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Introduction to Fremont HS

School Information
Fremont High School currently serves approximately 2,400 students in grades 9-12, of whom 91% are Latino and 9% are African-American, 40% are English Learners and 11% are Special Needs. Each of the three Small Learning Communities will enroll approximately 700 students and will incorporate pathway themes that may include the following: communication, information technology and media, health and wellness, environmental and social issues and policies. The Math/Science Magnet enrolls approximately 300 students.

School History
John C. Fremont High School was built in 1924 as a 7th through 11th grade school with 1,300 students. At present, we are a concept 6, year-round high school serving approximately 4,500 students. The school community possesses those warm characteristics of a small town even though we are in the city of Los Angeles. Fremont is a safe haven for our students. We provide a supportive environment to parents and students. Many of our staff members are former alumni. We are a school on the path to success – always looking for ways to help our students succeed. As Pathfinders, don’t forget to “Find a path or make one!”

School Mission
The school is a safe, clean and orderly place that nurtures learning and has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

School Vision
All members of John C. Fremont High School will collaborate to prepare learners to be productive, ethical individuals empowered by a quality standards-based education in order to contribute to local and global communities.

School Creed
We, the students of John C. Fremont High School, pledge ourselves to uphold the honor of our Cardinal and Gray, promote friendliness, integrity, loyalty, and to respect the rights of others. We promise to refrain from anything that will mar our school or in any way impede its progress. We stand for righteousness, courtesy, and self-development.
Small Learning Communities (SLCs)

Beginning 2013-2014 school year, 9th graders will be absorbed directly into three of the SLCs plus the magnet center. The 9th Grade House ceases to exist at the end of the 2012-2013 school year. Each of the four SLCs will function with relative autonomy, complete with overseeing administrator, lead teacher, counselors, and clerical support. Essentially the increase autonomy makes the SLCs true small schools on a comprehensive high school campus.

ESJ – Environmental and Social Justice
The School of Environmental and Social Justice is dedicated to educating active and involved students who are aware and conscious of their social and economic environment, with an aim for restorative justice, and the promotion of behaviors sensitive and respectful of the preservation of our physical environment. ESJ students are empowered advocates for a socially just and environmentally friendly future. Students will graduate as globally conscious agents of change for justice and environmental protection.

MESA - Medical, Environmental Science and Agriculture
MESA provides students with a rigorous curriculum and opportunities to interact with professionals in the health, environmental and agriculture related fields, by seeking internships with industry partners, volunteer opportunities, outreach programs, and/or service learning.

SGMA - School of Global Media & Arts
Provides an exciting, rigorous learning experience for students based upon an in-depth study of humanities, art and performing arts through interdisciplinary and inquiry-based learning. The pathway for SGMA is Media Arts, and video/film technology.

The Math, Science and Technology Magnet
The Magnet Center offers an intense academic curriculum where all students receive a rigorous educational experience. Students experience simulations, science labs, exhibits, internships, and community activities.

Teacher Compact/Commitments

Fremont HS teachers will be expected to adhere to the following commitments:
1. Monitor student attendance in all classes and make parent contacts on excessive absences or tardiness.
2. Establish and enforce all classroom and school-wide Student Standards of Conduct at all times.
3. Provide State approved standards-based culturally responsive grade level instruction at all times.
4. Assign, grade and return relevant homework in a timely manner in adherence to the official School Homework Schedule. (Daily routine homework assignments will comprise no more than 20% of a student’s academic grade – see BUL-3491.1 for further details.)
5. Administer the Periodic Assessment with fidelity with a minimum of 96% completion rate, followed by analysis of the data which is shared with students and used to re-teaching or revision of instructions.

6. Maintain regular contact with parents of students, particularly those who are experiencing challenges in attendance, academic progress or conduct.

7. Provide additional personal support to students and parents through the Advisory Period including monitoring student progress in all classes.

8. Encourage parents to visit school regularly to observe instruction and student progress, and participate in school activities.

9. Ensure that twice each year all students are aware of general graduation requirements and their own personal status related to credits earned and needed.

10. Encourage each student to remain enrolled and on track for graduation while actively engaging school resources for those who need additional support.

11. Actively participate in and support school activities.

Professional Duties

Teacher

Each employee is responsible not only for classroom duties (or, in the case of non-roster carrying teachers, scheduled duties) for which he or she is properly credentialed, but also for all related professional duties. Teachers should check their LAUSD email on a daily basis for important information. Such professional duties include the following examples:

- Instructional planning
- Preparing lesson plans in a format appropriate to the teacher’s assignment.
- Preparing and selecting instructional materials
- Reviewing and evaluating the work of pupils
- Communicating and conferring with pupils, parents, staff, and administrators
- Maintaining appropriate records
- Providing leadership and supervision of student activities and organizations
- Supervising students both within and outside the classroom
- Supervising teacher aides when assigned
- Cooperating in parent, community, and open house activities
- Participating in staff development programs, professional activities related to their assignment, independent study, and staying current with developments within their areas or subjects of assignments
- Assuming reasonable responsibility for the proper use and control of District property, equipment, materials and supplies
- Attending faculty, departmental, grade level, and other meetings called or approved by the immediate administrator

*Excerpted from UTLA Contract Section 4.0 of Article IX*
Safety
All staff members should exercise extreme caution while alone in isolated areas on campus. When alone in a classroom or office, lock all doors and do not admit anyone unless you can assure yourself of the person’s identity. Avoid working alone in isolated areas or being alone in parking lots before or after school hours. Be alert to the presence of strangers or loiterers and report such persons to the Main Office immediately.

School police officers are on campus from 8:00 a.m. to 4:00 p.m. The Main Office closes at 4:30 p.m. Notify the Main Office if you plan to stay in your classroom after 4:30 p.m. All staff and students must vacate the campus by 4:30 p.m. unless prior approval has been obtained from the administrator over operations.

If you become a victim of violence on campus, it is your responsibility, if you are physically able, to report the act of violence at once to the principal and then follow the established procedures. According to Article IV, Section 7.0C the administrator “shall notify the U.T.L.A. chapter chairperson of the reported injury unless the employee requests the matter not be disclosed.”

Safety of Pupils
Faculty members are, at all times, responsible for the general health and safety of pupils under their supervision. In case of serious accident or injury, escort the inured pupil to the Health Office or send for the Nurse.

Discipline of Students
Faculty members are responsible for the general conduct of pupils both inside the classroom and on the grounds. Discipline cases needing special attention should be referred to the Dean’s Office.

The Work Day

SIGN-IN AND OUT PROCEDURES (UTLA ARTICLE IX, 2.0 & ARTICLE IX, 3.1)

- All certificated staff shall, upon each arrival to and departure from their assigned work location, enter their initials on the form provided by the District.
- Teachers shall have the following on site obligations of seven minutes before the instructional day and six minutes after the instructional day.” At Fremont, this means 7:53 A.M. and 3:00 P.M.
- All staff members must sign-in and sign-out on the time card daily but do not sign-in and sign-out at the same time.
- The Main Office officially opens at 7:00 A.M. and closes at 4:30 P.M.
- All staff members who arrive late MUST sign the late book in the Main Office.
Teachers who need to leave campus early must complete a class coverage form (brown form). The teacher must notify the administrator with purview over their department (any administrator in an emergency) for approval.

Teachers are required to arrange their class coverage prior to obtaining administrator’s signature.

The Main Office staff will provide a CL18 to assist in finding available teachers for coverage.

This procedure will be followed for a planned absence when sub-finder does not need to be called.

All staff members must sign the off-campus book whenever they leave campus during the workday. This includes during lunch or conference period.

This procedure must be followed for regularly assigned workdays, intervention classes, summer classes, etc.

GENERAL WORKDAY PROVISIONS

1. Teachers who, due to an emergency, must leave campus at any time during the school day are required to:
   - Clear first with the administrator in charge.
   - Request substitute coverage for their class, if needed.
   - Sign out using the form in the notebook on the counter in the Main Office.

Other Professional Duties

Teachers are responsible not only for classroom duties (or in the case of non classroom teachers, professional duties) for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples: instruction planning; preparing lesson plans in a format appropriate to the teachers’ assignments, preparing and selecting instructional materials; reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff and administrators; maintaining appropriate records; providing leadership and supervision of student activities and organizations; supervising pupils both within and outside the classroom; supervising teacher aides assigned; cooperating in parent, community and open house activities; participating in staff development programs, professional activities related to their assignment, independent study, and otherwise keeping current with developments within their areas of subjects of assignment; assuming reasonable responsibility for the proper use and control of District property, equipment, material and supplies; and attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.

PROVISIONS FOR NON CLASSROOM TEACHERS

Library media teachers shall have a scheduled minimum on-site obligation of sufficient duration that they can personally keep the library open to students one half hour before and after the normal full pupil day for the school.

Also subject to the hours and duties provisions are non-classroom teachers paid on the Preparation Salary Table (Including but not limited to counselors, in-house deans, coordinators, and advisors) who either (1) are assigned to a location other than a school
site, or (2) accept a position which includes extra pay for hours and/or duties which are related to, or an extension of their basic, non-classroom assignments.

The normal schedule of minimum on-site hours for all employees is also to be observed on such days as pupil-free days, minimum days, and shortened days unless the immediate administrator authorizes early dismissal of staff.

4. Duty-Free Lunch: Each employee shall, except in emergencies or special situations requiring intensive supervision, be entitled to a duty-free lunch period of not less than thirty (30) minutes as scheduled by the site administrator.

5. Secondary Preparation Period:
   - Each regular, full-time secondary classroom teacher (or library media teacher) shall be assigned five scheduled class periods weekly as preparation periods
   - Preparation periods are to be used for professional duties including preparation for class and conferences with parents, students and staff members; during the preparation period, the employee shall not be expected to perform supervisory or classroom teaching functions except as reasonably needed to provide such services during school related activities, during emergencies, or when auxiliary pay is received pursuant to Article XIV, Sections 25.0 and 28.0
   - Preparation periods scheduled during the first period of the instructional day are to be distributed equitably among the staff over a period of time.

Mail Boxes

Faculty mail boxes are located in the Main Office, and are used to distribute any notices, memos or flyers to teachers. Boxes are arranged alphabetically. Teachers are asked to clear their mailboxes in the morning and again in the afternoon before leaving school. Staff should check their LAUSD email on a daily basis for important updates. Messages, not of an emergency nature, will be placed in the mailboxes instead of being delivered to the teacher. For security reasons, refrain from placing valuables in the mailboxes.

Attendance

Notification of Absence
Teachers who find it necessary to be absent shall, if possible, notify the school on the day before the absence will take place. In cases where such notification is not possible, the teacher should call the Main Office before 7:25 a.m.

To request a substitute, teachers should call the LAUSD SubFinder System (24 hour availability).

Absence Preparation
Please be sure that a Substitute Folder is left in your classroom.
In addition to lesson plans that are left in the classroom for anticipated absences, all teachers need to provide an Emergency Substitute folder to accommodate unexpected substitute coverage. These folders are made available in the Main Office to the substitutes that cover your class when you are absent or attending a meeting.

**The folder should include the following:**

- Seating charts if any
- Your daily schedule
- Your method of grading
- Your conference period
- Two reliable students from each class who can assist with questions
- Names of problem students who disrupt class or have special needs
- A generic lesson plan for each class
- Any teacher’s assistants working with you
- Your neighboring teachers’ names
- Your department chair’s name
- Your Lead Teacher’s name
- Your daily routine: for example, “see Agenda on the Board”
- Other special instructions.

The Emergency Substitute Folders should be given to the assistant principal and will be kept on file in the main office.

In addition, if you are absent you can fax your daily lesson to the Main Office. Alternatively you can leave your lesson plans in the classroom or place it in the mailbox of the assistant principal.

**Return from Absence**

It is the teacher’s responsibility to notify the school secretary before 2:00 p.m. whether or not he/she is returning the next day. In case a substitute comes to school as a result of failure to give proper notification, the substitute, not the regular teacher will be paid for the service.

When a teacher is absent for illness or injury for **more than four but less than 20 consecutive working days**, the employee must present a clearance to return to work signed by a licensed physician.

If a teacher has been absent due to illness or injury for **more than 20 consecutive days**, the employee must request leave papers from the district and supporting documentation from their attending physician. When approved for return to service, the employee will be given a card (form 2204) to be presented to the school administrator before returning to service along with an illness card to be signed by a licensed physician.

For bereavement in case of death in the immediate family (father, mother, sister, brother, husband, wife, or child, or any member of the immediate household) regular teachers are given 3 days. If the teacher needs to travel 200 miles or more regular teachers are given 5 days.
Sub Finder System

If absent, teachers are responsible for calling the Sub Finder System to find a substitute that will take their place during an absence. To record, review, or cancel absences and to review and change your personal information on Sub finder:

Sub Finder access number: 877.528.7378.
Central Help Desk number: 213. 241.6177.

- Enter your pin number (your employee number). When reporting an absence, always wait for the Job Number before disconnecting or absence may not be recorded.
- Follow the prompts. These prompts are also listed below:
  - To report an absence – press 1
  - To review an absence – press 2
  - To cancel an absence - press 3
  - To review personal information – press 4
  - To leave Sub Finder system - press 9
- Be sure to also report your absence to the Fremont Main Office (323. 565.1200) in addition to notifying Sub Finder.

Standby Rotation

On a scheduled basis, teachers are requested to cover for faculty absences on a period-by-period basis. The schedule is assigned for a one week period each semester during conference periods. The time is paid. Every effort is made to assign coverage in an equitable manner and it is requested that teachers assist when called upon.

During the week of your standby rotation:
Teachers with no Advisory – stand by in the Main Office from 8:00 A.M. until 8:15 A.M. for class coverage.

Teachers with Periods 1-4 and 5-8 – report to the Main Office immediately after the class preceding your conference period if you have not already received an assignment.

Late Teachers

COVERING FOR LATE SUBSTITUTE TEACHERS
If a substitute assigned by the Personnel Division does not report for duty within the first ten minutes of the class period, a replacement teacher may be assigned.

The late (after 10 minutes) substitute may be kept out of the classroom for the remainder of the hour and the replacement teacher given replacement pay or the substitute may be given the class upon arrival, in which case the replacement teacher will not be paid.
Record of Student Attendance

A web-based record (ISIS) of each student’s attendance must be submitted for each period on a daily basis. Log on to www.lausd.net, click employees, and lastly click take attendance. Teachers must use an LAUSD log-in and password to enter ISIS. Substitute teachers may obtain a temporary log-in and password to access student attendance for the day. Teachers must enter and submit students’ absences or tardies for all periods before leaving campus.

Textbook Procedures

SELECTION AND ORDERING
Consult department chairperson for proper grade level titles and bookroom availability.

BOOK CHECKOUT PROCEDURE
Students are issued a textbook through the textbook room. The student will be assigned a textbook using a barcode associated with the textbook. They will be responsible for maintenance and return of the textbook. Students must write his/her name on the inside cover of the book. Teachers may be issued a class set of textbooks, quantity permitting. The department chairperson may not check out books for the entire department.

DAMAGED BOOKS
Teachers should require that textbooks be covered immediately to avoid damage. Covers can occasionally be obtained in the textbook room or purchased from the student store. All books used as classroom sets should be covered and numbered on the outside of the covers. Each student in each class using the book should be assigned the book s/he will be using. Check at the conclusion of each class for any missing books.

Posters

Posters advertising student activities may be posted on designated areas around campus.

Guidelines for posting advertisements on the walls, trees, doors, bulletin boards, and display cases:
Please have students bring posters and signs to the administrator who oversees clubs to check content and spelling, ascertain the purpose of the sign and where it will be posted. When hanging a sign or poster, use tape rolled on the back of the sign to attach to the wall. Use tape that will not pull paint off the wall. Materials that deface the walls are not acceptable. If needed, ask for assistance to hang a poster. Remove the sign after its expired date.
* Please note that signs that do not follow guidelines will be removed.

Bulletin Boards in Main Office
Bulletins will be posted in the main office. Bulletins are received and changed frequently. Stay informed of LAUSD happenings by perusing the bulletin board daily. Permission to post bulletins should be procured from the School Administrative Assistant.

Public Address System

Announcements on the P.A. are made daily at the end of Advisory. The administrator in charge must approve all speakers on the P.A. system and the content of all P.A. announcements. Announcements which impact or affect the student body as a whole, and which highlight outstanding achievement and recognition may be read. P.A. announcements will be made during advisory only, except for extreme emergencies, which will be determined by the administrator in charge.

To submit an announcement to be made on the P.A. system:
All P.A. announcements must be placed in the P.A. tray by the end of the preceding day that the announcements are to be made. The tray is located in the Assistant Principal’s Office.

Master Calendar

The master calendar is a calendar listing all school activities for the year. Upcoming events from the master calendar are posted in the bulletin and on the school’s webpage.

All school activities must clear through the office of the assistant principal and must be scheduled on the Master Calendar. Dates for major activities (those involving many students) are requested, reviewed and discussed at an Administrative Staff Meeting. The administrative staff, athletic director and the student government sponsor review the Master Calendar. Conflicts and additions are considered and the calendar is submitted to the principal and School Leadership Council for final approval. Corrections and additions to the Master Calendar will appear in the Bulletin. The sponsor of an organization requesting a date submits a written request for a change or addition to the Master Calendar. Proposals, which must consider time, date, and place are submitted to the assistant principal for clearance. Final approval for the submitted proposal rests with the principal and in certain cases, the School Leadership Council.

Assemblies

All assemblies must be entered in the Master Calendar in the Assistant Principal’s Office. Requests for assemblies are submitted on an “Activity Clearance” form. After administrative approval, the date and time for the assembly will be entered on the Master Calendar, and the sponsor will be notified. The assistant principal will coordinate the details for the assembly with the sponsor of the assembly. Special instructions will be issued in a bulletin prior to a specific assembly. Because the auditorium seating capacity is critical, teachers must attend as scheduled. Teachers must attend with their classes and supervise their students.
Visitors and Guest Speakers

VISITORS
All visitors, including parents, school officials, and students who have not yet enrolled, should obtain a Visitor’s Pass from the entrance desk.

All guests must be cleared by an administrator before entering a teacher’s classroom. All salespersons should have permission from an administrator before contacting a teacher. Parents have a right to observe their child’s classes within a reasonable period of time after making a request. Visitors should not disrupt classes or interfere with the execution of any school activity.

Adults and minors over 16 years of age who enter the school campus and fail to adhere to the Visitor’s Policy or who defy the principal/designee’s authority may be reported to the appropriate police agency and may be subject to criminal charges.

GUEST SPEAKERS
Guest speakers are allowed to make presentations within the classroom.

Guidelines for guest speakers:
Teachers must screen guest speakers by informing potential speakers of the desired content and instructional expectations of a presentation. Presentations must be appropriate for students, curriculum related, and approved by administration. Presenters can never obtain personal information from students. Presenters may issue business cards, and students may contact presenters themselves.

Procedures for guest speaker approval:
Teachers must complete “Request for Guest Speaker” form in the Main Office and submit to the assistant principal who oversees your department or SLC at least two weeks prior to a visit. The assistant principal will return “Request for Guest Speaker” form to teacher, acknowledging receipt of the information and approval of the visitor. Guest speakers must sign in at the Main Office before reporting to a teacher’s classroom and are to sign out when leaving the campus.

Leaving the Classroom Unattended

No faculty member should ever leave a classroom unattended. At no time is a pupil or student teacher to be left in charge of a classroom. In case of an emergency, use a student in the room to get assistance from the Main Office or contact the teacher in the room next to yours for assistance.

