, Grade 3	Rm. E-4	erikalopez@corcoranunified.com
Amanda Pimentel, Grade 2	Rm. F-1	amandapimentel@corcoranunified.com
Teresa Puga, Grade 2	Rm. F-2	teresapuga@corcoranunified.com
Laurie Martin, Grade 2	Rm. F-3	lauriemartin@corcoranunified.com
Kim Morris, Grade 2	Rm. F-4	kimmorris@corcoranunified.com
Wendy Welsh, Grade 2	Rm. G-2	wendywelsh@corcoranunified.com
Briseida Fernandez, SDC	Rm. G-3	briseidafernandez@corcoranunified.com
Marsha Early, Grade 2	Rm. G-4	marshaeearly@corcoranunified.com
Katlyn Gobel, Grade 2	Rm. H-1	kaitlyngobel@corcoranunified.com
Rosio Lerma, Grade 2	Rm. H-2	rosiolerma@corcoranunified.com
Maggie Paulo, Grade 2	Rm. H-3	maggiepaulo@corcoranunified.com
Andrea Martinez, Grade 2	Rm. H-4	andreamartinez@corcoranunified.com
Erikka Eaton, Grade 2	Rm. H-5	erikkaeaton@corcoranunified.com
Monica Mireles, Grade 3	Rm. K-3	monicamireles@corcoranunified.com
Shawnee Toste, Grade 3	Rm. K-4	shawneetoste@corcoranunified.com
Donna Bartron, Grade 3	Rm. K-5	donnabartron@corcoranunified.com
Machaela Bochman, Grade 3	Rm. K-6	machaelaboelman@corcoranunified.com
Carlos Garcia, Grade 3	Rm. K-7	carlosgarcia@corcoranunified.com

Erick Mancillas, Physical Education	Rm. I-3	erickmancillas@corcoranunified.com
Kimberly Bishop, Music	Rm. I-6	kimberlybishop@corcoranunified.com
Certificated Support Staff/ Personal de apoyo certificado	Location/ Ubicación	Email Address/Correo Electrónico
Roberta Andrada, Technology Coach	Rm. G-1	robertaandrada@corcoranunified.com
Teresa Carlos, RSP	Rm. D-1	teresacarlos@corcoranunified.com
Elizabeth Guerrine, Intervention Teacher	Rm. E-1	elizabethguerrine@corcoranunified.com
Lori Montejano, Title I Resource Teacher	Rm. K-1a	lorimontejano@corcoranunified.com
Mandi Powell, Literacy Coach	Rm. K-2b	mandipowell@corcoranunified.com
Classified Support Staff/Personal de apoyo clasificado	Location/ Ubicación	Email Address/Correo Electrónico
Allison Aiello, SDC Paraprofessional	Rm. G-3	allisonaiello@corcoranunified.com
Rachel Garcia, PE Paraprofessional	Rm. I-3	rachelgarcia@corcoranunified.com
Betty Moore, RSP Professional	Rm. D-1	bettymoore@corcoranunified.com
Diane Navarro, Intervention Paraprofessional	Rm. E-1	dianenavarro@corcoranunified.com
Joanne Parra, Intervention Paraprofessional	Rm. E-1	joanneparra@corcoranunified.com
Maria Aguilar Paraprofessional	Rm. I-5	mariaaguilar@corcoranunified.com
Monika Alvarado Paraprofessional	Rm. I-5	monikaalvarado@corcoranunified.com
Magnus Gonzales, Paraprofessional	Rm. I-5	magnusgonzales@corcoranunified.com
Cafeteria Staff/ Personal de la Cafeteria	Location/ Ubicación	Email Address/Correo Electrónico
Beatrice Price, Head Cook	Cafeteria	beatriceprice@corcoranunified.com
	Cafeteria	
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Maria Jaime	Cafeteria	mariajaime@corcoranunified.com
	Cafeteria	@corcoranunified.com
Custodial Staff/ Personal de Mantenimiento	Location/ Ubicación	Email Address/Correo Electrónico
David Marin, Day Custodian	Rm. E-1a	davidmarin@corcoranunified.com
Donna Ortega, Night Custodian	Rm. E-1a	donnaortega@corcoranunified.com
Yard Supervisors/ Supervisores de Plantel	Location/ Ubicación	Email Address/Correo Electrónico
Rachel Chavez	Yard	rachelchavez@corcoranunified.com
Margaret Galindo	Yard	margaretgallindo@corcoranunified.com
Ariana Martinez	Yard	arianamartinez@corcoranunified.com
Counseling Staff/ Personal de consejería	Location	Email Address/Correo Electrónico
Mindy Ashford Leonardo, M.F.T.	Rm. I-4	melindaleonardo@corcoranunified.com
Yoselin Lopez, M.F.T.	Rm. I-4	yoselinlopez@corcoranunified.com
Melissa Juarez, Counselor	Rm. I-4	melissajuarez@corcoranunified.com
Maria Sanchez, Mental Health Counselor	Rm. I-4	mariasanchez@corcoranunified.com