Field Trips

Requesting field trips:
Field trips must be approved by school-site principal or the principal’s designee at least 30 days before date of field trip. Sponsoring teacher must obtain forms from Title I office prior to
seeking principal’s approval. Forms may include substitute coverage form, request for approval of school-organized trip for students, application for auxiliary transportation, private vehicle registration and proof of insurance, transportation waiver, trip slips, trip roster, and lunch tickets. Teachers are required to provide their administrator with a copy of standards-based lesson for the field trip and educational package from place of destination. Sponsoring teacher must obtain signatures from: assistant principal over the SLC/Department, the SLC lead teacher or Department Chair/Co-chair, the Title I coordinator, the assistant principal over budget, the assistant principal over plant, and the assistant principal who schedules dates on the master calendar. Final approval is by the Principal.

More information is available in the School Journey Field Trip Handbook on the LAUSD website.

Preparing for field trips:
Students attending field trip must have trip slips signed by parents and affected teachers. No student can go on a field trip without a signed trip slip. Teachers attending field trip must request a substitute or arrange for another teacher to take students who are not going on the trip. Teachers should leave a standards-based lesson plan for the substitute.

Conducting field trips:
Teachers should collect all signed student trip slips prior to departing. No student may go on a field trip without a signed trip slip. Teachers have the responsibility to set appropriate standards for students participating in field trips.

Accounting for field trips
After field trip ends, teachers should take trip slips to Title I office. Sponsoring teacher should provide a list of all students who attended the field trip to teachers in the SLC and other affected teachers. All teachers are to complete and submit all attendance paperwork.

Off-Campus Activities

Off-campus activities must have the approval of the principal or his/her designee. The faculty sponsor(s) of off-campus activities must be in attendance and provide appropriate supervision. The faculty sponsors have the authority to enforce rules and regulations in the same way as if the activity were being held at the school campus.
Activities that may be approved include:
1. Club Banquets
2. Athletic Banquets
3. Educational trips
4. Senior Prom
5. Student Body Dances
Activities that do not come under the framework of school policy and Board of Education Guidelines are not school activities and may not take place with school sponsorship and assistance.
Reserving Facilities

Requests to use the Auditorium, Cafeteria, Library, or Gymnasiums are sent to the assistant principal in charge of the Master Calendar and Facilities. Sound equipment may be requested from the administrator in charge 48 hours in advance.

Special Events

An administrator’s approval is necessary for trips and activities which are out of the ordinary or which may involve the student body in expenses not previously budgeted. For all major activities an “Activity Clearance” for signatures of all cooperating persons must be obtained. The form should be complete no later than one week before the scheduled event and returned to the office. Assembly content must meet District guidelines and may need approval of the School Leadership Council.

Social/Party Activities

Parties are not held during class time. If a class party is desired, it may be held during lunch or after school. No food is allowed in the classrooms. Pizza or any other kind of food will not be delivered to any classroom at any time.

Library Policies

HOURS
The library is open during school hours.

ACCOMODATING CLASS GROUPS
Teachers may sign up for regular Library visits once or twice a month. If the assigned period will not be used, the librarian should be notified as soon as possible. Teachers who wish to use the library at irregular intervals must check with the librarian first to be certain space is available. Because of the small size of the facility, teachers can check out a variety of books on specific topics to facilitate research in individual classrooms.

SPECIAL ASSIGNMENTS
Teachers may send small groups of responsible students to the library for special assignments. These students must remain in the library for the entire period. Students should be sent with a pass with their first and last names, and the teachers’ name and room number. Passes are to be presented at the front desk as soon as the student reaches the library. A pass is always necessary and no permanent passes will be accepted.

STUDENT BEHAVIOR
The teacher is responsible for the conduct of his/her students while in the Library. Quiet and order are necessary. The Library has no facilities for discussion groups but special arrangements may be made with the librarian’s approval. At the end of each period, all materials should be placed on the re-shelving carts, chairs straightened, and the room left in good order. Please do not re-shelve books.

OVERDUE BOOKS
Library summons for overdue books are sent out during second period, and the students receiving the summons should come to the Library that period. To reduce classroom interruptions, teachers are urged to exert pressure on those students who are habitually late in returning books.

PROFESSIONAL LIBRARY
An extensive professional library is maintained for teachers. There are films, audio editions of popular books, lesson plans, books on educational themes, and other support material. The professional library is not available to students.

LIBRARY PRIVILEGES
Check-out privileges of the Library are reserved for Fremont teachers who are listed in the school data base. New teachers may insure that they are listed by contacting the school SIS Coordinator. Substitute teachers may not check out books.

Technology

LAPTOP CARTS
To reserve a lab or a cart, go to the Technology Department Website www.techfremont.net. Follow the prompts to make your reservation. The current user name and password can be obtained from the technology department. The teacher is responsible for the protection of the computers on the cart.

CLASSROOM COMPUTERS
Every classroom has at least one working desktop computer that connects to the internet. If this computer is for some reason inoperable, notify the Technology Coordinator at www.techfremont.net. It is the responsibility of the teacher to take every precaution to protect the computer(s) in their classroom from vandalism. Additionally, it is the responsibility of the teacher to ensure that the students adhere to the District Acceptable Use Policies (AUP).

TECHNICAL SUPPORT
To facilitate and support all educators, the technology department provides a web-based, interactive Help Desk and Educational Technology Support Web Page. The webpage URL is www.techfremont.net. Almost all technology department transactions can be addressed using
this webpage. However, if you do need to contact the technology coordinator, the telephone number is **323.565.1203**, and the brown phone extension is **438**.

**ACCEPTABLE USE POLICY**

Los Angeles Unified School District Bulletin *BUL 999.4 Acceptable Use Policy (AUP) for District Systems* reflects current Federal and California regulations and policies as required by the Children’s Internet Protection Act. All users of the LAUSD School District computer systems by either students or employees are subject to the LAUSD Acceptable Use Policy (AUP). Consequently employees and students are required to have a current and appropriate knowledge of the District’s AUP. These policies are posted on the Educational Technology Support Webpage or are available through the Technology Department.

The Los Angeles Unified School District is committed to providing a safe and secure learning and working environment for its students, employees and associated persons. The Los Angeles Unified School District encourages positive relationships between students, employees and associated persons. There is, however, a distinction between being supportive of students and the real or perceived breach of confidentiality or misconduct. Please review *BUL – 5688.0, Social Media Policy for Employees and Associated Persons*. Employees and all associated persons who work with or have contact with students are expected to follow all District policies, including *BUL –999.4, Acceptable Use Policy (AUP) For District Computer Systems*, and *BUL – 5167.0, Code of Conduct with Students – Distribution and Dissemination Requirement Policy* when using social media as a form of communication.

**Supplies**

Supplies for the classroom can be obtained from the Title One Office, Bilingual Office, SLCs, or departments. Supplies may be requested by filling out a supply requisition form or following procedures of the designated office. Every effort will be made to fill each request in a timely manner.

**Making Copies**

DUPLO machines are located in the SLC workrooms as follows: ESJ – Room 113, MESA – Room 518, SGMA – Room 122. The Title One Office will continue to manage the allocation of copy papers, and the up-keep and servicing of the DUPLO and copy machines. On special circumstances, a request of assistance with copies may be accommodated upon prior arrangement with Title One/Bilingual Office Coordinators. In that case, please allow 1-2 working days to have orders completed through these offices. Self-operated copy machines are located in the Library, SLC workrooms, and the Magnet Office.
Phone Usage

**STAFF**
School telephones are to be used for school business only. The phone on the desk in the main office is for teacher use for school business calls.

**STUDENTS**
Any incoming calls for students are referred to the Attendance Office. Messages are taken for students only from their parent or legal guardian. Students *must not* be given passes from class to use the public telephone or cellular phone. In an emergency, students needing to call home must be sent to the Attendance Office or to their counselor.

**Tutoring**
Teachers may tutor their students when needed. However, no teacher shall give private instruction for compensation in any place during the school year to pupils who are under the supervision of said teacher, during the school year, to pupils who attend the elementary school, high school or community college to which said teacher is assigned; during the vacation period to any pupil who no longer attends the school to which such teacher is assigned, but who was a member of said teacher’s class during the previous semester.

**Parking**
Parking for staff members is unassigned. Parking tickets will be issued to all individuals violating parking regulations. If you double park or are blocking another car, please place your name and location on the dashboard.

**Accident of Staff Member**
Injured employees should report to the Health Office for first aid. The Health Office is open from 8:00 am to 3:00 pm.

**Accident Reports**
1. Employees must report personal accidents immediately or within 24 hours of occurrence.
2. Accident reports are obtained in the Main Office.

**Pupil Accident Reports**
All accidents, including accidents occurring to pupils before and after school, on school premises and on way to and from school, shall be reported in complete detail. The person supervising or under whose immediate jurisdiction the accident occurs shall complete a Pupil Accident Report.
Report Non-Accidental Injury of Children
Teachers are among those specified persons mandated by the California Penal Code to report cases of suspected physical and mental abuse or sexual molestation of minors to designated local authorities.

Health Referral of Student

The Health Office is limited to first aid and advice regarding illness.

PROCEDURES FOR STUDENT REFERRAL TO HEALTH OFFICE

1. Student must come with a referral to the Health Office unless an extreme emergency is evident.
2. The student will return the pass to the teacher if he/she returns to class the same day.
3. Upon return to class, a short description of care given to the student usually will be included with the time the student left the Health Office.
4. If the student does not return to class, the pass should be in the teacher’s mailbox at the end of the day, indicating that he/she has gone home.
5. If the student does return and the pass is not in the mailbox, truancy should be suspected.
   The nurse keeps a record of all students coming to the Health Office. If the teacher has a question as to the student’s arrival or departure.
6. Students are usually not encouraged to rest during a class period. Students unable to attend class because of illness are encouraged to go home in order to recover. A short 20-minute rest in order to determine degree of illness or discomfort may be advised.
7. Health Office restrooms are for emergencies only.

SERIOUS ACCIDENTS

Please follow the outline below in notifying the nurse of an emergency in the classroom.

1. Send one reliable student to the Main Office, Health Office or nearest campus aid (“Charley”) with message.
2. State teacher’s name and room number.
3. State problem (i.e., student has fainted).
4. State student’s name (if possible).

Never leave sick or injured students alone. Teachers are to report any observable physical defects (vision, hearing, etc.) or special problems that happened in the classroom to the Nurse. Call the Main Office to help make contact with nurse. If the nurse is not available, give first aid and make a record for the nurse of the pupil’s name, grade, and address.

READMISSION OF STUDENTS

The following students must clear through the Health Office before being readmitted:

- Absences of more than 5 days.
- All contagious diseases (except colds and influenza less than 5 days).
- All casts and crutches (release from physician required).
- All returning accident cases and hospitalizations.
Confidential Information

All health information is confidential and should not be repeated. A health record is kept on file for every student enrolled in the school. Teachers are most welcome to use the health file. Consult with the nurse for interpretation of health information.

A confidential list is given to teachers each semester with information regarding students with physical disabilities and special needs. Care should be taken to keep this information confidential.

Medical Care

MEDICATION
Students receiving medical care who, in the opinion of the doctor, need medication during school hours may bring their medication to school and leave it in the Health Office. There must be an authorization statement from the doctor and a release from the parent on file.

No one at school, including the nurse, can dispense or give out any kind of medication to a student or staff. (This includes aspirin and Tylenol.) Please keep in mind that school personnel are never allowed to give medication. The school nurse is not allowed to issue medication to faculty members either.

MEDICAL ACCOMMODATIONS AND EXEMPTIONS
All students with casts or crutches, or who have other health related limitations may be granted medical accommodation upon clearance from the health office. Such students must have a clearance slip from the Health Office stating that the nurse has cleared them. The nurse ensures that a doctor’s note and a parent’s consent are on file before this can be issued.

Office Summons Form

Summons will be sent to expedite doctor’s examinations, conferences, and follow-ups of defects. Teachers are asked to send the student to the Health Office at the time requested. If time is inconvenient, teacher should advise summons carrier. These interruptions will be held to a minimum.

Emergency Information Forms

Every student must have an emergency information card/form on file in the Health Office. For the protection of a pupil’s health and welfare, the parent or legal guardian must keep current emergency information at the pupil’s school of attendance. To update information student must submit an updated Emergency Information Form to the Attendance Office.
Referral of a Student under the Influence of Drugs

Please refer to the Health Office, accompanied by another person, any student whose behavior and physical appearance indicate he/she may be under the influence of drugs or other intoxicant. Most obvious signs (may be a combination of several):

- Dilated pupils (compare with other students to be sure)
- Slurred speech
- Unsteady gait
- Extreme drowsiness
- Hyperactivity with rapid speech
- Erratic behavior (may or may not be indicative)

To refer the student, you may send:

- A standard referral form for sleeping in class, etc.
- A note to the nurse who will summon the student from your class or, if you request, from a later class.

If the signs are obvious, send for a dean and/or an administrator and the nurse to come and get the student.

Reporting Suspected Child Abuse

Teachers, school administrators, physicians, nurses, public health employees, family counselors, public assistance workers and commercial film processors are mandated reporters of suspected Child Abuse, and are required by law to report incidence of suspected child abuse, whether the perpetrator is an adult or another child.

**TYPES OF ABUSE TO BE REPORTED**

1. **Physical assaults perpetrated by staff members** on children should be reported as child abuse if the situation is severe (observed or suspected injury); other instances of staff related physical contact involving children, i.e. pulling, grabbing, pushing, etc., are to be handled administratively.

2. **Child-on-child physical assaults** occurring on site are to be reported to school police if a report is warranted at all.

3. Any indication of **sexual abuse/molestation perpetrated by staff members** is to be reported to the appropriate agency.

4. Situations where a **child is sexually abused/ molested by another child**, or children, or those in which children engage in unusual or excessive sexual activities are to be reported to the appropriate child protective agency.

Although there is no clear-cut formula, all circumstances must be considered when determining whether a report of child abuse is needed in any given situation. The following guidelines may be used to assist in deciding when abuse might be suspected in “child-on-child abuse” situations:
1. Age – are the children involved of a similar age or is there a decided difference in age between the victim and the offender?
2. Size – are the children equal in terms of physical size or is the offender obviously larger and/or stronger in build?
3. Number – is the situation a “one-on-one” or is the victim outnumbered?
4. Power – does the situation appear to be one of mutual consent/ responsibility or is it one where the victim is/ was overpowered by use of threats, intimidation, fear, bribery, etc?
5. Situation – are the circumstances of the situation considered to be “typical” and the actions/ behaviors that occurred part of “normal growth and development,” or are they unusual, worrisome and/ or bizarre?

While all of the above should be taken into consideration when determining whether or not to suspect/ file child-on-child abuse, it needs to be emphasized that they are merely guidelines, presented to give parameters to the issue and not intended to be applied rigidly or in lieu of good judgment.

When child abuse is suspected, report the abuse to appropriate authorities.

Procedures to Report Child Abuse and Neglect

Call in immediately to report suspected child abuse to the appropriate law enforcement department, Abused Child Unit (for reporting physical or sexual abuse, and/or life threatening/ endangering situations). Be prepared to give these agencies the following information:

1. Student’s name, address, telephone, and date of birth.
2. Brief description of event.
3. Parent’s name and sibling (if relevant)

**Physical or sexual abuse:**

LAPD Abused Child Unit
150 N. Los Angeles Street
Los Angeles, CA 90012
(213) 485-4700

Children’s Protective Services
10961 Pico Blvd.
Los Angeles, CA 90025
(800) 540-4000

**Neglect:** Los Angeles Department of Public Social Services: 1-800-540-4000

The form to report suspected child abuse is now obtainable on-line through the LAUSD net under School Safety in the Office tab. Follow the directions provided to complete and submit the written report (Form SS8572) within the 36 hours time limit, and send a copy to the agency to which the call was made to report the SCA. Be sure to document date and time the call is made, contact person’s name, title, position, badge number; any response; and directive given by the contact person. Notify the Assistant Principal that a report has been made. Complete Suspected Child Abuse Report Form SS8572 within 36 hours of incident. Consult the administrator of Operation for assistance with filing an ISTAR report to comply with District
reporting policies. Any employee who wishes not to be identified may mark out the name, address, telephone number, and signature in Section A so that the reporting party cannot be identified before sending the copies to Child Abuse Prevention Office.

Terms Related to Child Abuse

The following terms are often used in the reporting of child abuse. The definitions of these terms are to be considered working definitions specific to the reporting of suspected child abuse.

**Abused Child Unit:** A Child Abuse Unit is any law enforcement agencies (sheriff departments, the LAPD and other municipal police departments) have a unit (or in the case of a small police of sheriff’s station, an officer) that has been especially designated to respond to reports of suspected child abuse. When telephoning in a report, the caller should ask for the Abused Child Unit.

**Battery:** Any willful and unlawful use of force or violence upon the person of another.

**Child Protective Agency:** a police department, a sheriff’s department or a county children’s service department. In Los Angeles County, the child protective agencies that receive reports of suspected child abuser are law enforcement agencies (sheriff’s department or municipal police department) and a county agency named the Department of Children’s Services.

**Emancipated Minor:** An emancipated minor is any minor living away from the family residence with legal authority to do so by the courts.

**Emotional Abuse:** instances where such behavior as excessive verbal assaults: belittling, screaming, threats, blaming, sarcasm, unpredictable responses, and double message communication, effects on the child can be observable. Accumulated documentation in suspected emotional abuses cases by witnesses is imperative because such cases are extremely difficult to prove. Only suspected cases of several emotional abuse that constitute willful cruelty or unjustifiable punishment of a child are required to be reported by mandated reporters. However, any degree of emotional abuse may be reported.

**Founded Reports:** reports of suspected child abuse that after investigation have been verified as actual (no longer suspected) child abuse.

**Investigation:** the procedure of interviewing suspects, victims, and others related to the incident of suspected child abuse after the report has been made. The purpose of the investigation is to find out if there was actual child abuse perpetrated. Investigations are to be conducted by representatives of the child protective agencies – not by school district personnel with the exception of the school police when they have been requested to do so by the child protective agency.
Individual Emergency Response Tips

1. Respond to the specific emergency as prescribed and direct students in appropriate safety procedures. The emergency could be a **Lock Down**; a **Fire or Earthquake Procedure**; or a **Take Cover Procedure**.
2. Remain with the students until relieved by authority of school principal/site administrator.
3. Take roll call if class relocated, as soon as conditions permit such action.
4. Report missing students to principal.
5. Send students in need of first aid to school nurse or first aid station.
6. Help to restore order and assist other teachers and students as needed.
7. Use planned activities during periods of confinement to lessen possible tension and hysteria of a disaster situation.
8. If not on classroom duty with students, report at once to pre-assigned station or to principal/site administrator.

**Compulsory Carrying of First Aid Kits on Field Trips**
The California Education Code makes it mandatory for a teacher to carry or have immediately available a first aid kit when conducting pupils on a field trip.

**Emergency Drills**

The following drills will be conducted regularly:

- **Fire Drill** – to be conducted once each semester.
- **Earthquake and Emergency Drop Drills** – to be conducted each school month.
- **Take Cover Drill** – to be conducted once each semester. This drill is to be held and reported during the first school month of each semester.

**Fire Drill Procedures**

**Fire Drill Signal**: intermittent short bells for 10 seconds followed by five seconds of silence; sequence repeated for at least one minute.

**PROCEDURES FOR FIRE DRILL (and in case of major fire)**

- All school personnel and visitors shall leave the building immediately, or as soon as their assigned fire drill duties are completed.
- All pupils shall stop work immediately. Pupils in shops shall turn off motors, torches, gas and water outlets, etc.
- Pupils shall not stop to take books, or other personal belongings with them. (Exception: valuables immediately accessible such as purses).
- Speed should be subordinate to control and order. There will be no talking, running, pushing, or skipping steps on stairs.
- The first person to reach any door will open it.
• The teacher will pick up class attendance record or register and proceed with the group.
• The last one to leave the room will check to be sure that everyone is out and then close the door.
• Pupils will proceed to assigned places on grounds or sidewalks away from the buildings.
• Pupils in restrooms or otherwise out of their rooms will join the nearest line in making exit; proceed to stopping place, then, with permission of those in charge, join their own group, report to the teacher, and take their place in line.
• In no case will any group stop less than 25 feet from a building.
• Pupils will not stop in front of gates or other entrances that may be used by the fire department.

DUTIES OF TEACHER DURING FIRE DRILL
• Teacher should know the location of the fire alarm in the building to which they are assigned.
• The teacher will supervise the exit of the group and make certain that it is performed in an orderly manner. (No talking, running, pushing or skipping steps on stairs.)
• In the case of a blocked exit, the teacher will know the alternate route and will guide or instruct the class as to the course to take. The teacher's position will be such that maximum control shall be maintained.
• The teacher will pick up roll book, class attendance record or register and proceed with the class.
• The teacher will see that the class goes to its assigned position on the grounds, after which roll will be called to make certain that all members of the class are present. The teacher must remain with his/her class.

DUTIES OF ADMINISTRATOR DURING FIRE DRILL
• The administrator is responsible for the supervision of the fire drill and will make definite assignments to make certain that all rooms, the auditorium and restrooms, are evacuated.
• The administrator or secretary will take whatever steps are possible to protect the schools' vital records.
• In case of a fire alarm other than planned drills, an administrator or the secretary will call the local fire department or other emergency numbers. When investigation shows there is no fire, then he/she will notify the local department that the alarm was false.

Drop and Take Cover Drill

Signal: Teacher Command

PROCEDURES FOR DROP & TAKE COVER DRILL DURING SCHOOL HOURS (and in case of dangerous environment)

1. Upon command of “drop/ take cover” inside the classroom, drop to knees with back to windows, place head in lap and clasp hand behind neck.
2. Wait for further instructions.
3. Student Emergency “Drop/ Take Cover” Procedures outside the classroom:
4. Seek any type of protection (curb, bench, ditch, gutter, etc.)
5. Drop to knees with back to hazard; place head in lap and clasp head behind neck.
6. Wait for instructions.

**PROCEDURES FOR DROP & TAKE COVER DRILL DURING NON-SCHOOL HOURS**
1. Seek any type of protection (curb, bench, ditch, gutter, etc.)
2. Crouch in “drop/ take cover” position with eyes and back protected.
3. Remain in this protective position for a brief period of time, and then take cover.
4. Go to nearest available place of shelter and remain there until instructed to leave by a recognized authority.

**Earthquake “Drop-Hold” Drill**

**Signal**: Teacher Command

**PROCEDURES FOR EARTHQUAKE “DROP-HOLD” INSIDE CLASSROOM**
1. Upon command, drop down to knees.
2. Get under/ below/ equipment (desk, table, chair, etc).
3. Grasp equipment (furniture, legs, etc.) with both hands and hold on tight.
4. Keep body under or below equipment.
5. Wait for further instructions.

**PROCEDURES FOR EARTHQUAKE “DROP-HOLD” OUTSIDE CLASSROOM**
1. Get clear of all buildings, power lines, light poles, etc.
2. Drop down to the ground and hold on to stationary objects if possible.
3. Stay in the clear and wait for further instructions.
4. Student Earthquake “Drop/ Hold” Procedures to and from school:
5. Move away from all buildings, trees, or structures.
6. Assume “drop/ hold” position if possible.

**Evacuation of Buildings after an Earthquake**

**Signal**: ringing of short continuous bells

1. All classes will evacuate the buildings (if bells do not work, bullhorns will be used). If possible, classes are to use the evacuation routes.
2. Once out of the building, teachers are to escort their classes to the assigned position taking the safest route possible. Once at the assigned position, the class and teacher are to go to the designated area for their class.
3. Close all windows, turn off all lights, turn off all power equipment.
5. When the class is at the properly assigned area, take roll and mark down the names of any students missing from class on the Emergency Roster.
6. Send this form to the command post.
7. Keep your students calm and quiet. Wait for further instructions from the administrator in charge.

*All evacuations are to report to their assigned area for their Advisory period.*

A first aid station will be set up. A nurse will be available at the north end of the athletic field. **Office staff and school personnel not assigned to a classroom** should report to the command post. **Non-classroom service workers** should report to the command post on the west side of the assembly area.

### EMERGENCY ROSTER

<table>
<thead>
<tr>
<th>Incident (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Earthquake Drop-hold</td>
</tr>
<tr>
<td>___ Fire/Evacuation</td>
</tr>
<tr>
<td>___ Drop-take Cover</td>
</tr>
<tr>
<td>___ Campus Protection Per. ___</td>
</tr>
<tr>
<td>___ Shelter-in-place Per. ___</td>
</tr>
</tbody>
</table>

**JOHN C. FREMONT HIGH SCHOOL**

**EMERGENCY ROSTER**

(Must be carried in roll book at all times.)

**Print** Teacher’s Last Name ___________ First Initial: ______ Room # _______

Date: ___________________________ Drop-Hold/Drop-Take Cover Conducted? Yes No

ALL advisory students are present? Yes No Is this an INTERSESSION class? Yes No

List the names of students *known* to be absent from regular advisory (a student listed here should not be listed as missing (Campus Protection/Shelter-in-place during period ________):

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
5. __________________________________
6. __________________________________

List the names of the students *currently* missing from advisory (Campus Protection/Shelter-in-place):

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
5. __________________________________
6. __________________________________
7. __________________________________
8. __________________________________
9. __________________________________
10. __________________________________

List the names of injured students:

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
5. __________________________________
6. __________________________________
7. __________________________________
8. __________________________________
9. __________________________________
10. __________________________________

**Comments** (submit additional pages if necessary):

________________________________________________________________________
Student Code of Conduct

Students of John C. Fremont High School must carry on the tradition of pride and responsibility through adherence to the Standards of Conduct.

Health and Safety
1. Food shall only be eaten in designated areas.
2. Any student having in their possession tobacco, alcohol, drugs or any illegal substance will be suspended and subject to arrest.
3. Smoking is prohibited on or near campus and at all school events.
4. Skateboards, roller-skates, and bicycles are not to be ridden on campus.
5. Students need to dress appropriately (see dress code).

Disruptive Activities
1. Physical attacks will result in suspension, expulsion and/or arrest.
2. Profanity or vulgarity will not be tolerated. It may result in suspension.
3. Students involved in a fight will be suspended and may be transferred.
4. Harassment, intimidation, and extortion will result in suspension and/or arrest.

Classroom and Conduct within the Facility
1. Students who bring cell phones to school, do so at their own risk. Fremont High School is not responsible for lost or stolen cell phones. Cell phone use is prohibited from during the hours 8:00 a.m. to 2:54 p.m. by order of LAUSD Board of Education. Electronic devices of any type whose use creates a disturbance to the learning environment are prohibited and will be confiscated. Only a parent will be allowed to retrieve them.
2. Loitering or creating a disturbance in the hall will not be tolerated and may result in suspension.
3. Students out of class must have a hall pass at all times from their assigned teacher.
4. Students who damage, deface, or steal school or private property shall be liable for costs of repairs and replacement. Additional disciplinary action will also result.
5. Students are to be in their assigned classrooms before the tardy bell rings.
6. Fremont has a “TEN MINUTE RULE”. Students are not allowed to have passes the first and last ten minutes of class.

General Conduct
1. No student is permitted to use the public telephones during the school day without prior approval from the Dean’s Office. A hall pass will be issued from the Dean’s Office.
2. No student will be permitted to leave school without prior approval from the Attendance Office.
3. Students are to carry their identification at all times. Students must present their school ID to school personnel upon request. Failure to do so will be treated as defiance and may be subject to suspension.
4. Students are to respond immediately to the directions of school personnel.
5. Overt, inappropriate public displays of affection will result in referral to the Dean’s Office.

Dress Code
Parents and staff at Fremont High School believe that academic competency alone is not sufficient to insure success in getting or holding a desirable job. Knowledge regarding appropriate dress in business and in social situations is important. The following guidelines apply to male and female students:

1. A student may not attend classes in a manner that creates a safety hazard (no nose-rings or gang attire) or wearing of attire that detracts from learning.
2. The following are not permitted on campus:
   a. Caps, hairnets, headbands, hats, hoods and any other type of headgear, including bandanas. The only exception is official Fremont High School headgear. Any alteration will make them unofficial.
   b. Dresses and shorts must be worn mid-high. Spaghetti straps are not allowed. Wide strap tops that expose the back are also not allowed.
   c. Platform shoes cannot be more than three inches.
   d. Sandals or open-toed shoes are not allowed (these are a violation of State Ed Code.)
   e. Attires that promote or advertise alcohol, tobacco, drug or sexual innuendos (including but not limited to t-shirts and patches) are not allowed.
   f. Clothing or accessories that identify a student with non-school clubs (including but not limited to gang or prison culture by name insignia, or color) are not permitted.
   g. Sagging, oversized or baggy pants are not permitted.
   h. Clothing or accessories that are sexually provocative are not permitted.
   i. Any attire which is extremely low cut (extremely cut shorts) or which exposes the behind or undergarments (no revealing tank tops).
   j. Bare midriffs (any area between the stomach and the chest).
   k. Attire with holes above the knee that expose the body of undergarments.
   l. Transparent tops unless worn over another non-transparent top.
   m. No white T-shirts with or without logos. White fitted polo shirts are permitted
   n. No gang colored tops (shirts of any type, sweatshirts, Dodger Blue or Red)
   o. No red, blue or orange shoe laces.

Student Expectations
1. Learn and follow school and classroom rules.
2. Attend school/classes on time, every day, and be prepared to learn (have needed books and supplies with you).
3. Avoid conflicts, demonstrate maturity, and help create a positive school environment
4. Maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
5. Report any bullying or harassment.
6. Create a positive school environment; display good sportsmanship on both the athletic field and the playground.
7. Play fairly and be respectful of others, make sure everyone who wants to be included.
8. Engage only in safe social activities and report any known safety hazards.

Responsibilities
1. Parents have the responsibility for seeing that students are dressed properly for school.
2. School personnel have the responsibility for maintaining and enforcing an appropriate learning environment.
3. Students have the responsibility for understanding the consequences of not following the Standards of Conduct. (Consequences may include assignment of detention, suspension, special assignment by the Dean, possible transfer to another school, or prosecution by law). Students who have any questions about specific consequences should contact personnel in the Dean’s Office.
4. Confiscated items can be picked up on Fridays by a parent after school.

Release of Information

In conformance with the state and federal “Right to Privacy Act,” requests for release of pupil information must be cleared through the Assistant Principal, Secondary Counseling Services.

School-wide Positive Behavior Support (SWPBS) Guiding Principles

Be Respectful-
Respect self, teachers, staff and peers.
Refrain from using profanity and vulgarity.
Respect others’ opinions and abilities.

Be Responsible-
Refrain from engaging in any inappropriate conduct.
Report any inappropriate conduct.

Be Safe-
Follow the dress code.
Keep hands and feet to yourself.
Walk away from altercations.

Be Appreciative of Differences-
Treat others as you would like to be treated.

Referring a Student to the Dean’s Office

In the event that a student needs to be sent to the Dean’s Office, follow the appropriate referral procedures accessible through ISIS to make a referral. Students should not be readmitted to your class unless the Dean signs the form indicating the outcome of the referral. The form will be in your box the following day. All referrals must be submitted on-line using the ISIS referral procedure.

RESPONSIBILITY OF CLASSROOM TEACHER

Classroom teachers are responsible for establishing an atmosphere conducive to learning. The types of offenses listed below should be handled by the classroom teacher prior to a referral to the dean.
Not having school materials
Inappropriate attire. Tell students to tuck in shirt/ and or pull up pants
Non-suit in PE
Forgetting book
Not doing homework
Chewing gum, eating in class
Grooming in class
Having poor work habits
Talking excessively out-of-turn
Tardiness (as indicated in our behavior plan)
Out of seat without permission

If problem relating to work habits, supplies, and homework continue to occur, then a teacher may refer a student to a dean. Below are examples of interventions that may be maintained in an anecdotal record, which may accompany a referral to the dean for these less serious offenses. (Per Articles XXIV, Section 2.0 a-f of our collective bargaining agreement, a teacher is not required to maintain an anecdotal record prior to sending a student to the dean.)

- Conference with the student
- Contact the parent by phone or in writing
- Schedule a parent conference
- Change the student’s seat/Separate or isolate from other students
- Check with the student’s other teachers or counselor for pertinent information
- Hold the student for detention/paper pick-up
- Have the student write an agreement and request that the parent sign it
- Refer to the student’s cumulative record for background information
- Refer to counselor, psychologist, or for COST after using the above strategies

DO NOT refer mild infraction to the Dean’s Office.

Note: A teacher must send a written referral with the student when sending a student to the Dean. If a teacher wants the student suspended for the entire class period, s/he must write that on the referral.

Note: Students with IEPs may have a behavior plan that must be adhered to prior to a referral to the Dean. Special Education and Resource teachers will share accommodations and the content of the Behavior Plan with regular education teachers at the beginning of the year.

RESPONSIBILITY OF COUNSELOR
The responsibility of the counselors is to support the instructional program by developing positive attitudes toward school, learning, and social behavior. The counselor will intervene in the following types of problems:

- Low academic achievement
- Poor school attendance
- Chronic tardiness
- Personal problems
- Truancy
- Persistent defiance of school and/or classroom rules

When appropriate (severe infraction) the counselor will refer students to the Dean’s Office. The counselor is encouraged to apply the remedial measures deemed necessary to intervene in negative student behavior before seeking the assistance of the deans. Examples of such strategies include but are not limited to the following:

- Individual/group counseling of student
- Conference with parent/guardian
- Changes of student environment within the school through:
  - Change of teacher, change of class schedule, track change
- Detention or campus beautification
- Referral to supplemental support services such as School Nurse, School Psychologist, Dropout Prevention Counselor, Tutoring, etc.
- Analysis of cumulative/anecdotal records
- COST conference with parent, teacher and student
- Student Contracts
- Daily/Weekly progress reports
- Referral to appropriate community agencies

RESPONSIBILITY OF DEAN
The school dean is responsible for providing the students a safe and secure learning environment. Though he/she has the task to discipline students, common sense and self-control are very important to effectively impact our students positively. In providing a safe and secure learning environment, the dean must be able to analyze all the situations and make effective decisions in the best interest of all the students, including those that habitually break the rules. Therefore, it is suggested that when dealing with students, the severity of the incident that has occurred, the frequency of visitations to the dean’s office by the students, and an insightful investigation on each individual student’s background be considered when imposing a consequence. In any event, the result of each investigation, consequence, parent conference, student conference, etc, should be to provide the students with an intervention intended to help them succeed academically and to provide guidance in their social development.

The deans will intervene in cases of serious infractions, such as those listed below and with referral from counselors:

- Threats, attempts or physical harm caused to another person
- Possession of any firearm, knife, explosive or other dangerous object
- Possession, use of, sale of any controlled substance, alcoholic beverage or intoxicant of any kind
- Possession, furnishing, sale of any substitute represented as a controlled substance or intoxicant of any kind
- Robbery or extortion
- Damage to school or private property
- Theft of school or private property
- Possession or use of cigarettes or any product containing tobacco or nicotine products
• Obscene acts
• Habitual profanity
• Sexual harassment
• Disruption of school activities, defiance

The dean is expected to apply all appropriate remedial alternatives to intervene in negative student behavior before referring a student to an administrator. Such strategies include, but are not limited to the following:

• Conference with student
• Arrange case conference with parent, teachers, and other appropriate personnel
• Utilize peer counselor
• Utilize counseling services
• Observe student in class
• Recommend changes of student environment within the school through:
  o Change of teacher, change of class schedule
• Make a behavior analysis of records
• Behavior contract
• Daily/weekly progress reports
• Saturday Detention
• Suspend students from school in accordance with district guidelines
• Recommend a student for an opportunity transfer to administration in accordance with district guidelines
• Other duties:
  o The dean will interview Opportunity Transfers from other schools and assist with expulsions.

RESPONSIBILITY OF ADMINISTRATOR
The Principal or his designee (Assistant Principal) makes determinations regarding:

• Adjustment of student program
• Opportunity Transfer when remedial measures have been exhausted and a change of school environment is deemed necessary
• Referral to alternative programs
• Recommendations for expulsion of students

WHEN A CLASSROOM TEACHER REFERS STUDENTS TO THE DEAN’S OFFICE
1. The student is logged in and a statement is obtained from the student. This step is crucial and must be followed even if the student is subsequently referred to a counselor. The students are directed to write a detailed description of the incident that led them to the Dean’s office.

2. The dean should only admit students sent to the Dean’s Office that have a written pass and/or an online referral. All referrals must be submitted via ISIS. The dean must review the online referral and make a determination if the student needs to be processed in the Dean’s Office based on the information written on the referral. The dean will only process students that have been sent out by a teacher and the 8-step behavioral due process has been followed. An exception to this step
applies if the student has committed a suspension warranted offense. (Cursing at the teacher, fighting in class, jeopardizing the safety of others, possession or use of drugs, possession of weapons, under the influence of controlled substance, etc.) Always refer to the District’s policy for suspension warranted offences.

3. The dean must keep the students in the office until they are processed. The office clerk will pull the discipline file of each student in the office and will produce one if it is not on file. The referral will then be attached to the file and placed sequentially in the order received for the dean to process. All documentation must be done in 

4. If the student has visible injuries, has been involved in any type of physical confrontation, looks disoriented, appears intoxicated, or appears in any way “out of the ordinary,” the dean and any adult in the dean’s office should have the student escorted to the health office. This step must also be documented in the child’s discipline record.

5. If the incident for which the student is in the office is not a suspension worthy offense and at the time the student is processed he/she is no longer in the class from which he was referred, the dean must send that child back to class.

6. If the infraction for which the student was referred to the Dean’s Office warrants a suspension and:
   a. If the suspension is an in-house all day suspension in the referral room, the Dean needs to refer the child to the referral room with a referral slip indicating that the child has been suspended from his/her classes. The Dean’s Office must circulate a memo informing teachers of the suspension and requesting teacher to send the students work.
   b. If the suspension is from school and the dean is not able to make home contact or if the child’s parents are not able to pick up the child or refuse to give permission for the child to walk home, the dean must then refer the child to the referral room until the end of the school day.