Fremont School Policies

Arrival

All students arriving at school before the 8:05 bell will enter through the gate by the office. Students will not be allowed to enter the campus any other way. All students arriving at school before 7:55 may eat breakfast in the cafeteria. Students will be allowed to play at 7:45. Students arriving after 8:10 will report to the office and receive a tardy pass.

Student Drop-Off

The safety and well-being of our students is our number one priority. We are instituting a new morning drop-off procedure at John C. Fremont Elementary School, beginning on the first day of school. The goal is to have a safe and orderly dropoff procedure in place for students to arrive safely to school.

A best practice for schools is to create a single car pool lane that unloads directly onto a sidewalk adjacent to the school and near a main entry point into the school. The drop-off begins as early as 7:30 AM. Consider coming as early as 7:30AM to avoid any traffic delays. School begins at 8:00 AM. Each school will be utilizing their circle drive to help with the morning drop-off. While each school does differ in some of its facilities and practices, the drop-off procedures will adhere to the following guidelines.

- Drive slowly when entering and exiting the circle drive/parking lot
- Follow the vehicle in front of you and keep the line moving forward • Parents must follow the staff's direction and pull up with traffic to the unloading area
- Please do not pass the vehicles in front of you
- Children must be ready to exit the car as parents pull into the unloading area (no looking for backpacks, putting folders away, etc.) or the driver may be directed to circle the block until the children are ready to exit
- Children should exit the vehicle on their own at any point within this loading zone. Traffic will not move efficiently if all drivers try to drop off their children at the exact lineup location. Students will unload on the right side of the vehicle closest to the sidewalk
- Parents must NOT get out of their vehicles to assist with unloading their children
- Parents should pull away when the car door closes. Please follow the vehicle in front of you and keep the line moving forward
- Please do NOT park your car in the circle drive's unloading area and walk your child in as this can be very dangerous with the flow of traffic

A staff member may help your child from your vehicle and will direct them through one of the school's entry points. This allows for a smooth transition for your child, and facilitates the flow of traffic. It is very important to arrive on time, so that your child may begin their day alongside their classmates and teachers.

For the elementary schools, students arriving prior to 8:00 AM will be able to go to the cafeteria for breakfast. If you need to help your child into the school or need to visit the school's office, please park your vehicle in an available parking stall or park along the street curb where parking is permitted. Use the sidewalk leading up to the school and avoid walking through the drop-off area.

All traffic will flow in one direction in the drop-off area. Cars that have been parked and those in the dropoff areas will all need to proceed through the circle drive in the same direction. Please do not attempt to drive against this traffic flow.

We also want to ensure that our students walking to and from school practice safe behaviors. At all times, our students should be using the sidewalks and avoid walking in the street. When crossing the street, all students and accompanying adults should be using the designated crosswalks. Crossing the street in the absence of crosswalks interferes with the normal flow of traffic and places your child in serious risk of getting hit by an oncoming vehicle.

Thank you for your cooperation and patience as we institute this new morning drop-off procedure. We are confident that this new procedure will create safer drop-off conditions for our students, decrease traffic congestion around the schools and speed up the drop-off time in the mornings. If you have any questions or concerns, please contact the school principal. In addition, there are videos and maps that you are able to view on our website to familiarize yourself with the drop-off procedures for each school. They can be found at <https://sites.google.com/corcoranunified.com/student-drop-off/home>

Thank you again for helping keep our students safe!