7. Note- it is important to remember that when a teacher refers a student to the dean’s office and requests a class suspension:
   a. The suspension is limited to the day of the incident and the next day, after which the student must be allowed to return to class. Following the class suspension, the teacher must call home and set up the parent conference with the parent. The teacher must also provide the parents with a letter informing them of the suspension, a time for a conference and a classroom visitation date.
   b. If the dean elects to suspend a student from a class, the suspension cannot exceed 2 class periods. The suspension will only be in effect for the period the student was sent out of class and the following period (the next period if it is a block period). It is suggested that the teacher is provided with District Board Rule #2283 that outlines the teacher’s responsibilities when suspending student from class.
### Teacher

The classroom teacher is expected to perform the primary interventions as part of a progressive discipline plan when the following types of behavior occur:

1. Tardiness (as indicated in the Tardy Policy)
2. Minor incidents of disrespect
3. Out of seat without permission
4. Excessive talking and/or other forms of mildly disruptive behavior (ex. Mild student to student profanity)
5. Failure to complete class or homework assignments
6. Lack of school materials (agenda book, paper, pencil, pen, binder, etc)
7. Non-use in P.E.
8. Gum chewing or eating in class
9. Failure to comply with classroom rules
10. Horse-playing, name calling, teasing
11. Distribution and collection of school documents (progress reports, emergency cards, notes to parents)

**TEACHER INTERVENTION STRATEGIES**

- Positive reinforcement for appropriate behavior
- Verbal warning for inappropriate behavior
- Individual conference with the student at an appropriate time
- Charging the student's seat
- Detention with teacher or assigning paper pick-up
- Contacting the parent in writing and/or by phone and documenting type of communication involved (Connected is to support communication between the teacher and the home, every effort should be made to establish direct contact with parents)
- Holding a conference with parent via phone or in person and documenting consultation with counselor regarding various strategies and interventions
- Use of positive and negative notifications available in the Counseling Office

### Counselor

The responsibility of the counselor is to support the instructional program by helping students develop positive attitudes toward school, learning, and improved social behavior. The counselor will intervene in the following types of problems:

1. Academic achievement, mini-cum review
2. Poor school attendance
3. Chronic tardiness (See tardy policy)
4. Personal problems
5. Truancy
6. Persistent defiance of school and/or classroom rules
7. Bullying
8. Chronic failure to complete assignments demonstrating a poor academic record

**COUNSELOR INTERVENTION STRATEGIES**

Students who are referred to the counselor will receive one or more of the following strategies at the discretion of the counselor. Examples of such strategies include but are not limited to the following:

- Observe student in class
- Individual/Group counseling of student
- Detention or paper pick-up
- Conference with parent/guardian, teacher and counselor
- Send to the Dean’s Office for the period
- Changes of student environment within the school through:
  - Change of teacher
  - Change or modify class schedule
  - Daily/Agenda updates
  - Refer to the Dean’s Office

**OTHER SERVICES:**

**IMPACT**

- Tutoring
- Referral to supplemental support services such as the school nurse, school psychologist, PISA counselor, psychiatric social worker, etc.
- Analysis of cumulative/ anecdotal records
- Referral to appropriate outside community agencies
- Intersession, Saturday classes, Tutoring, Beyond the Bell Behavioral Support Plan (BSP)
- Refer to COST or for an SST

### Deans

The responsibility of the Deans is to maintain acceptable standards of behavior within the learning environment. The Deans will intervene in cases when there are referrals from the counselor or in cases of serious infractions, such as those listed below:

1. Threats, attempts or physical injury caused to another person
2. Possession of any firearm, knife, explosive, or other dangerous object
3. Possession of any controlled substance, alcoholic beverage or intoxicant of any kind
4. Possession of any firearm, knife, explosive, or other dangerous object represented as a controlled substance or intoxicant of any kind
5. Robbery or extortion
6. Damage to school or private property, vandalism, graffiti, etc.
7. Theft of school or private property
8. Possession or use of cigarettes or any product containing tobacco or nicotine products
9. Obscene acts
10. Habitual profanity or any profanity towards adults
11. Bullying
12. Disruption of school activities
13. Habitual defiance of adult authority
14. Habitual truancy (ditching)
15. Student to student sexual harassment

**DEANS INTERVENTION STRATEGIES**

The Deans are expected to apply all appropriate remedial alternatives to intervene in negative student behavior before referring a student to an administrator. Such strategies include, but are not limited to the following:

- Conference with student
- Observe student in class
- Contact conference with parent, teachers, stater, and other appropriate personnel or request a student success team meeting
- Recommend changes of student environment within the school:
  a. Change of teacher
  b. Change of class schedule
  c. Change of track
- Make an analysis of records
- Behavior Contract
- Daily/Weekly Reports
- IMPACT/Boot Camp (VID/TAKE) referral
- Refer to PISA/School Policies (Habitual Truancy)
- Refer to COST or for an SST

Suspend students from school in accordance with guidelines

Recommend student for opportunity transfer to administration in accordance with district guidelines
I. GENERAL STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First:</th>
<th>Grade:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incident Date:</th>
<th>Incident Time:</th>
<th>Date of Referral:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Location/Context:  
  - Classroom  
  - Non-Classroom  
  - School-sponsored activity  
  - At another school  
  - Going to or coming from school  
  - During lunch  
  - Other____________________

II. REASON FOR REFERAL event code

<table>
<thead>
<tr>
<th>Code</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Threatened/caused/attempted physical injury</td>
</tr>
<tr>
<td>3.2</td>
<td>Marijuana possession for 1st offense of less than 1 oz</td>
</tr>
<tr>
<td>3.3</td>
<td>Substitute of a controlled substance</td>
</tr>
<tr>
<td>3.4</td>
<td>Damaged/attemp to damage school or private property</td>
</tr>
<tr>
<td>3.5</td>
<td>Stole or attempted to steal school or private property</td>
</tr>
<tr>
<td>3.6</td>
<td>Possessed or used tobacco</td>
</tr>
<tr>
<td>3.7</td>
<td>Obscenity/profanity/vulgarity</td>
</tr>
<tr>
<td>3.8</td>
<td>Drug paraphernalia</td>
</tr>
<tr>
<td>3.9</td>
<td>Disruption/willful defiance</td>
</tr>
<tr>
<td>3.10</td>
<td>Received stolen school or private property</td>
</tr>
<tr>
<td>3.11</td>
<td>Imitation firearm</td>
</tr>
<tr>
<td>3.12</td>
<td>Harassed/threat/intimidated pupil/school personnel (gr 4-12)</td>
</tr>
<tr>
<td>3.13</td>
<td>Sexual harassment (gr 4-12)</td>
</tr>
<tr>
<td>3.14</td>
<td>Hate violence (gr 4-12)</td>
</tr>
<tr>
<td>3.15</td>
<td>Terroristic threat (threat to cause death, great bodily injury)</td>
</tr>
<tr>
<td>3.16</td>
<td>Willful use of force/violence not self-defense</td>
</tr>
</tbody>
</table>

- 3.17 Harassed/threatened intimidated witness |
- 3.19 Selling or arranging to sell the prescription drug Soma |
- 3.20 Hazing |
- 3.21 Bullying/Cyber bullying |
- 3.22 Aided or abetted the infliction of physical injury to another |
- 2.1 Serious physical injury/not self-defense |
- 2.2 Knife or other dangerous object |
- 2.3 Possession of controlled subs, except 1st offense of marijuana of < 1 oz |
- 2.4 Robbery/extortion |
- 1.1 Firearm* |
- 1.2 Brandished knife at another person* |
- 1.3 Sold controlled substance* |
- 1.4a Sexual assault* |
- 1.4b Sexual battery* |
- 1.5 Explosive* |

Possible Motivation:  
- Avoid Situation  
- Avoid Adult  
- Avoid Peer  
- Avoid Task  
- Seek Attention  
- Obtain Activity/Item  
- Unknown

DESCRIPTION OF INCIDENT:

III. INTERVENTION(S) (CHECK ALL THAT APPLY)

- Verbal Reminder(s) Date(s)______________________________
- Writing Reflections Date(s)______________________________
- Individual Social Skills Instruction Date(s)________________
- Teacher-Student Conference Date(s)________________________
- Parent Contact Date(s)___________________________________
- Other Action(s)_________________________________________________________________

IV. ADMINISTRATIVE ACTION (TO BE COMPLETED BY RESPONDER) response code

- Counseling by Support Staff______________________________
- Daily Monitoring by____________________________________
- Peer Mediation__________________________________________
- Behavior Contract_______________________________________
- Behavior Support Plan___________________________________
- Support Personnel Referral________________________________
- Referral to [COST SST DRT]
- Referral to Date(s)_______________________________________
- Parent Contact Date(s)___________________________________
- Crisis/Threat Assessment Date(s)__________________________
- Referral to School Program/Service__________________________
- Parent Education Referral________________________________
- Gang Reduction Referral___________________________________

- Substance Abuse Referral________________________________
- Referral to Community Agency______________________________
- Campus Beautification Date(s)______________________________
- Detention Date(s)________________________________________
- Class Suspension Date(s)______________________________
- In-School Suspension Date(s)______________________________
- School Suspension Date(s)______________________________
- Law Enforcement Notification Date_________________________
- Opportunity Transfer (Progressive Discipline)________________
- Opportunity Transfer (Single Serious Act)___________________
- Recommended for Expulsion________________________________

- Other:_________________________________________________
STUDENTS NOT REFERRED BY A CLASSROOM TEACHER
Students that are not referred by a classroom teacher are typically students that are tardy, truant, committed an infraction (suspension or non suspension worthy) outside of a classroom or are witnesses in a case. When the students are taken to the office and are not referred by the teacher, it is suggested that the adult who sends the student to the dean’s office write a referral statement even if the name of the student is unknown.

The steps are the same as outlined above.

STUDENTS SUSPENDED FROM SCHOOL
Once the steps in processing students are followed and the dean determines that the student is being suspended from school, the following steps must take place:

1. All out-of-school suspension must be approved by an administrator.
2. Review discipline record thoroughly (If suspension is warranted due to progressive discipline)
3. The student must be given a computer-generated letter from ID21 indicating to the parents the reasons for the suspension or a hand written PAR.
   a. If using the suspension letter from SIS (ID21);
      i. The record that is automatically generated with the suspension letter should be filed in the child’s discipline record. An additional letter should be printed and mailed home via school mail. The clerk should do these immediately after inputting suspensions in SIS.
   b. If using the hand written PAR for suspensions:
      i. The child should be given the yellow copy of the PAR. The dean should place the white copy in the discipline file, send the pink to the referral room (as well as a slip), and provide the clerk with the green copy to input the data into the SIS System (ID21). Once the clerk inputs the data using the green copy, it must be placed in an envelope and mailed home via school mail.
4. In both cases, the point is to provide the student with a written notice of the suspension, send a copy home, and maintain a copy for your records.
5. In all cases the parents must be made aware their right to appeal
6. When dealing with students receiving Special Education, the dean must confer with the Bridge Coordinator to:
   a. Check if the IEP is up to date
   b. Check if a Behavior Support Plan has been implemented
   c. Review and discuss alternatives to suspensions is applicable
7. Provide the office clerk with a copy of the suspension data for documentation. She will log the information and inform the staff pursuant to District Policy.
RETURNING TO CLASS AFTER A SUSPENSION
1. The dean must clear all school suspensions. When a student returns back from a suspension, he/she must receive a clearance slip from the dean immediately following the conference with the parents. The slip is then to be taken to the Attendance Office where the student receives a PRC. If a student does not return from suspension, the dean must call home to verify his/her whereabouts and schedule a time for his return.

2. When holding a parent conference following a suspension, the dean must once again review the School’s Code of Conduct, the District’s Behavior Expectations and Fremont’s General Personal Conduct Policy adopted by the School’s Positive Discipline Committee.

3. If the suspension is in-house, the teacher in the referral room is responsible for providing the student with the referral slip that was given to the student by the dean. This can be done following the students’ time in the referral room or the teacher can ask the students to return the following day to pick one up. This step does not pertain to students that have been suspended from school. Also, the person(s) responsible for the referral room must circulate a Request for Work slip with the student’s teachers.

4. Following a parent conference, a Discipline Review Team (DRT) must meet to address the concerns of the student.

OPPORTUNITY TRANSFERS (O. T.’S)
The final decision to transfer any student from Fremont to another school as part of the school’s due process should be made by an administrator. The dean’s function in the process follows:

1. When the decision is made to transfer a student, the dean must have a conference with the student’s parents informing them of the decision. Every attempt should be made to accommodate the parents in terms of the location of the school. The school must exhaust every avenue of interventions (class change, track change, counseling, etc.) and document all attempts to assist the student prior to the transfer. (See attachment C in District Bulletin 4478.0)

2. The dean must contact the school where the student is to be transferred and set up an appointment between the parent, the student and the receiving school’s dean. The dean must follow up with the receiving school to make sure that the student has enrolled. An Opportunity Transfer Letter must be provided to the parents.

3. The dean must complete a referral slip and indicate the appropriate information.
   a. The name of student, DOB, school receiving the student, reason for the transfer (O.T. cancellation, defiance, etc.), the contact person, time of appointment and any special request from the receiving school.

4. The Attendance Office will print out a PAR and will provide it to the student’s parent/legal guardian so they can present it to the receiving school.

5. All parents must be provided with a letter outlining an Appeal Process.
RECEIVING O.T.’S

When receiving O.T.’s, the following steps must be implemented:

1. A discipline file must be generated for the student. The file must include any pertinent information.
2. Every O.T. student and the parents must sign a behavior contract A Dean must review all school policies with student and parent.
3. Once the student is accepted and enrolled, a letter indicating the student’s enrollment must be sent to the sending school
4. Reasonable attempts must be made to contact the parent when the student is sent to the Dean’s Office. The same due process is afforded to O.T students as to resident students.

REASON FOR AUTOMATIC REFERRAL TO THE DEAN

The classroom teacher may refer these types of offenses to the dean without having maintained an anecdotal record. The teacher must send a written referral with the student when sending a student to the dean. The consultation with the student may occur within the same class period, in which case the student will return to class. However, if the teacher wants the student suspended for the entire class period, s/he must write that on the referral.

- Openly defying authority
- Fighting, cursing, making obscene gestures
- Gambling or extortion
- Defacing school property (i.e. tagging on walls and writing on desks)
- Stealing
- Possessing controlled substances
- Possessing a weapon
- Verbally or physically threatening harm to a student or adult
- Sexually harassing another student
- Committing assault
- Possessing or circulating pornographic material
- Displaying gang signs; recruiting students for gang activities or membership
- In addition, the teacher may refer a student for offenses that continue after actions taken by the teacher or counselor have failed to resolve the problem

Suspension of Pupils

Pupils may be suspended for the following reasons according to Education Code 48900:

1. Threatened/caused/attempted physical injury to another person (#14 also).
2. Knife/explosive/dangerous object (not firearm).
3. Controlled substance/intoxicant (if not (#16).
5. Robbery/extortion.
6. Damaged property.
7. Stolen property.
8. Tobacco.
10. Drug paraphernalia.
11. Disruption/willful defiance.
12. Received stolen property.
15. Firearm.
17. Sold controlled substance.
18. Sexual assault/battery.
19. Serious physical injury/not self-defense.
20. Violation of bus rules.
22. Banished knife at another person.
23. Imitation firearms.
24. Harassed/threatened/intimidated pupil.
25. Hate violence.
26. Terrorist threat.
27. Harassed/threatened/intimidated witness.

*A parent conference is required before a formerly suspended student may return to school.

A suspended pupil may be allowed to complete all assignments and tests missed during the suspension that can reasonably be provided, and upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is suspended shall determine what assignments the pupil must make up and in what period of time the pupil must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the suspension.

Hall Pass Policy

Teachers are not to allow students out of class during the first ten and last ten minutes of class with the exception of an absolute emergency. Please use Fremont hall passes only. Students should have a current school I.D. to use the pass. Teachers are requested to keep students in class and not release students before the bell rings.

Policy-Tardy Sweeps/Dress Code/ID Cards/Late Arrivals to School

Below is the policy for tardy sweeps, dress code, I.D card and late arrivals to school. The policy applies to those students that are documented by the Deans’ Office only. Teachers, coaches and club sponsors are asked to review the information carefully with students. Any school-sponsored event will consist of having students screened at the door. Students without
identification cards (regardless if they are with an adult) and students that have continuously violated school rules will not be allowed to participate or attend in the event(s). Simply, it is wrong to continue to allow students to participate in events and to represent Fremont High School who show a lack of responsibility in becoming model citizens.

Club sponsors and coaches will be provided with a master list of students that will not be able to participate in any school-sponsored event. You are required to drop any student with multiple infractions from your clubs and athletic teams until they make up the consequence with the Deans’ Office. Students must make arrangements in the Deans’ Office to clear any infraction.

POLICY FOR TARDY SWEEPS/DRESSCODE/ID CARDS/LATE ARRIVALS TO SCHOOL

Data will be recorded in the Dean’s Office. Parents will be informed of their child’s infraction.

- **INFRACTION #1**
  The Deans’ Office will document the infraction. The parents will be notified.

- **INFRACTION #2**
  The Deans’ Office will document the infraction. The parents will be notified.

- **INFRACTION #3**
  Detention will be assigned to students that have more than two documented infractions. Parents will be notified by the Deans’ Office and detention will be assign for the following day of instruction.

- **INFRACTION #4**
  The Deans’ Office will assign students Saturday Detention or a similar consequence or intervention, for students with an excess of three infractions.

Any student with 3 or more documented infraction will not be allowed to participate/attend in any school-sponsored event.

Students must report to the Deans’ Office and request to serve the consequence to erase the record. This policy applies equally to all students.

**COST (Coordination of Services Team) Program for High Risk Students**

COST is a multidisciplinary student assessment and support team that meets on a weekly basis to discuss high risk students and coordinate services and interventions to better meet those students’ needs.

Using a triage approach, the COST team analyzes data, including office referrals and truancy reports. Decisions are made and supports are allocated about which students are served, in what ways their needs will be met, and which programs or persons will provide services. Such supports may include assigning a mentor to a student or referring him or her to a specific program. This team provides students with a safety net, one that is designed to quickly get
them matched to supports and services to assist them in getting re-engaged in learning. Support staff may make a direct referral to this team.

**Who is on the Team?**
Counselors, Deans, Pupil Services and Attendance Counselors (PSAs), Psychiatric Social Workers (PSWs), School Psychologist, School Nurse, School Police, Probation Officer, Special Education Coordinator, Drop-Out Prevention Counselor, Beyond the Bell Counselor, Administrators, and Community Partners are all invited to join the team.

**Who Should be Referred to COST?**
Students who have emotional, psychological, and major behavioral problems are to be referred to receive services from COST – Coordination of Services Team.

**How Does COST Work?**
After determining that a student is an appropriate candidate, teachers should initiate a COST referral form and complete the following process.

1. COST referral forms are located in the main office on the counter (look for the sign). There is a basket of blank forms and a black box to submit completed forms.
2. The COST Committee meets every Wednesday from 2-3 pm.
3. Referrals can be submitted at any time. Referrals submitted by noon on Monday will be discussed at that Wednesday’s meeting. Any referrals received after noon on Monday will be discussed at the following week’s meeting.
4. At the meeting, COST members discuss student referrals and determine comprehensive intervention plans.
5. The referring party receives feedback on what actions have been taken by the team to assist the referred student.
6. Updates on referred students are given at follow-up meetings.

Questions regarding COST should be directed to Mr. Luna in 116A.

**Team Tools**

**DISCIPLINE REVIEW TEAM-DRT (DEAN, ADMINISTRATOR, COUNSELOR, TEACHER, SPECIAL EDUCATION COORDINATOR)**
This team meets when a student returns from an out-of-school suspension. Its function is to review any incidents that resulted in the out-of-school suspension and address the concerns regarding the student. Staff with knowledge of positive behavior support strategies and alternatives to suspension is to be part of this team, which is composed of a dean or counselor, a teacher, and an administrator. If the school site has disproportionate suspensions of students with disabilities and/or students who are children of color, the team’s function is broadened to address those concerns.

**STUDENT SUCCESS TEAM**
The Student Success Team (SST) is a formal general education process that helps school site personnel and parents address the learning and/or behavioral needs of individual students.
Parent, student and staff examine a student’s strengths and weaknesses to better serve that child at school. This positive early identification and intervention strategy is designed to match the needs to the student with the resources available at the school site and at home. The SST intervention process is a major tool for helping pupils in at-risk situations.

**Standardized Testing**

Students are tested for basic and specific knowledge on the following tests as required by federal and state laws. Tests are listed here in the usual order of which they are given for the school year. Obtain a current testing calendar from the testing coordinator.

**California English Language Development Test (CELDT)**
A required state test for English language proficiency that must be given to students whose primary language is other than English.

Purpose: (1) to identify students who are limited English proficient; (2) to determine the level of English-language proficiency of students who are limited English proficient; and (3) to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English. [http://celdt.cde.ca.gov/](http://celdt.cde.ca.gov/)

**Common Core State Standards (TBD)**

**The Basic English Skills Test (BEST)**
The BEST has two sections, Oral Interview and Literacy Skills. The Oral Interview measures the following:
- Communication
- Fluency
- Listening Comprehension
- Pronunciation

The Oral Interview section is an individually administered, face-to-face interview requiring approximately 20 minutes for each examinee. It consists of a series of simulated real-life listening comprehension and speaking tasks. The tasks include telling time, asking for directions, following directions, counting money to buy items, verifying change and conversing socially.

Purpose: The BEST was developed by the Center for Applied Linguistics as a performance-based test for measuring the functional language skills of ESOL learners. [http://www.xioninteractive.com/assessment/best.htm](http://www.xioninteractive.com/assessment/best.htm)

**National Assessment of Educational Progress (NAEP)**
Also known as "the Nation's Report Card," is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography and the arts.
NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest.

http://nces.ed.gov/nationsreportcard/about/#overview

CA Physical Fitness Test
Each spring, schools are required to administer the state-designated Physical Fitness Test (PFT) to all students in grades five, seven, and nine during the annual assessment window beginning on February 1 and ending on May 31 of each year.

The PFT Regulations also require the California Department of Education (CDE) to collect and report statewide results every year.
http://www.cde.ca.gov/ta/tg/pf/pftmemo06.asp

Early Assessment Program (EAP)
The EAP tests are augmented California Standards Tests (CSTs) in 11th-grade English and mathematics. The augmented tests were developed by CSU and K-12 faculty, who made sure that both the California high school standards as well as the CSU placement standards were covered. The faculty added a writing sample to the English CST, as well as a few more test items, but they kept the time needed for testing to a minimum. Special scores are computed composed of a subset of relevant CST items plus the CSU augmented items. Specified levels of these scores indicate meeting CSU standards.

These tests are part of California’s public school testing and accountability system and are required of all students.
http://www.calstate.edu/eap/documents/eap_program_description.pdf

Aprenda 3
Grades 5-11

Reading
Spelling
Language
Mathematics

Requirement for Spanish-speaking English learners if:
They had been enrolled in school in the United States fewer than 12 months when the tests were administered, or
They were receiving instruction in Spanish regardless of the length of time they had been in school in the United States.
http://www.dplt.net/index.cfm?action=aprenda.home
Advanced Placement (AP)
The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. Rigorously developed by committees of college and AP high school faculty, the 35 AP Exams in 20 subject areas test students' ability to perform at a college level.

John C. Fremont High School offers Advance placement classes in Biology, Calculus, Chemistry, English Language and Composition, English Literature, Environmental Science, Government, Psychology, Physics, Spanish Language, Spanish Literature, Statistics, Studio Art, and United States History.

Through AP Exams, students have the opportunity to earn credit or advanced standing at many of the nation's colleges and universities. 
http://www.collegeboard.com/?student

California High School Exit Exam (CAHSEE)
Passing the CAHSEE is a graduation requirement. The test has two parts: English-language arts (ELA) and mathematics. The ELA part addresses state content standards through grade ten. In reading, this includes vocabulary, decoding, comprehension, and analysis of information and literary texts. In writing, this covers writing strategies, applications, and the conventions of English (e.g. grammar, spelling, and punctuation). The mathematics part of the CAHSEE addresses state standards in grades six and seven and Algebra I. The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents.

Purpose: The primary purpose of the California High School Exit Examination (CAHSEE) is to improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years. All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the exam or, for students with disabilities, receiving a local waiver pursuant to Education Code Section 60851(c), or receiving an exemption pursuant to Education Code sections 60852.3 or 60852.4. 
http://www.cde.ca.gov/ta/tg/hs/overview.asp

California Standards Test (CST)
The CSTs are a component of California’s accountability system for schools and districts. CST and CAPA results are the component used for calculating each school’s Academic Performance
Index (API). These results are also used for determining if elementary and middle schools are making adequate yearly progress in helping all students become proficient on the state’s academic content standards as required by the federal No Child Left Behind Act of 2001. High school students may also use CST results to qualify for the California Golden State Seal Merit Diploma.

Purpose: The purpose of the CSTs is to determine students’ achievement of the California Academic Content Standards for each grade or course. Students’ scores are compared to preset criteria to determine if the students’ performance on the test is advanced, proficient, basic, below basic, or far below basic. The state target is for all students to score at the proficient and advanced levels.

http://star.cde.ca.gov/star2005/aboutSTAR_programbg.asp

California Alternate Performance Assessment (CAPA)
CAPA is given to students with significant cognitive disabilities whose disabilities prevent them from taking the California Standards Tests.

Purpose: Provides assistance to Individualized Education Program teams in determining how a student should participate in the Standardized Testing and Reporting (STAR) Program. IEP teams determine how students with disabilities will participate in the STAR Program. If the IEP team determines that the student should be assessed with the CAPA, the IEP team is also responsible for determining if the student should take the grade-assigned CAPA level or CAPA Level I. This information is included on each student’s IEP. Students with grade-level designations on their IEPs must take either CAPA Level I or the CAPA level designated for their individual grade level.

http://www.cde.ca.gov/ta/tg/sr/participcritria.asp

California Modified Assessment (CMA)

“In April 2007, the United States Department of Education enacted regulations for an alternate assessment based on modified achievement standards. The California Department of Education, in response to the federal regulations, is continuing to develop and implement an alternate assessment of the California content standards based on modified achievement standards for children with disabilities who have an individualized education program (IEP).”

California Department of Education
## JOHN C. FREMONT HIGH SCHOOL
### Bell Schedules
#### 2013 – 2014

### REGULAR DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 AM – 7:53 AM</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>8:00 AM – 8:23 AM</td>
<td>Advisory</td>
<td>1/5</td>
</tr>
<tr>
<td>8:29 AM – 9:52 AM</td>
<td>Period 1/5</td>
<td></td>
</tr>
<tr>
<td>9:58 AM – 11:21 AM</td>
<td>Period 2/6</td>
<td></td>
</tr>
<tr>
<td>11:21 AM – 11:56 AM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:02 PM – 1:25 PM</td>
<td>Period 3/7</td>
<td></td>
</tr>
<tr>
<td>1:31 PM – 2:54 PM</td>
<td>Period 4/8</td>
<td></td>
</tr>
</tbody>
</table>

### MINIMUM DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 AM – 7:53 AM</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>8:00 AM – 8:17 AM</td>
<td>Advisory</td>
<td>1/5</td>
</tr>
<tr>
<td>8:23 AM – 9:15 AM</td>
<td>Period 1/5</td>
<td></td>
</tr>
<tr>
<td>9:21 AM – 10:13 AM</td>
<td>Period 2/5</td>
<td></td>
</tr>
<tr>
<td>10:13 AM – 10:37 AM</td>
<td>Brunch</td>
<td></td>
</tr>
<tr>
<td>10:43 AM – 11:35 AM</td>
<td>Period 3/7</td>
<td></td>
</tr>
<tr>
<td>11:41 AM – 12:33 PM</td>
<td>Period 4/8</td>
<td></td>
</tr>
</tbody>
</table>

### ASSEMBLY DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 AM – 7:53 AM</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>8:00 AM – 8:39 AM</td>
<td>Advisory</td>
<td>1/5</td>
</tr>
<tr>
<td>8:45 AM – 10:04 AM</td>
<td>Period 1/5</td>
<td></td>
</tr>
<tr>
<td>10:10 AM – 11:29 AM</td>
<td>Period 2/6</td>
<td></td>
</tr>
<tr>
<td>11:29 AM – 12:04 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:10 PM – 1:29 PM</td>
<td>Period 3/7</td>
<td></td>
</tr>
<tr>
<td>1:35 PM – 2:54 PM</td>
<td>Period 4/8</td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSIONAL DEVELOPMENT DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 AM – 7:53 AM</td>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>8:00 AM – 8:17 AM</td>
<td>Advisory</td>
<td>1/5</td>
</tr>
<tr>
<td>8:23 AM – 9:25 AM</td>
<td>Period 1/5</td>
<td></td>
</tr>
<tr>
<td>9:31 AM – 10:33 AM</td>
<td>Period 2/6</td>
<td></td>
</tr>
<tr>
<td>10:33 AM – 11:08 AM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>11:14 AM – 12:16 PM</td>
<td>Period 3/7</td>
<td></td>
</tr>
<tr>
<td>12:22 PM – 1:24 PM</td>
<td>Period 4/8</td>
<td></td>
</tr>
<tr>
<td>1:24 PM – 2:54 PM</td>
<td>PD</td>
<td></td>
</tr>
</tbody>
</table>

Draft 08/01/12 - Proposed One Lunch Bell Schedule
## JOHN C. FREMONT HIGH SCHOOL FACULTY HANDBOOK

### 2013-2014 Administrative Responsibilities

<table>
<thead>
<tr>
<th>Department</th>
<th>Mary Beaudenbon</th>
<th>Nancy Buckridge</th>
<th>Samuel Diar</th>
<th>Leticia Fort</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESI Academy</td>
<td>Environment &amp; Social Justice</td>
<td>Health &amp; Human Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MESA Academy</td>
<td>Science, Technology &amp; Engineering</td>
<td>Human Services Support Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SGMA Academy</td>
<td>School of Global Business &amp; Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAGNET School</td>
<td>STEM, Science &amp; Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIN Office</td>
<td>School Office</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Departments</th>
<th>Mary Beaudenbon</th>
<th>Nancy Buckridge</th>
<th>Samuel Diar</th>
<th>Leticia Fort</th>
<th>School Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Visual &amp; Performing Arts</td>
<td>English/Literature</td>
<td>Office of Athletics</td>
<td></td>
<td>Current Staff</td>
</tr>
</tbody>
</table>
## Fremont High School Faculty Handbook

<table>
<thead>
<tr>
<th>Location</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
<th>Be Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Procedures</td>
<td>Respect self, teachers, staff and peers.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Classroom</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Hallways and</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Stairways</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Lunch Area and</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Quad</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Restrooms</td>
<td>Use restroom appropriately.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>P.E. Area</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Library</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Auditorium/Assem-</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>blyes</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
<tr>
<td>Offices</td>
<td>Respect the classroom rules.</td>
<td>Follow the classroom rules.</td>
<td>Walk away from altercations.</td>
<td>Treat others as you wish.</td>
</tr>
</tbody>
</table>
CODE OF CONDUCT AND STUDENT RESPONSIBILITIES

Students of John C. Fremont High School must carry on the tradition of pride and responsibility through adherence to the Standards of Conduct.

- **Health and Safety**
  1. Food shall only be eaten in designated areas.
  2. Any student having in their possession tobacco alcohol, drugs or any illegal substance will be suspended and subject to arrest.
  3. Smoking is prohibited on or near campus and at all school events.
  4. Skateboards, roller-skates, and bicycles are not to be ridden on campus.
  5. Students need to dress appropriately (see Uniform Policy).

- **Disruptive Activities**
  1. Physical attacks will result in suspension, expulsion and/or arrest.
  2. Profanity or vulgarity will not be tolerated. It may result in suspension.
  3. Students involved in a fight will be suspended and may be transferred.
  4. Harassment, intimidation, and extortion will result in suspension and/or arrest.

- **Classroom and Conduct within the Facility**
  1. Students that bring cell phones and electronic devices to school, do so at their own risk. Fremont High School is not responsible for lost or stolen cell phones and electronic devices. Cell phone use is prohibited during the hours 8:00 a.m. to 2:54 p.m. by order of LAUSD Board of Education. Electronic devices of any type whose use creates a disturbance to the learning environment are prohibited and will be confiscated. Only a parent will be allowed to retrieve them.
  2. Loitering or creating a disturbance in the hall will not be tolerated and may result in serious consequences.
  3. Students out of class must have a hall pass at all times from their assigned teacher.
  4. Students who damage, deface, or steal school or private property shall be liable for full cost restitution. Additional disciplinary action will also result.
  5. Students are to be in their assigned classrooms before the tardy bell rings.
  6. Fremont has a "TEN MINUTES RULE". Students are not allowed to have passes the first and last fifteen minutes of class.

- **General Conduct**
  1. No student is permitted to use telephones during the school day without prior approval from the Dean’s Office, or other authorized school staff. A hall pass will be issued from the Dean’s Office.
  2. Students will be normally issued with a school ID card which they should carry on their persons at all times. Students must present their school ID to school personnel upon request. Failure to do so will be treated as defiance and may be subject to disciplinary action.
  3. Students are to respond immediately to the directions of school personnel.
  4. Overt, inappropriate public displays of affection will result in referral to the Dean’s Office.
• **Dress Code – See Dress Policy**

Parents and staff at Fremont High School believe that academic competency alone is not sufficient to ensure success in getting or holding a desirable job. Knowledge regarding appropriate dress in business and in social situations is important. In an effort to continue and strengthen student safety, please be reminded New Fremont High School will require uniforms. As a result, all students are strongly encouraged to wear school uniforms for the entire school year.

School uniforms will assist school security with identifying that only students from our school are in attendance. Secondly, wearing uniforms gives students a sense of school pride. As a reminder the school’s colors are burgundy and grey. Finally, absolutely NO clothing that is deemed as gang attire will be allowed to be worn at John C. Fremont High School.

• **Responsibilities**

a. Parents have the responsibility for seeing that students are dressed properly for school.

b. School personnel have the responsibility for maintaining and enforcing an appropriate learning environment.

c. Students have the responsibility for understanding the consequences of not following the Standards of Conduct. (Consequences may include assignment of detention, suspension, special assignment by the Dean, possible transfer to another school, or prosecution by law). Students who have any questions about specific consequences should contact personnel in the Dean’s office.

d. Confiscated items can be picked up on Fridays by a parent after school.

Approved: Pedro Avalos,
Principal
John C. Fremont High School

SCHOOL WIDE DRESS POLICY

Above the Waist:
Burgundy or grey shirt/blouse with collar
White turtleneck or thermal shirt underneath shirt/blouse
Shoulders are to be covered. No spaghetti straps
No colored shirts, blouses, or tank tops are to be worn underneath the uniform shirt
No bare midriffs
No t-shirts (except Friday Spirit Days—they must be Fremont or SLC)

Below the Waist:
Pants, shorts and skirts must be a dark color (dark blue, black, dark gray, etc.)
Pants and clothing below the waist must fit at the waist. No baggy pants
Pants, shorts and skirts must be hemmed. No pinned or rubber banded hems
Pants are not to touch the floor
Shorts and skirts worn with long white socks covering the leg are not permitted
Shorts and skirts must fit about the knee, and be no higher than 3" above the knee
Belts must fit correctly and belts hanging out of pant loops are not allowed
Belt buckles, including military, with letters are not allowed

Outerwear:
All outerwear (sweatshirts, coat, jackets, and sweaters) must be solid black, grey or navy blue and free of any logos except FHS. Coat, jackets, sweaters, windbreakers must be solid navy blue, grey, or black. No L.A. Dodger blue or red outerwear is permitted

Footwear:
Shoes must have closed-toes (Absolutely no slippers or sandals)
Shoes must be safe and be of a design that would not prevent a student from walking briskly in the event of an emergency

Accessories:
Vest must be solid navy blue, grey or black
Chains dangling from pockets are prohibited
Caps and hats are prohibited (Fremont ok)
Bandanas, bie nets, wave wraps, do rags, headbands, dog collars, or any item of clothing with spikes are not allowed
Unsafe accessories may not be worn such as chains, heavy jewelry, and leather jewelry. Jewelry with spikes or safety pins

PLEASE NOTE: Students are to be attired in a modest and respectful manner. Students may not wear anything that will distract from the educational environment such as clothing that is too tight, too revealing, too low cut, or too short. John C. Fremont High School staff is not responsible for confiscated items that are lost, misplaced, or stolen.
JOHN C. FREMONT HIGH SCHOOL

STUDENT EXPECTATIONS IN
THE CLASSROOM

Be Respectful
- Use proper language and tones
- Respect teachers, staff and peers
- Respect other opinions and abilities
- Respect yourself

Be Responsible
- Be on time and prepared
- Bring necessary supplies/materials
- Stay on task and complete assignments
- Follow directions at all times
- Do your own work

Be Safe
- Sit properly in assigned seat
- Keep hands and feet to yourself
- Use materials appropriately

Be Appreciative of Differences
- Treat others as you would like to be treated
- Appreciate the unique qualities of your peers
JOHN C. FREMONT HIGH SCHOOL FACULTY HANDBOOK

JOHN C. FREMONT HIGH SCHOOL
STUDENT EXPECTATIONS IN THE
HALLWAYS AND STAIRWAYS

**Be Respectful**
Respect property
Respect classes in sessions by limiting noise levels
Respect teachers, staff and peers

**Be Responsible**
Move purposely to class without loitering
Limit public displays of affection
Use appropriate deconum
Use appropriate language, tones and behavior

**Be Safe**
Walk at all times
Keep hands and feet to yourself
Be courteous to others
Respect personal space

**Be Appreciative of Differences**
Treat others as you would like to be treated
Refrain from making comments or gestures due to others’ differences

Discipline Foundation Policy School-Wide Positive Behavior Support
JOHN C. FREMONT HIGH SCHOOL
STUDENT EXPECTATIONS IN
THE LUNCH AREA AND QUAD

Be Respectful
Wait in line patiently no pushing, shoving or cutting the line
Be courteous and respectful

Be Responsible
Use good manners
Eat in designated areas only
Clean up after yourself (throw away trash)

Be Safe
Refrain from horseplay and throwing any items

Be Appreciative of Differences
Treat others as you would like to be treated
Respect the individual differences of your peers
### Fremont High School

#### Referral Process

The referral process must be applied equally to all students.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Counselor</th>
<th>Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom teacher is expected to perform the primary interventions as part of a progressive discipline plan when the following types of behavior occur:</td>
<td>The responsibility of the counselor is to support the instructional program by helping students develop positive attitudes toward school, learning, and improved social behavior. The counselor will intervene in the following types of problems:</td>
<td>The responsibility of the Deans is to maintain acceptable standards of behavior within the learning environment. The Deans will intervene in cases when there are referrals from the counselor or in cases of serious infractions, such as those listed below:</td>
</tr>
<tr>
<td>1. Truancy (as indicated in the daily truancy)</td>
<td>1. Academic achievement, mini-lesson review.</td>
<td>1. Threaten, attempt or physical injury caused to another person.</td>
</tr>
<tr>
<td>3. Out of seat without permission</td>
<td>3. Chronic tardiness (See policy).</td>
<td>3. Suspension of possession of an object that might cause harm to or be used against any person.</td>
</tr>
<tr>
<td>4. Disruptive behavior including other forms of bullying or harassment</td>
<td>4. Personal problems.</td>
<td>4. Suspension of possession of any weapon, dangerous or harmful substance or instrument in the opinion of the principal (impact, instruction, explanation, back-up).</td>
</tr>
<tr>
<td>5. Failure to complete class or homework assignments</td>
<td>5. Truancy.</td>
<td>5. Failure to complete assignments demonstrating a poor academic record.</td>
</tr>
<tr>
<td>6. Lack of school materials (agedress books, pencils, pens, binders, etc.)</td>
<td>6. Failure to complete assignments demonstrating a poor academic record.</td>
<td>6. Failure or refusal.</td>
</tr>
<tr>
<td>7. Misconduct in P.E.</td>
<td>7. Bullying.</td>
<td>7. Damage to school or private property, vandalism, graffiti, etc.</td>
</tr>
<tr>
<td>8. Gum chewing or eating in class</td>
<td>8. Chronic failure to complete assignments demonstrating a poor academic record.</td>
<td>8. Theft of school or private property.</td>
</tr>
<tr>
<td>9. Failure to comply with classroom rules</td>
<td><strong>COUNSELOR INTERVENTION STRATEGIES</strong></td>
<td>9. Possession of illegal or potentially dangerous substances or materials.</td>
</tr>
<tr>
<td>10. Napping, sleeping, or acting foolishly</td>
<td>Students who are referred to the counselor will receive one or more of the following strategies or the direction of the counselor.</td>
<td>9. Disobedience.</td>
</tr>
<tr>
<td>11. Distribution and collection of school documents (progress reports, emergency cards, notes to parents)</td>
<td>Examples of such strategies include but are not limited to the following:</td>
<td>10. Habitual presence or any subversive actions.</td>
</tr>
<tr>
<td><strong>TEACHER INTERVENTION STRATEGIES</strong></td>
<td><img src="image1.png" alt="List of strategies" /></td>
<td>11. Bullying.</td>
</tr>
<tr>
<td>□ Positive reinforcement for appropriate behavior</td>
<td><strong>DEANS INTERVENTION STRATEGIES</strong></td>
<td>12. Prevention of school activities.</td>
</tr>
<tr>
<td>□ Verbal warning for inappropriate behavior</td>
<td>The Deans are expected to apply all appropriate remedial measures to intervene in negative student behavior before referring a student to an administrator. Such strategies include, but are not limited to the following:</td>
<td>13. Harassment of adult authority.</td>
</tr>
<tr>
<td>□ Individual counseling with the student or an appropriate adult.</td>
<td><strong>IMPACT</strong></td>
<td>14. Harassment of student.</td>
</tr>
<tr>
<td>□ Confiscating the student's cell phone</td>
<td>□ Change of assigned class schedule.</td>
<td>15. Student to student sexual activity.</td>
</tr>
<tr>
<td>□ Detention with teacher or assigning a paper pick-up</td>
<td>□ Refer to the Dean's Office either in person or in writing.</td>
<td></td>
</tr>
</tbody>
</table>
INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT
John C. Fremont High School

TO: All Staff

FROM: Pedro Avalos, Principal
Kenneth Adiekweh, Assistant Principal

SUBJECT: USE OF CELL PHONES AND ELECTRONIC DEVICES BY STUDENTS

In accordance to Bul-2576.1, Use of Cellular Telephones and Pagers by Students and the John C. Fremont High School Code of Conduct, students are permitted to possess cellular phones on campus, provided that they remain off during instructional time. Bulletin-2576.1 further states that "if such a device is observed by staff during school hours or activities, it shall be confiscated until redeemed by a parent or guardian".