Student Pick-Up

Students are to be picked up in front of the school on Bell Avenue unless specified otherwise. For all students' safety when picked-up across the street they must use the crosswalk and also the crosswalk in the parking lot. 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

8:05 a.m. First bell rings. All students line up on the 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. Teachers will not accept students into their class without a tardy pass from the office after the second bell has rung. After 8:40 parents will need to come into the office to check their student into school.

Phone Messages for Students

- The 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 in the third trimester. Excellent Attendance–These students will receive a certificate for any combination of **3-** absences, tardies, or early-outs.

Academic Achievement

Trimester Achievement awards - These awards are at the teacher's 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.

Books and Library Policy

- Books are used for reading and learning
- Books should be kept clean and dry
- Books should not be written in or torn
- Books should be returned on time in good condition
- Parents or guardians will be charged for damaged or lost books

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. The school is not responsible for lost, stolen or damaged personal devices.
- Fremont School is a drug-free, alcohol-free, and tobacco-free institution.



CJUSD K-8 Dress Code 2022-23

The dress code is designed to create and maintain a safe and positive educational environment that does not distract Corcoran Joint 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 CJUSD 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:** All blouses and shirts must be clean and neat. All clothing must sufficiently conceal undergarments, including bra straps, at all times. See-through or fishnet fabrics, tube tops, men's tank undershirts, muscle shirts, jerseys with no undershirts, sagging pants/shorts, pajamas and clothing deemed immodest by school personnel, are prohibited. In addition, students must have their shoulders covered with no see-through material. Tops with "spaghetti straps", halter-tops, tank tops or other shirts with less than 5 inches at the shoulder, or shirts that show any part of the midriff (belly) are not allowed. Midriffs must be covered at all times. Low-cut necks/scooping necks are also prohibited.
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 shirt or blouse that conforms to the dress code. 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 the end strap 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, logos 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 the school administration.

There are special spirit dress-up days where students may wear red and blue, but both must be worn above the waist at the same time.

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:
 - o Check-in/ Check-out (with standard point card)
 - o Check and Connect (adult contact without point card)
 - o Social skills groups

How:

- PBIS team may refer for a group/ strategic intervention based on:
 - o Office referral data
 - o Teacher Request after classroom interventions are documented on Classroom Behavior Contract
 - o 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:
 - o Teacher interview
 - o Parent interview
 - o Records/ data review
 - o Direct observation of the student
- BSP: Should include:
 - o Clear descriptions of the problem behavior, antecedents and the function of the behavior
 - o Goals and teaching strategies for replacement behavior
 - o An emphasis on prevention
 - o A reward system that is linked to the function of the problem behavior
 - o Clear steps for responding to problem behavior
- Data Collection and Review
 - o Data is collected daily (e.g., point cards, tallying incidents)
 - o After 2-3 weeks, plans are reviewed. If student is making progress, continue
 - o 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:
 - o 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.
 - o 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).

STATEMENT OF NON-DISCRIMINATION

Corcoran Joint Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, marital or parental status, nationality, race or ethnicity, religion, sex, sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Corcoran Joint Unified School District assures that lack of English language skills will not be a barrier to admission or participation in District programs.

Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

The following employees can be reached for questions or to file complaints regarding the following programs:

Uniform Complaints	Section 504	Superintendent
Title VI Coordinator	Title IX Coordinator	Eduardo Ochoa
Elizabeth Mendoza	Helen Copeland	(559) 992-8888 ext1224
(559) 992-8888 ext1246	(559) 992-8888 ext1248	



John C. Fremont Elementary School

Corcoran Unified School District
1900 Bell Avenue Corcoran, California 93212
(559) 992-8888 ext 3220 ~Fax (559) 992-5105

Title I, Part A School Parent and Family Engagement Policy

John C Fremont, 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).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, 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]):

To involve parents/guardians and family members in the joint development and joint agreement of this Policy, the following documents will be disseminated to parents for review and for feedback through informational meetings (SSC; ELAC; Annual Title I Meetings;):

1. Title I, Part A LEA-Level Parent and Family Engagement Policy
2. School-Parent Compact
3. Parent Notices as they apply to the Title I, Part A Non-Regulatory Guidance

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 amend a parent and family engagement school policy by providing input during informational meetings where the policy is being discussed. Members of the SSC and/or other committees would discuss the input and make amendments to the policy as needed.