If in your class, you deem it necessary to confiscate a cellular phone or any electronic device due to the disruption of instruction, you have the responsibility to ensure that the property is placed in a secured and locked location. However, keep in mind that the loss of cell phones and electronic equipment by school personnel can potentially lead to other unwelcomed issues with a parent or guardian.

Therefore, effective immediately we are asking that you adhere to the procedures below in addressing cellular phones and electronic equipment:

1. Ask the student to put the item away.
2. If the student refuses to obey your directive or it is a habitual practice, send the student with a referral to the office. If the student is compliant, it is only necessary that you send a referral with detailed information. Regardless, any instructions pertaining to the disruption of instructional time by the use of cell phones or electronics will result in parent contact and detention.
3. If the circumstances prevent you from sending the student and/or a referral to the Deans' Office and you confiscate the cellular phone or electronic device, you must walk it to the Deans' Office at your earliest/first opportunity. Confiscated items will be logged, stored in a safe and secured location and returned only to parent or guardians.

Thank you in advance for your cooperation.
SOFTWARE POLICY AND CODE OF ETHICS

The Los Angeles Unified School District licenses the use of computer software from a number of third parties. The software developer normally copyrights such software. Federal law and District policy prohibit the unauthorized copying and use of computer software programs. Any employee found copying software (other than for backup purposes) and/or giving software to any other person is subject to appropriate administrative and/or disciplinary action, up to and including dismissal.

All employees and students shall use software only in accordance with its license agreement. Unless otherwise noted in the license, or in the event that software arrived without a license agreement, any duplication of copyrighted software, except for backup and archival purchases, is a violation of Federal law and District policy. This signed Code of Ethics will be filed with the Site Administrator.

1. I will use software according to the provisions of the license agreements.

2. I will not make unauthorized copies of software under any circumstances.

3. I recognize that the District will not tolerate the use of any illegal software copies on District computers.

4. I understand that anyone found copying software other than for backup purposes is subject to administrative and/or disciplinary action, up to and including dismissal.

5. I understand that anyone found making illegal software copies may be subject to civil and criminal penalties up to $250,000 per work copied and/or termination from the District.

Your signature below certifies that you have knowledge of the foregoing Federal law provisions and District policy concerning the prohibited and unauthorized copying and use of computer software programs and that you will comply with them. If you are unsure about the scope of a license, you must check with the site administrator designated to answer questions regarding Copyright compliance. You may also call the Software Copyright Compliance Section toll free at 1-877-SW-LICENSE (1-877-795-4236).

Name: ___________________________ Signature: ___________________________

(Please print) (Please print)

Date: ___________________________ Site: ___________________________

Signature of Site Administrator:

Policy Bulletin No. BUL-716.2
Office of the Chief Information Officer

October 1, 2005
Employee Code of Ethics
Adopted: 9/98; Revised: 12/00, 2/03

As employees of the Los Angeles Unified School District (LAUSD), our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within the District, and between the District and the community.

Core Principles
To help us achieve our mission, we are committed to three core ethical principles:
• Commitment to Excellence
• District and Personal Integrity
• Responsibility

Purpose
Our Code of Ethics helps develop trust by describing what the public can expect from us, and what we can expect from each other and our District. It plays a central role in our District’s commitment to help District personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

Application and Enforceability
The Code of Ethics applies to all District personnel including Board Members. Provisions of this Employee Code of Ethics are supported by State law, and District Board and Personnel Commission Rules, regulations, bulletins and collective bargaining agreements. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules, regulations, bulletins and agreements.

Making Ethical Decisions
While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:
• Evaluate the situation and identify the ethical issues.
• Follow the rules. Consult the Code of Ethics, law, and District rules, regulations, bulletins, policies and procedures, and apply them to the situation.
• Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Ethics Office for help. Ask for help early—before you act.
• Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

Contacting the Ethics Office
For advice, help, training, copies of ethics publications, or more information on the ethics program visit our website or contact us directly.

LAUSD Ethics Office
333 S. Buddry Ave, 20th Floor
Los Angeles, California 90017
T: 213-241-3330
www.lausd.net/ethics

333 S. Buddry Avenue, 20th Floor • Los Angeles • California 90017
Tel: (213) 241-3330 • Fax: (213) 241-3319
INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT
John C. Fremont High School

DATE: June 17, 2013

TO: Faculty and Staff.
FROM: Pedro Avalos, Principal
SUBJECT: Fundraising and Income Generating Activities

Effective August 13, 2013, all fundraising and income generating activities on school campus must be in strict compliance with Publication 464 under the “Student Body Finance Section”. Any fundraising or income generating activity that fails to follow the guidelines stipulated under the section above is a violation of District Policies and Procedures and will result in disciplinary actions. The Associated Student Body (ASB) under the direction of the principal/designee shall have an oversight responsibility to ensure compliance. Certified sponsors or designees of student groups, clubs or organizations are responsible for ensuring that all fundraising guidelines are strictly followed. In order to fundraise, all groups, clubs or organizations MUST have an account with the student store where all monies raised are to be deposited daily.

The following guidelines must be met for all fundraising activities:

1. Complete authorization request (Form 34-FH1-8) which will be submitted to the Student Body Finance Section for approval 2 weeks prior to the fundraising activity.
2. The fundraising activity shall contribute to the educational experience of students and not conflict with the instructional program.
3. The principal/designee must approve the type, frequency and scheduling of the fundraising.
4. A written permission must be obtained from the parents of ALL students expected to participate in the fundraiser.
5. The participation of students and school employees in the fundraiser is purely voluntary.
6. Students under the age of 16 cannot solicit on the street or door-to-door unless they are supervised by an adult.
7. No specific fundraising activity should exceed more than 3 consecutive weeks.
8. Fundraising financial statements must be submitted to the Student Body Finance Section within 30 days after the event. (See Form attached.)
9. Unauthorized sales on campus will result in the merchandise being confiscated.
10. It is the expectation that all staff will work to ensure students are informed about this guidelines and be compliant.

If you have any questions about how to register your club, group, or organization, or how to set up an account with Student Store, please see Ms. Maina Juquin in the Student Store, or Ms. C. Johnston, ASB staff sponsor.

Note: Per Board Rule 2524 - Any “on-campus” fundraising activity that is sponsored by any group other than the general student body (ASB), must share at least 50% of the activity’s profits with the ASB. If the fundraiser is “off-campus”, but merchandise is being carried on campus, the fundraiser will be considered an on-campus fundraising activity.
Acceptable Use Policy (AUP) for District Computer Systems

Information for Students and Families

- Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornographic or obscene depictions, harmful materials, or materials that encourage others to violate the law, confidential information, or copyrighted materials;
- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- The unauthorized collection of email addresses ("harvesting") of e-mail addresses from the Global Address List and other District directories;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
  1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  2. Deleting, copying, modifying, or forging other users’ names, emails, files, or data; disguising one’s identity, impersonating other users, or sending anonymous email;
  3. Damaging computer equipment, files, data, or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
  4. Using any District computer to pursue “hacking,” internal or external to the District, or attempting to access information protected by privacy laws; or
  5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."

- Engaging in uses that jeopardize access or lead to unauthorized access into others’ accounts or other computer networks, such as:
  1. Using another’s account password(s) or identifier(s);
  2. Interfering with other users’ ability to access their account(s); or
  3. Disclosing your own or anyone else’s password to others or allowing them to use your or another’s account(s).

- Using the network or Internet for Commercial purposes:
  1. Using the Internet for personal financial gain;
  2. Using the Internet for personal advertising, promotion, or financial gain; or
  3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student’s parent or guardian is...
Los Angeles Unified School District  
Acceptable Use Policy (AUP) for District Computer Systems  
Information for Students and Families

This Acceptable Use Policy was adopted by the Board on April 25, 2006

The District’s Acceptable Use Policy (“AUP”) is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children’s Internet Protection Act (“CIPA”). As used in this policy, “user” includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the “network”) regardless of the physical location of the user. The AUP applies even when District provided equipment (laptops, tablets, etc.) is used off of District property.

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The District reserves the right to monitor users’ online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

The District will take all necessary measures to fortify the network against potential cyber security threats. This may include blocking access to District applications—including but not limited to email, data management and reporting tools, and other web applications—outside the United States and Canada.

Acceptable Uses of the LAUSD Computer Network or the Internet
Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgment page remains in effect until revoked by the parent, or the student loses the privilege of using the District’s network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet for incidental personal use during duty free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or inappropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet
These are examples of inappropriate activity on the District website, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.
Los Angeles Unified School District
Acceptable Use Policy (AUP) for District Computer Systems
Information for Students and Families

responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use
The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer
The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the Acceptable Use Policy of the Los Angeles Unified School District.

Date: ____________________  School: ____________________

Student Name: ____________________  Student Signature: ____________________

Parent/Legal Guardian Name: ____________________  Parent/Legal Guardian Signature: ____________________

Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access.

June 18, 2013
LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

ATTACHMENT A

SAMPLE LETTER

SCHOOL LETTERHEAD

Date

Dear Parents or Guardians:

Your child is currently involved in studying [describe unit of study and class]. It is our intention to show [title of program] which has an MPAA rating of [rating] on [date] because [describe the use of the audiovisual media in relation to the academic goals and objectives].

This letter is being sent to you in compliance with the District policy requiring parents/guardians to approve the intended use of filmed programs in any format (including videocassette, 16mm film, DVD, CD-ROM, broadcast television, or streamed files) which are not censored, broadcast, or recommended by the District prior to their scheduled showing. As part of that policy, we ask you to complete the form below, authorizing or exempting your child from the audiovisual showing.

Please return your completed form to your child’s teacher. Students exempted from this showing will be required to complete an alternative assignment. Should you have any questions regarding the program listed above, please contact me.

Signature of principal: __________________________________________

(Your School)

Name of student: __________________________________________

Please check A or B.

A. _____ I give permission for my child to view [program title].

B. _____ I prefer that my child be given an alternative assignment.

Signature of parent or guardian: __________________________ Date: __________________

RUL-5210
Office of Curriculum, Instruction, and School Support

Page 4 of 7
August 13, 2010

65
CARTA DE MUESTRA

MÍNTE DE LA ESCUELA

FÉCHA

Estimados padres de familia o tutores:

Su hijo(a) es implicado correctamente a estar en [describa la unidad de estudio y clase]. Es nuestra intención de mostrar [título del programa] tal como [calificación] en [la fecha] porque [describe el uso de los medios audiovisuales en relación con la meta y objetivos académicos].

Se les envía esta carta a ustedes en conformidad con los reglamentos del Distrito, los cuales requieren que los padres o tutores aprueben el uso plenamente de los programas filmados en cualquier formato (incluyendo los videocassettes, las películas de 16 mm, los DVD, los CD-ROM, la televisión de transmisión y archivo corriente) que no sean propiedad del Distrito ni transmitidos o recomendados por el Distrito antes de la hora programada para su proyección o transmisión. Como parte de este reglamento, les pedimos que completen el siguiente formulario, autorizando o eximiendo a su hijo(a) de la muesta audiovisual.

Devuelve por favor esta forma completa al maestro de su hijo(a). Los estudiantes eximidos de esta presentación serán requeridos a completar una tarea alternativa. Si tienen cualquier pregunta sobre el programa detallado anterior, háganlo de comunicarse conmigo.

Firma de (el/ la) director(a):

(Nombre de la escuela)

Verifique por favor A o B:

A. _____ Doy mi autorización para que mi hijo(a) mole [título del programa]
B. _____ Prefiero que mi hijo(a) se le asigne una tarea alternativa.

Firma del padre, la madre o el tutor: __________________________ Fecha: __________

BULL-5210 Page 5 of 7 August 13, 2010
Office of Curriculum, Instruction, and School Support
LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

ATTACHMENT B

SAMPLE FORM

SAMPLE FORM

STATEMENT REGARDING USE OF AUDIOVISUAL MEDIA WHICH IS
NOT OWNED, BROADCAST, OR RECOMMENDED BY THE DISTRICT

Date: ________________________________

Teacher’s name: ________________________________ Room: ________________

Subject: ________________________________ Grade Level: ________________

Title or description of program: __________________________________________________________________________

Producer (if known): ________________________________________________________________________________

Network (if known): ________________________________________________________________________________

Material: Rented __________ Purchased __________ Taped at home/school __________

Parental permission is required: Yes ______ No ______ MPAA Rating: ______

If parental approval is required and/or the rating is R, explain what content may be considered objectionable:

____________________________________________________________________________________________________

I plan to use the above program in my classroom on ____________________________ (date) for the following reason
(describe its use in relation to your academic goals and objectives):

____________________________________________________________________________________________________

This program complies with the school’s policy on the evaluation and selection of instructional materials. It is
appropriate for the grade level, and the instructional content enhances the curriculum. If this program has been
recorded off-air or from a streamed site, I affirm that it will be erased according to “fair use” interpretations of
federal copyright regulations.

Teacher’s signature: ________________________________

Approved: ________________________________ Date: ________________________________

Principal’s signature

BUL-5210 Page 6 of 7 August 13, 2010
Office of Curriculum, Instruction, and School Support
Summary of LAUSD Policy Regarding the Use of Audiovisual Media

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>MPAA RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary School</strong></td>
<td>NC-17, R, and PG-13</td>
<td>May not be shown</td>
</tr>
<tr>
<td></td>
<td>PG</td>
<td>Needs Principal and parent/guardian approval</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>Needs teacher review for appropriateness and principal approval</td>
</tr>
<tr>
<td><strong>Middle School</strong></td>
<td>NC-17, R, and PG-13</td>
<td>May not be shown</td>
</tr>
<tr>
<td>Grade 6</td>
<td>PG</td>
<td>Needs principal and parent/guardian approval</td>
</tr>
<tr>
<td>Grades 7 and 8</td>
<td>NC-17</td>
<td>May not be shown</td>
</tr>
<tr>
<td></td>
<td>R and PG-13</td>
<td>Needs principal and parent/guardian approval</td>
</tr>
<tr>
<td></td>
<td>PG</td>
<td>Needs teacher review for appropriateness</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td>NC-17</td>
<td>May not be shown</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>R</td>
<td>Needs principal and parent/guardian approval</td>
</tr>
<tr>
<td></td>
<td>PG-13</td>
<td>Needs principal approval</td>
</tr>
<tr>
<td></td>
<td>PG</td>
<td>Needs teacher review for appropriateness</td>
</tr>
</tbody>
</table>
Dear Parent/Guardian:

The Los Angeles Unified School District requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuance and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

1. Name of Pupil (please print) ________________________________

2. Birthdate (please print) ________________________________

3. Name of Parent (please print) ________________________________

4. I, as a parent/guardian of the above named pupil, fully authorize and grant the Los Angeles Unified School District and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, known as “Recordings,” for the purpose(s) stated or related to the above.

5. I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil’s parent or guardian.

6. I understand and agree that the Los Angeles Unified School District and its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.

7. I understand and agree that the Los Angeles Unified School District and its authorized representatives shall have the unlimited right to use the Recordings for any purpose(s) stated or related to the above.

8. I hereby release and hold harmless L.A. Unified School District and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney’s fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

My signature shows that I have read and understand the release and I agree to accept its provisions.

4. Signature of Parent/Guardian ________________________________

5. Date Signed ________________________________

6. Address (Number, Street, Apartment Number) ________________________________


10. Telephone ________________________________

11. Principal ________________________________

12. School ________________________________

Grantee of permission is voluntary. Please return completed form to school.

Approved as to form by the Office of the General Counsel.

This form shall not be amended without written approval of both the Office of the General Counsel and the Office of Communications/Public Information.
Diario Escolar Unificado de Los Ángeles
Autorización de los padres o tutores para la divulgación publicitaria

Estimado[da] padre, madre, tutor o tutora:

El Distrito Escolar Unificado de Los Ángeles solicita el permiso de usted para reproducir en forma impresión, audiovisual, visual o electrónica actividades que sean parte de su programa educativo. La autorización que me estoy otorgando me permitirá emplear materiales preparados especialmente para (1) capacitar a los profesores y (2) fomentar entre el público una mayor conciencia y promover un mejoramiento continuo de los programas educativos mediante el uso de los medios de comunicación, las exposiciones, los folletos, los domicilios electrónicos (webistes), etc.

1. Nombre y apellido del (de la) estudiante (escriba por favor en letra de mano)
2. Fecha de nacimiento (escriba por favor en letra de mano)

3. Nombre y apellido del padre o la madre (escriba por favor en letra de mano)

4. Yo, como padre, madre, tutor o tutora del (de la) alumno(a) antes mencionado(a), doy mi autorización plena y concedo al Distrito Escolar Unificado de Los Ángeles y a sus representantes autorizados el derecho para imprimir, fotografiar, grabar y editar - según lo estime - la información biográfica, el nombre y apellido, las imágenes, las similitudes, o la voz del (de la) alumno(a) antes mencionado(a), en forma audible, en video, en video, en imágenes, en películas, en fotografías, en cualesquiera otras formas audiovisuales o en formas impresas que se desarrollen (se les conoce como "Grabaciones"), para los propósitos antes mencionados y declinados.

5. Entiendo y estoy de acuerdo con que el uso de tales grabaciones se divida de comprensión, siempre para los estudiantes, sus padres o sus tutores.

6. Entiendo y estoy de acuerdo con que el Distrito Escolar Unificado de Los Ángeles y sus representantes autorizados tendrán el derecho exclusivo, el título, el interés e inclusivo el derecho de autor de las Grabaciones.

7. Entiendo y estoy de acuerdo con que el Distrito Escolar Unificado de Los Ángeles y sus representantes autorizados tendrán el derecho ilimitado para utilizar las Grabaciones para cualquier de los propósitos declarados o relacionados con lo antes mencionado.

8. Por la presente exengo de toda responsabilidad civil al Distrito Escolar Unificado de Los Ángeles y a sus representantes autorizados por la totalidad y cada una de las demandas, incluyendo, daños y perjuicios, costos o gastos, incluyendo los honorarios de los abogados, que presenten los alumnos, sus padres o sus tutores en lo relacionado a lo que se haya suscrito o pudiera surgir por cualquier uso de estas Grabaciones, conforme se especificó antes.

9. Firmas muestra que ha leído y que entiende esta exoneración de toda responsabilidad civil, y estoy de acuerdo en aceptar sus disposiciones.

10. Formulario apropiado por el Despacho del asesor jurídico

Este formulario no podrá ser cumplimentado sin la aprobación por escrito del Despacho del asesor jurídico cortesía de la Oficina de Comunicaciones e Información Pública.

2016rr-072117. Translated by the LAUSD Translators Unit.
SAMPLE COPYRIGHT SCENARIOS

Q. A workbook accompanies the textbook adopted for use in a class. May the teacher make class sets of several pages of the workbook?
A. No. Copying consumables is prohibited under the fair use guidelines.

Q. Knowing that graphics help capture attention, a teacher includes an appropriate strip from “Zits” (a copyrighted comic strip) on an assignment sheet. Is this permissible?
A. Not without permission from the comic strip’s copyright owner. However, graphics from “PrintShop” and similar clip art programs may be used.

Q. May a teacher caption a television show taped off the air?
A. Not without permission of the copyright owner.

Q. May a teacher show a videotape labeled “home use only” to a class? At an assembly?
A. Teachers may show videotapes labeled “home use only” in class as long as the video is part of a systematic course of instruction and not for recreational, entertainment, or fund-raising purposes.

Q. The school purchases an instructional program that includes audiotapes. May a back up copy of the audiotapes be made?
A. No.

Q. Tonight, ABC is airing a special about World War I. May a teacher request that the show be taped off-the-air for use tomorrow in class? May the history department chairperson request the show be taped off-the-air in case someone in the department wants to show the special at a later date?
A. As per the fair use guidelines, a teacher may request that a program broadcast for reception by the general public be taped off-the-air for use within the first 10 consecutive school days of the 45-day retention period. The history department chairperson may not request the taping “just in case” someone might want to show it.

Q. Tonight, the History Channel is airing a special about World War I. May a teacher request that the show be taped off-the-air for use in class later in the week?
A. No. The History Channel is a subscription-basis channel. It does not broadcast programs for reception by the general public.

Q. A teacher finds a chart in *Newsweek* that fits in nicely with a unit to be covered next semester. May the teacher make a class set of the chart?

A. No. This does not meet the "spontaneity" requirement of the fair use guidelines for multiple copies for classroom use. In this case, the teacher has enough time to contact *Newsweek* and request permission to use the chart.

Q. The school's technology coordinator copies the contents of requested World Wide Web sites onto the school's server. Is this practice permitted?

A. No.

Q. A teacher wants to enlarge a book cover illustration for a bulletin board decoration. May the teacher do so using an opaque projector?

A. No. The book cover illustration is copyrighted.
**Los Angeles Unified School District**

**Bulletin No. 714**

January 8, 2004

**Sample Form**

**Los Angeles Unified School District School**

**Order for Photocopy or Reproduction of Instructional Materials**

Instructor: __________________________

Department: __________________ Room No. ________

Date needed: _______________ (one day lead time required)

Deliver to: _______________________

<table>
<thead>
<tr>
<th>Type of Copy</th>
<th>No. of Originals</th>
<th>Quantity of Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photocopy</td>
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<tr>
<td>Videocassette</td>
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<tr>
<td>Slides</td>
<td></td>
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<tr>
<td>Overhead transparency</td>
<td></td>
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<tr>
<td>Audiocassette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specifications for materials: Collated _____ Folded _____ Stapled _____ Punched _____

Other specifications:

Original material is copyrighted? Yes ______ No ______

Permission to copy is needed? Yes ______ No ______

The following notice warning of copyright restrictions is required on this form by Section 201.14 or Part 291 or 37 CFR Chapter II of the copyright law:

**Notice**

**Warning Concerning Copyright Restrictions**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Instructor's signature: __________________________

Policy Bulletin No. BUL-714 Page 15 of 17 January 8, 2004

Office of the Chief Information Officer
LOS ANGELES UNIFIED SCHOOL DISTRICT

BULLETIN NO. 714
January 8, 2004

ATTACHMENT D

(SAMPLE FORM)

LOS ANGELES UNIFIED SCHOOL DISTRICT SCHOOL
_____________ SCHOOL

RECORD OF OFF-AIR RECORDING

PROGRAM TITLE: _________________________

REQUESTED BY: _________________________

DATE: _________________________

TIME PROGRAM WILL AIR: __________

CHANNEL: ______________

Recording must be used within 10 school days as stated in Section VIII of Bulletin No. 714 “Compliance With the 1976 United States Copyright Law,” Office of the Chief Information Officer, issued November 17, 2003. The usage dates for this video are between ______ (date) and ______ (date), unless other arrangements have been made with the copyright holder.

For information about broadcasts for which the District has secured copyright clearance or longer retention rights, please refer to the KLCS Catalog of Instructional Television Programs and Services or call Victor Lamkay, KLCS TV, Channel 32, at (213) 625-6988.

Recorded by: _________________________

Erased by: _________________________
SAMPLE FORM (reduced)

(School or Office Letterhead)

Date

Permissions Department
Name
Address

Dear __________________:

Permission is requested to copy the following copyrighted materials for use during the semester/track in my __________________ class at ______________ School (or Office):

- Title __________________
- Author(s) and/or editors __________________
- Description of material to be copied __________________
- Number of copies to be made ________
- Use of copies __________________
- Distribution of copies __________________
- Whether materials will be sold __________________
- Type of reproduction __________________

Thank you for consideration of this request. For your convenience, enclosed is a copy of this request for your files and a stamped, self-addressed return envelope. Please notify me if there will be a charge for granting permission to duplicate the material.

Sincerely,

Name of faculty or staff member

PUBLISHER/PRODUCER REPLY

Title of material __________________
Permission granted ________ Permission denied ________
Conditions or details (if any) __________________
Signature __________________ Date __________________

Policy Bulletin No. BUL-714 Page 17 of 17 January 8, 2004
Office of the Chief Information Officer
The most important responsibility of the Los Angeles Unified School District (District) is the safety of our students. All employees, as well as all individuals who work with or have contact with students, are reminded that they must be mindful of the fine line drawn between being sensitive to and supportive of students and a possible or perceived breach of responsible, ethical behavior.

While the District encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to, the following:

1. Meeting individually with a student behind closed doors, regardless of gender.

2. Remaining on campus with student(s) after the last administrator leaves the school site. (There are exceptions such as teachers rehearsing with students for a drama/music activity or coaching academic decathlon students with approval of the site-administrator in advance.)

3. Engaging in any behaviors, either directly or indirectly with a student(s) or in the presence of a student(s), that are unprofessional, unethical, illegal, immoral, or exploitative.

4. Giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.

5. Making statements or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional or which may be considered sexual in nature, harassing, or demeaning.

6. Touching or having physical contact with a student(s) that is not age-appropriate or within the scope of the employee/individual's responsibilities and/or duties.

7. Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance.

8. Taking or accompanying student(s) off campus for activities other than a District-approved school journey or field trip.

9. Meeting with or being in the company of student(s) off campus, except in school-authorized and/or approved activities.

10. Communicating with student(s), in writing, by phone/Email/electronically, via Internet, or in person, at any time, for purposes that are not specifically school-related.

11. Calling student(s) at home or on their cell phone, except for specific school-related purposes and/or situations.

12. Providing student(s) with a personal home/otel telephone number, personal Email address, home address, or other personal contact information, except for specific school-related purposes and/or situations.

Even though the intent of the employee/individual may be purely professional, those who engage in any of the above behavior(s), either directly or indirectly with a student(s) or in the presence of a student(s), are subjecting themselves to all possible perceptions of impropriety. Employees/individuals are advised that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

Employees/individuals who have questions or need further information should contact their site administrator or supervisor, or may call the Educational Equity Compliance Office at (213) 241-7602.

July 15, 2008
TITLE: Abolition of Corporal Punishment

NUMBER: BUL-5046.0

ISSUER: James Morris, Chief Operating Officer
Office of the Chief Operating Officer

DATE: February 23, 2010

MAJOR CHANGES: This bulletin replaces Deputy Superintendent, Instruction and Curriculum Bulletin No. N-14, of the same subject, dated June 29, 1998. The content has been updated and reflects changes in the issuing office.

I. BACKGROUND

By action taken on October 15, 1984, the Board of Education determined that the use of corporal punishment as a disciplinary option at any grade level and with any student was abolished. Corporal discipline, in any form, is not to be used within this District.

II. PURPOSE:

The purpose of this bulletin is to restate and reinforce this policy of the District. The Superintendent encourages the use of positive approaches to discipline and classroom management to ensure that students conform to proper standards of behavior permitting them to derive greater benefits from the educational program.

AUTHORITIES: California Education Code Sections 44807, 49000, 49001;
California Penal Code Sections 273d, 11165.4


ASSISTANCE: For assistance or further information, please contact Karen O’Riley, Director, Wayne Scott Moore, Director, or Cheri Thomas, Coordinator-Office of the Chief Operating Officer-School Operations at (213) 241-5337.

BUL-5046.0
Office of the Chief Operating Officer
Page 1
February 23, 2010
ATTACHMENT A

Los Angeles Unified School District
Child Abuse and Neglect Reporting Requirements
Policy Bulletin No. BUL-1347.2

LOCAL LAW ENFORCEMENT DEPARTMENTS SERVING LAUSD SCHOOLS

Below is a list of local law enforcement departments serving schools within the Los Angeles Unified School District. When reporting suspected child abuse to a local law enforcement department, complete and mail the written “Suspected Child Abuse Report” (SS 8572) to the same department called within 36 hours of the allegation (write Attn: Child Abuse Unit on the envelope).

CITY POLICE DEPARTMENTS

Bell Police Department
6526 Pine Avenue
Bell, CA 90201
(323) 385-1245

Culver City Police Department
4040 Duquesne Avenue
Culver City, CA 90230
(310) 837-1221

Gardena Police Department
1718 W. 162nd Street
Gardena, CA 90248
(310) 217-9670

Hawthorne Police Department
12501 S. Hawthorne Blvd
Hawthorne, CA 90250
(310) 349-2700

Huntington Park Police Department
6542 Mile Avenue
Huntington Park, CA 90255
(323) 584-6354

Inglewood Police Department
1 Manchester Blvd.
Inglewood, CA 90301
(310) 412-8771,
(310) 412-5210 (front desk)

Los Angeles Police Department
100 W. First Street - Room 351
Los Angeles, CA 90012
(213) 486-0530

Monterey Park Police Department
320 W. Newmark Avenue
Monterey Park, CA 91754
(626) 253-1311

San Fernando Police Department
910 First Street
San Fernando, CA 91340
(818) 998-1267

South Gate Police Department
8620 California Avenue
South Gate, CA 90280
(323) 563-5400
(323) 563-5456 (follow-up calls)

Vernon Police Department
4305 S. Santa Fe Avenue
Vernon, CA 90658
(323) 587-5171
(323) 587-6135 (emergency)
## LOS ANGELES COUNTY SHERIFF'S DEPARTMENT STATIONS

<table>
<thead>
<tr>
<th>Station Name</th>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone 1</th>
<th>Phone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carson Sheriff Station</td>
<td>21356 Avalon Blvd.</td>
<td>Carson, CA 90745</td>
<td>(310) 890-1123</td>
<td></td>
</tr>
<tr>
<td>Lomita Sheriff Station</td>
<td>26123 Narbonne Ave.</td>
<td>Lomita, CA 90717</td>
<td>(310) 539-1661</td>
<td></td>
</tr>
<tr>
<td>Century Sheriff Station</td>
<td>11703 Alameda St.</td>
<td>Lynwood, CA 90262</td>
<td>(323) 568-4800</td>
<td></td>
</tr>
<tr>
<td>Malibu/Lost Hills Sheriff Station</td>
<td>27050 Agoura Rd.</td>
<td>Agoura, CA 91301</td>
<td>(310) 878-1808</td>
<td></td>
</tr>
<tr>
<td>East Los Angeles Sheriff Station</td>
<td>5019 E. Third St.</td>
<td>Los Angeles, CA 90022</td>
<td>(323) 264-4151</td>
<td></td>
</tr>
<tr>
<td>Marina Del Rey Sheriff Station</td>
<td>13851 Fiji Way</td>
<td>Marina Del Rey, CA 90292</td>
<td>(310) 482-6000</td>
<td></td>
</tr>
<tr>
<td>Lennox Sheriff Station</td>
<td>4331 Lennox Blvd.</td>
<td>Inglewood, CA 90304</td>
<td>(310) 671-7531</td>
<td></td>
</tr>
<tr>
<td>West Hollywood Sheriff Station</td>
<td>780 N. San Vicente Blvd.</td>
<td>West Hollywood, CA 90069</td>
<td>(310) 855-8850</td>
<td></td>
</tr>
</tbody>
</table>
CHILD ABUSE AND NEGLECT REPORTING PROCEDURES SITE PLAN

Once a District employee has been made aware of, has knowledge of, witnesses, or reasonably suspect that an incident, behavior, or conduct may be an indication of suspected child abuse, the employee must (1) make a telephone report of the suspected child abuse immediately, or as soon as practically possible, to an appropriate child protective agency, either the local law enforcement department serving the school, or the Department of Children and Family Services (DCFS) and (2) prepare and send a written report to the agency called within 36 hours of receiving the information.

______
Complete Suspected Child Abuse Report (SS 8572) prior to making the telephone report.
(Available on-line at District’s website - schoolsafety.launis/safety/report_child_abuse or DCFS website -dfs.ca.gov/cfs or in Two Main Office or Health Office)

______
A) For physical or sexual abuse and/or life-threatening/endangering situations, call immediately:
LA Police Department, Child Abuse Unit - (213) 486-0530 (call DCFS if after hours),
LA County Sheriff’s Department,
City Police Department serving the school ________________

b) For neglect, endangerment, or emotional abuse, call immediately:
Department of Children and Family Services (DCFS) - (800) 540-4000 (24 hours per day - 7 days per week)

An employee may describe the behavior/Incident/Conduct to the Principal/Site Administrator. However, informing the Principal/Site Administrator of the alleged inappropriate conduct is mandatory when the alleged perpetrator of the suspected child abuse is another employee, school related adult, or a student. However, an employee informing an administrator or another person of the alleged inappropriate conduct has not fulfilled their individual responsibility to make a mandated telephone and written report of suspected child abuse to the local law enforcement department or DCFS.

Document the date and time call is made, record the contact person’s name, title, and ID/h badge number, as well as the agency response/directive.

Date __________ Time __________ Contact Person ________________________________

Title ___________________________ Badge Number ________________________________

Agency Response/Directive ________________________________

DISTRIBUTION OF “SUSPECTED CHILD ABUSE REPORT,” FORM SS 8572

______ Reporter may retain a copy for their records as documentation that a report was made in a timely manner.

______ Send a copy of the “Suspected Child Abuse Report” (Form SS 8572) within 36 hours of knowledge of the behavior/Incident/Conduct to the child protective agency (local law enforcement department or Department of Children Family Services) that was called. Note: An employee making the telephone report to the DCFS may file the written report on the DCFS website - dfs.ca.gov/cfs. 
ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHILD ABUSE AND NEGLECT REPORTING REQUIREMENTS
POLICY BULLETIN NO. BUL-1347.2

EMPLOYEE ACKNOWLEDGEMENT
OF SUSPECTED CHILD ABUSE REPORTING
DISTRICT POLICY AND LEGAL REQUIREMENTS

1. I have been fully informed of my individual responsibility to report suspected child abuse as specified by District policy and state law.

2. I have received training on suspected child abuse reporting laws, child abuse reporting procedures, and my duties as a mandated reporter.

3. I understand that reporting suspected child abuse is my individual responsibility and that my failure to comply with child abuse reporting laws and/or LAUSD child abuse reporting procedures may subject me to professional liability, which may include discipline, demotion, dismissal, and the possible suspension or revocation of credentials, and criminal and/or civil liability.

4. I understand that, if I reasonably suspect that conduct by another LAUSD employee, other school related adult, or a student to another student may be an indication of suspected child abuse, I must report the suspected child abuse to an appropriate child protective agency and I must inform my supervising administrator of the alleged inappropriate conduct.

5. I have been provided with a copy of the Child Abuse Reporting Information Sheet (Attachment B of District policy bulletin No. BUL-1347.2, “Child Abuse and Neglect Reporting Requirements”) which summarizes my suspected child abuse reporting responsibilities as a LAUSD employee.

6. I further understand that if, at any time during the course of my employment with LAUSD, I make a report of suspected child abuse consistent with District suspected child abuse reporting policy and procedures, I will be defended by the District against any actions or claims that may be made as a result of the report and that the District will pay all expenses associated with such defense.

I hereby certify that I have knowledge of the suspected child abuse reporting legal mandates, LAUSD child abuse reporting procedures, and that I will comply with them.

Name: __________________________ Signature: __________________________
(Please Print)

Employee Number: __________________________ Position: __________________________

School / Office Location: __________________________ Date: __________________________

A COPY OF THIS CERTIFICATION WILL BE RETAINED
BY YOUR SCHOOL OR SITE ADMINISTRATOR.
ATTAHMENT E

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHILD ABUSE AND NEGLECT REPORTING REQUIREMENTS
POLICY BULLETIN NO. BUL-1347.2

LOS ANGELES UNIFIED SCHOOL DISTRICT

REQUIREMENT TO ANNUALLY COMPLETE THE
CHILD ABUSE AWARENESS TRAINING ASSESSMENT (CAAT)

1. Child Abuse Training (CAAT) Requirement
   a. All District employees must annually complete the Child Abuse Awareness Training (CAAT) by September 30th of every school year. This training consists of viewing the District’s “Child Abuse Awareness Training” video and completing the on-line CAAT Assessment through the District’s Learning Zone, using the employee’s Single-Sign-On.
   b. Employees hired after the September 30th date are expected to complete the Child Abuse Awareness Training (CAAT) within 30 days of employment, and annually by September 30th thereafter.

2. Child Abuse Awareness Training Video
   The Child Abuse Awareness Training Video is approximately 15 minutes long. The video can be viewed on-line from any computer. The video is also available on DVD in the CAAT Kit provided to each school. To access the video on-line, the following steps are to be followed:
   a. From the District’s website, click on “Offices,” then click on the “Child Abuse Awareness Training” link.
   b. On Child Abuse Awareness Training webpage, click on “Child Abuse Awareness Training Video.”

3. Child Abuse Awareness Training Assessment
   After an employee has viewed the Child Abuse Awareness Training video, the following steps are to be followed:
   a. From the District’s website, click on “Offices,” then click on the “Child Abuse Awareness Training” link.
   b. On Child Abuse Awareness Training webpage, click on “Learning Zone (CAAT Assessment).”
   c. Enter your Single Sign-on. (If you are experiencing difficulty with your username or password, contact ITD at 213-241-5200)
   d. Once in the Learning Zone, click on the “My Assessments” tab.
   e. Click on the “Start” link to the right of the “Child Abuse Awareness Training” class.
   f. Once an employee passes the child Abuse Awareness Training Assessment (100%), he/she will be able to print the District certificate.
   g. Employees should retain a copy of the CAAT Assessment certificate and provide a copy to their principal/site-administrator.
THE TITLE IX*
COMPLAINT MANAGERS FOR OUR SCHOOL ARE:

MR GRAMAJO DEAN'S OFFICE

MS WASHINGTON – SGMA OFFICE
MR VALENCIAMS IZARRARAZ – ESJ OFC
MR THAOMS GOSSARD – MESA OFC
MR CASTILLO- MAGNET OFC

ROOM # 120
ROOM # 110
ROOM # 520
ROOM # 521

MR. GRAMAJO – DEAN’S OFFICE
ROOM # 166A

SEX DISCRIMINATION/SEXUAL HARASSMENT IS ILLEGAL

*Federal Title IX and state law prohibits discrimination on the basis of sex, sexual orientation, or gender, which includes prohibiting acts of sexual harassment.
LOS ANGELES UNIFIED SCHOOL DISTRICT

SEXUAL HARASSMENT POLICY

The Los Angeles Unified School District is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students, or persons doing business for the District is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy.