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]):

John C Fremont will take the following actions to distribute to parents of participating children and the local community, the School Parent and family engagement policy: The school will distribute the policy by posting it in our parent handbook and will be reviewed at the annual Title I parent meeting.

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]):

In the event that a parent submits an unsatisfactory comment, they will be included with the plan at the time of submission to the LEA as an attachment. The LEA will submit all documentation to the State.

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]):

John C Fremont will hold a flexible number of meetings on or before September 30th at varying times, and provide transportation, child care, and home visits paid for with Title I funding as long as these services relate to parental involvement.

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]):

John C Fremont will hold a flexible number of meetings at varying times, and provide transportation, child care, and home visits, paid for with Title I funding as long as these services relate to parental involvement:

The school will determine what is needed to reach hard-to-reach parents, e.g., in addition to babysitting, transportation, the planning of special events that parents find particularly useful and or of interest to them. These meetings will explain strategies authorized under Title I

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 are invited to multiple meetings to review the Title I plan at the beginning of the school year. They are members of the SSC and are invited to attend and participate in decisions relating to the expenditure of Title I funds. The school holds a Title I meeting which encourages participation and feedback. Parents and students are sent annual surveys regarding Title I. Parents are also invited to Parent Nights where surveys are distributed at the end of the event.

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]):

Parents and family members of participating children are provided multiple opportunities to inspect curriculum and assessments during SSC and ELAC meetings. They are provided with the data for school-wide and district assessments on a regular basis. If requests are made by parents to offer suggestions and participate in decisions regarding the education of their children, the school will respond in a timely manner.

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, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

At the current time, there have not been any unsatisfactory comments from parents or participating children. In the event that a parent submits an unsatisfactory comment, they will be included with the plan at the time of submission to the LEA.

John C Fremont'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 May 24, 2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before.

Signatures:



Pearl Prins, Principal



Bernadette Jones SSC Chairperson

Date Signed on

5/24/22

California Department of Education April 2020

JCF Amended: 5-24-2022

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 Elementary School

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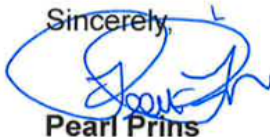
August 10, 2022

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**

- 10th-First day of school
- 10th-Title 1 Meeting
- 10th-Back to School Night

- **September**

- 1st-Picture Day
- 5th-NO SCHOOL-Labor Day
- 16th-Constitution Day and Program

- **October**

- 1st-Cotton Parade
- 5th-Literacy Night
- 21st-Picture Retakes
- RED RIBBON WEEK
 - Oct. 24th-28th

- **November**

- 11th-NO SCHOOL-Veterans Day
- 14th-18th-Parent Teacher Conferences
- 21st-25th-NO SCHOOL-Thanksgiving Break

- **December**

- 16th-Minimum Day Out at 12:30 pm
- 19th-31th-Winter Break

- **January**

- 2nd-6th-Winter Break
- 16th-NO SCHOOL-Martin Luther King Day

- **February**

- 8th-Math Night
- 13th-NO SCHOOL-Lincoln's Birthday
- 20th-NO SCHOOL-Presidents Day

- **March**

- 2nd-READ ACROSS AMERICA DAY
- 6th-10th-Parent Teacher Conferences
- 6th-31st-ELPAC Testing
- 17th-Wear GREEN

- **April**

- 3rd-10th-NO SCHOOL-Spring Break
- 19th Open House

- **May**

- 1st -12th-CAASPP Testing (3rd Grade)
- 29th-NO SCHOOL-Memorial Day
- 30th Field Day

- **June**

- 1st-Last Day of School-Minimum Day Out at 12:30pm