The District considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three. However, students enrolled in Kindergarten and grades one through three may be subject to other disciplinary actions.

Any student or employee of the District who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator or Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates, making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

To obtain specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies, contact:

Educational Equity Compliance Office [Sue Spears, Director, and District Title IX Coordinator] at (213) 241-7682, when issues or complaints involve students, or

Equal Opportunity Section, at (213) 241-7685, when issues or complaints involve employees
DISTrito escolar unificado de los Ángeles
Normas sobre el acoso sexual

El Distrito Escolar Unificado de Los Ángeles se ha comprometido a mantener un ambiente de trabajo y estudio que esté libre del acoso sexual. El acoso sexual en contra de los empleados o estudiantes o por parte de los mismos con contra de personas que hayan trámites para el Distrito es una forma de discriminación sexual puesto que constituye un trato diferencial basado en el sexo, orientación sexual, o identidad sexual de la persona, y por extensión, es una violación de las leyes estatales y federales y una violación de esta norma.

El Distrito considera que el acoso sexual es un delito mayor que puede traer como consecuencia una acción disciplinaria contra el empleado infractor o la suspensión o expulsión del estudiante infractor si éste es alumno de los grados del cuarto al decimocuarto. La suspensión o la expulsión como consecuencia disciplinaria por el acoso sexual no se aplicarán a los alumnos matriculados en el jardín de infantes ni a los que cursan estudios en los grados del primero al tercer. Sin embargo, estos alumnos pueden ser objeto de otras acciones disciplinarias.

A cualquier estudiante o empleado del Distrito que crea haber sido víctima de acoso sexual se le aconseja tratar el problema a la atención del administrador del plantel o de la persona encargada de la demanda del Título IX, de manera que se pueda tomar la medida apropiada para resolver el problema. El Distrito prohíbe las represalias contra quienes denuncien acoso sexual o cualquier participar en el proceso de la investigación de la denuncia. Las denuncias serán investigadas de manera expedita y respetando la privacidad de las personas involucradas.

El Artículo 312.5 del Código de Educación de California define el acoso sexual como cualquier conducta de índole sexual no deseadas como pedir favores sexuales u otros ya sean verbales, visuales, físicos realizada por alguien que trabaja en el sitio, ya sea en el lugar de trabajo o en el plantel educativo, bajo las siguientes condiciones:

- La sumisión a la conducta se vuelve explícita y o implicitamente una condición del empleo, estado o progreso académico.
- La sumisión a la conducta por el individuo o el rechazo de la misma se utiliza como la base del empleo o de las decisiones académicas que afectan al individuo.
- La conducta tiene como propósito o efecto un impacto negativo en el trabajo o en el rendimiento académico del individuo o el efecto de crear un ambiente de trabajo o de estudio amedrentador, hostil o ofensivo.
- La sumisión a la conducta del individuo o el rechazo de la misma seca como la base de cualquier decisión que afecte al individuo con respecto a las prestaciones y servicios, programas o actividades disponibles en la entidad educativa o a través de la misma.

El acoso sexual puede incluir, entre otras cosas, lo siguiente:

- La conducta verbal no deseada como los comentarios lascivos o despectivos, las indirectas, insultos o instrucciones; las invenciones o comentarios sexuales no deseados; instar por citas; hacer amenazas; o el difundir rumores acerca de otros y el calificar según su actividad o rendimiento sexual.
- La conducta visual no deseada como la exhibición de objetos, cuadros, cartelas, material escrito, caricaturas o dibujos con insinuaciones sexuales, los graffiti de índole sexual o el uso de gestos obscenos.
- La conducta física no deseada que incluye tocar, pelotear, besar, palpar, abrazar, obstaculizar el movimiento normal a alguien que no lo dese o agredir o interferir con el trabajo o el estudio de un individuo debido a su sexo, orientación sexual, o identidad sexual de la persona.
- Las amenazas y exigencias o presión para ceder a proposiciones indecorosas a fin de mantener un trabajo o posición académica o para evitar otras pérdidas y los ofrecimientos de beneficios a cambio de favores de tipo sexual.

Si desea información específica acerca de las reglas y los procedimientos para reportar casos de acoso sexual y buscar las medidas correctivas apropiadas, comuniquese con:

Sue Spears, directora de la Oficina de Cumplimiento de la Equidad Educativa, y coordinadora distrital del Título IX, llamando al (213) 241-7682, cuando los casos o las quejas impliquen a estudiantes.

La División de Igualdad de Oportunidades (Equal Opportunity Section), teléfono (213) 241-7685, cuando los casos o las quejas impliquen a empleados.
LOS ANGELES UNIFIED SCHOOL DISTRICT
Educational Equity Compliance
TITLE IX SEX DISCRIMINATION/SEXUAL HARASSMENT COMPLAINT FORM

Person filing complaint:

Name

Home Address

Home Telephone

Person Filing Complaint is:

☐ Parent  ☐ Advocate  ☐ Student  ☐ Employee  ☐ Other

Complaint filed on behalf of self (person filing complaint as indicated above) or on behalf of:

Name

For Student:

Date of Birth

Grade  Track

For Employee:

Employee Number

Local District

Please give the facts about the complaint and attach any relevant documents if available:

Date of Incident

Place of Incident

Names of Accused Persons

Names of Witnesses

Brief Description of Incident:

Has your complaint been discussed with any LAUSD personnel?

☐ Yes  ☐ No

If yes, to whom (person/office) have you spoken and what was the outcome?

Signature

Date

Los Angeles Unified School District -- Educational Equity Compliance
333 South Beaudry Avenue, 16th Floor: Los Angeles, CA 90017 (School Mail: Beaudry Site, 26th Floor)
Telephone: (213) 241-7682  FAX: (213) 241-3312  Web Site: http://www.lausd.k12.ca.us/lausd/offices/eec

FORM TIXCMPLNT (Rev. 6/06)
TÍTULO IX – FORMULARIO DE QUEJA POR DISCRIMINACIÓN SEXUAL / ACOSO SEXUAL

La persona que presenta la queja:

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Apellido</th>
<th>Primer Nombre</th>
<th>Segundo Nombre</th>
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<tr>
<td>Domicilio</td>
<td>Calle</td>
<td>Ciudad</td>
<td>Código Postal</td>
</tr>
<tr>
<td>Teléfono Particular</td>
<td>Otro número</td>
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</tr>
</tbody>
</table>

La persona que presenta la queja es:
- Padre de familia
- Representante
- Estudiante
- Empleado
- Otro

Queja presentada por el interesado (persona que presenta la queja como se indica arriba) o en nombre de otra persona:

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Apellido</th>
<th>Primer Nombre</th>
<th>Segundo Nombre</th>
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</thead>
<tbody>
<tr>
<td>Para el estudiante</td>
<td>Fecha de Nacimiento</td>
<td>Grado</td>
<td>Ciclo</td>
</tr>
<tr>
<td>Para el empleado</td>
<td>Distrito Local</td>
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</tr>
</tbody>
</table>

Explique los hechos que sustentan esta queja y adjunte documentos pertinentes:

<table>
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<tr>
<th>Fecha del incidente</th>
<th>Lugar del incidente</th>
</tr>
</thead>
</table>

Nombre de los afectados

Nombre de los testigos

Breve descripción del incidente:

¿Ha sido tratada su queja con alguna persona de la administración del LAUSD?  
- Sí  
- No  
Si marcó sí, explique con quien habló (persona u oficina) y cuál fue el resultado.

Firma  
Fecha  

Distrito Escolar Unificado de Los Ángeles – Oficina de Cumplimiento de la Equidad Educativa  
333 S. Beaudry, Piso 20, Los Ángeles, CA 90017 (Correo de la Escuela: Beaudry Ave, Piso 20)  
Teléfono: (213) 241-7682  
FAX: (213) 241-3312  
Web Site: http://www.lausd.k12.ca.us/lausd/offices/edc  

FORMULARIO TXCMPLNT (Rev. 6/06)
How a Complaint is Investigated and Answered

Each complaint is investigated by the appropriate District office, unit, division, branch, or local district office, which must be concluded within sixty (60) days of the receipt of the written complaint. The investigation and District response include the following:

1. Provide an opportunity for the person or organization complaining and District personnel to present information relevant to the complaint.

2. Obtain specific information from other persons who can provide relevant information concerning the complaint or witness to the alleged violation indicated in the complaint.


4. Prepare written report (in English and in the language of the complaint) of the investigative findings which contains the disposition and rationale for such disposition, including corrective action(s), if any, and suggested remedies, if applicable.

5. Conclude the review within 60 days from the date of receipt of the complaint, unless the complainant agrees in writing to extend the time.

6. Notify the person or organization of appeal procedures.

How to Appeal

Persons or organizations disagreeing with the District decision, including local district, central office, or school decision, have fifteen (15) days after receipt of the report of findings (decision) to file an appeal. The appeal must be in writing and include a copy of the original complaint, as well as a copy of the District’s decision provided to them.

1. If the original complaint involved one of the educational programs (listed 1-8) inside, the appeal should be sent to:

   State of California
   Department of Education
   1430 N Street
   Sacramento, CA 95814

2. If the original complaint involved discrimination under the ADA, Section 504, Title VI, or Title IX, and the decision was provided by a local district, school, or other District office, the appeal may be directed to:

   Sue Spears, Director
   Educational Equity Compliance
   Los Angeles Unified School District
   333 South Beaudry Ave. – 20th Floor
   Los Angeles, CA 90017

   Appeals of local site decisions involving Title VI or Title IX may also be directed to the California Department of Education (see address above) for resolution.

Uniform Complaint Procedures

Educational Equity Compliance Office

(213) 241-7682

Effective July 2011

UCP Brochure English
Why This Brochure?

The Los Angeles Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. The District shall seek to resolve those complaints in accordance with state law, Title 5, California Code of Regulations.

These same complaint procedures may also be used to file complaints against the District which allege unlawful discrimination under the following federal laws: the Americans with Disabilities Act (ADA) or Section 504 (discrimination based on mental or physical disability; age; ancestry; ethnic group identification; religion; Title VI (discrimination based on race, color, or national origin), and Title IX (discrimination based on gender, actual or perceived sex, sexual orientation), or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics.

Discrimination complaints must be filed within six months from the date the alleged discrimination occurred or the date when knowledge of the facts of the alleged discrimination was first obtained.

This brochure provides notice by the District that these complaint procedures are available for use under the circumstances described in the brochure.

What Programs Are Covered?

These complaint procedures cover the following educational programs:

1. Adult Education
2. Allegation(s) of unlawful adult-to-student, student-to-student, or non-employee discrimination or harassment on the basis of any group protected by law, including actual or perceived age, ancestry, color, disability (mental or physical), ethnic group identification, gender, gender identity, national origin, race, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity by the District that is funded directly or receives any state funds.
3. Career and Technical Education
4. Child Care and Development
5. Consolidated Categorical Programs
6. Migrant and Indian Education
7. Nutrition Services
8. Special Education

How to Submit a Complaint

Any person, organization, or public agency concerned about a violation of state or federal regulations governing an educational program listed in this brochure is to submit a written complaint to:

Sue Spears, Director
Educational Equity Compliance Office
Los Angeles Unified School District
333 South Beaudry Avenue - 20th Floor
Los Angeles, CA 90017

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the site administrator/designee or by calling the Educational Equity Compliance Office at (213) 241-7682.

The District assures confidentiality to the maximum extent possible. The District prohibits retaliation against anyone who files a complaint or anyone who participates in the complaint investigation process.

Complainants are advised that civil law remedies may also be available to them.

A copy of the LAUSD’s UCP policy and complaint procedures shall be available free of charge.

The sixty (60) day time line for the investigation and District response shall begin when the complaint is received.
NOTICE TO PARENTS, GUARDIANS, PUPILS, TEACHERS AND OTHER STAKEHOLDERS

IMPORTANT INFORMATION ABOUT YOUR COMPLAINT RIGHTS

ATTACHMENT A

WILLIAMS/VALENZUELA LEGISLATION

Pursuant to California Education Code Section 35198, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.

2. School facilities must be clean, safe, and maintained in good repair.

3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credentials to teach the class, including the certification required to teach English learners if present.

   Teacher vacancy means a position in which a single designated certificated employee has not been assigned for an entire term. If the position is for a one-semester course, a position to which a single-designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

   Misassignment means the placement of a certificated employee in a teaching or service position for which the employee does not hold a legally recognized certificate or credential or the assignment of a certificated employee in a teaching or service position that the employee is not otherwise authorized by statute to hold.

4. Pupils including English learners who have not passed one or both parts of the high school exit examination (CAHSEE) by the end of the 12th grade are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

5. A complaint form may be obtained at the school office, district office, or downloaded from the school’s Web sites www.fohs.net or. You may also download a copy of the California Department of Education complaint form from the following Web site: http://www.cde.ca.gov/re/cj/aj/.

AVISO A LOS PADRES, TUTORES, ALUMNOS, MAESTROS Y OTROS INTERESESADOS
INFORMACION IMPORTANTE SOBRE SUS DERECHOS DE QUEJA

LEGISLACION DE WILLIAMS/VALENZUELA

De conformidad con el Artículo 35198 del Código de Educación de California, por la presente se les comunica que:

1. Deben haber libros de texto y materiales didácticos. Esto significa que cada alumno, incluyendo los estudiantes de aprendizaje de idiomas, deben tener un libro o materiales didácticos o ambos para usar en la clase y para llevar casa o utilizar durante el tiempo de clase.

2. Las instalaciones escolares deben estar limpias, seguras y mantenidas en buen estado.

3. Hay que garantizar que no haya vacantes ni asignaciones incorrectas de maestros. Cada familia debe tener un profesor asignado a cada año y no debe tener más de un profesor temporario. Si un profesor tiene la credencial apropiada para impartir la clase, debe ser asignado a un horario de clase y a la asignación correspondiente.

   La vacante de un profesor significa un puesto al que no se ha asignado un solo empleado certificado al principio del año para todo el año, o el ser tratado de un puesto para un curso en el año anterior, o un puesto al que no se ha asignado un empleado certificado y designado al principio del año para un curso en un año.

   La asignación incorrecta significa la asignación de un empleado certificado a un puesto de enseñanza, mientras que el empleado no tenga un certificado o una credencial legalmente reconocida o la asignación de un empleado certificado a un puesto de enseñanza o servicios que el empleado no esté autorizado a ocupar legalmente.

4. A los estudiantes que no hayan superado una o ambas partes del examen de la preparatoria (CAHSEE) al final del último grado, se les deben brindar oportunidades de recibir enseñanza y servicios intensivos por hasta dos años de uno en uno después de que hayan terminado séptimo grado.

5. Se puede solicitar un formulario para presentar una queja en el sitio Web de la escuela, o dirigiéndose al departamento de quejas del Distrito Escolar en el siguiente sitio Web: http://www.fohs.net/re/cj/aqj/.

El Distrito Escolar de John C. Fremont

El 17 de septiembre de 2014
FREMONT HIGH SCHOOL
Authorization to Access Site During Non-Business Hours

Date: ______________________

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>EMPLOYEE#</th>
<th>DATE</th>
<th>HOURS</th>
<th>ROOM#</th>
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Purpose of access:
________________________________________________________________________
________________________________________________________________________

If an employee will be supervising a group of employees or students, please note under purpose of access, and attach a roster or name list of all persons who are expected to be present. If this involves students, please have a sign-in list for your own record. The supervising employee shall have a copy of this authorization in their possession and shall not leave personnel or student unsupervised on site.

Authorization Approved by:

Signature: ______________________ Date: ______________________

C: Plant Manager

Approved: Kenneth Adekweh
Assistant Principal
Safe School Plan
Volume 2 - Emergency Procedures
Quick Reference Guide

Fremont High School
7676 South San Pedro Street
Los Angeles, CA 90033
323-565-1200
Generated On: 02/09/2012

Los Angeles Unified School District
School Operations/Emergency Services

CONTACT INFORMATION

School Name: Fremont High School
Location: LAUSD 1025
Address: 7676 South San Pedro Street
Los Angeles, CA 90033
Telephone: 323-565-1200
Fax: 323-565-1201
Emergency: 323-565-1200

EMERGENCY INFORMATION

Emergency Information

SAFETY INFORMATION

Los Angeles Unified School District
School Operations/Emergency Services

IMMEDIATE RESPONSE ACTIONS

Date: 02/09/2012

To protect students and staff from violence, the following procedures shall be followed:

1. In the event of a threat to a student or staff member, the principal will immediately contact the parent(s) of the affected student to explain the situation.

2. In the event of a threat to a student or staff member, the principal will immediately contact the parent(s) of the affected student to explain the situation.

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## TEAM ASSIGNMENT

**Search and Rescue Team 1**  
**Leader:** Mr. Graham  
**Alternate:** R. Vidana  
**Team Members:** J. Vidana

**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Search and Rescue Team 2**  
**Leader:** L. Tan  
**Alternate:** C. Stinson  
**Team Members:** L. Vidana

**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Search and Rescue Team 3**  
**Leader:** M. Smith
  
**Alternate:** C. Hernandez
  
**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 2nd Floor

**Search and Rescue Team 4**  
**Leader:** T. Gregory
  
**Alternate:** M. Johnson
  
**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 2nd Floor

**Beauty / Utility Team**  
**Leader:** M. Johnson  
**Alternate:** G. Ramirez

**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Assembly Area Team**  
**Leader:** P. Brooks
  
**Alternate:** J. Rose
  
**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Fire Suppression / Hazmat Team**  
**Leader:** J. Franklin
  
**Alternate:** P. Nguyen
  
**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Psychological First Aid/Crisis Team**  
**Leader:** V. Lua
  
**Alternate:** E. Gutierrez
  
**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Supply / Equipment Team**  
**Leader:** T. Thomas
  
**Alternate:** J. Hernandez
  
**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Request Caps Team**  
**Leader:** B. Brown (PSA)
  
**Alternate:** L. Gutierrez
  
**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Reunion Desk Team**  
**Leader:** R. Moreira (PSA)
  
**Alternate:** J. Rodriguez
  
**Meeting Location:** Meeting Room 3  
**Additional Team Location:** Math Build 3rd Floor

**Documentation (Optional)**  
**Primary:** L. Sanchez
  
**Secondary:** M. Salinas

**Communications (Optional)**  
**Primary:** P. Adams
  
**Secondary:** M. Johnson

**Food Service:**  
**Primary:** K. Adams
  
**Secondary:** M. Johnson

**Fire and Life Safety Planning Committee:**  
**Primary:** K. Adams
  
**Secondary:** M. Johnson
SCHOOL SITE EMERGENCY MANAGEMENT ORGANIZATION CHART

Incident Commander
1. P. Aviles
2. K. Adzick

This chart shows the emergency management organization for the school's response to an emergency. The other members of the staff assigned to various elements of the emergency will report in to the people listed on the chart.

Public Information Officer
V. Bautista

Safety Coordinator (Optional)
K. Adzick

Planning/Intelligence
1. K. Adzick
2. J. Gunen

Operations
1. K. Adzick
2. B. Vilain

First Aid/Medical Team(s)
1. Angela Olmo
2. C. Bonaventura

Search and Rescue Team(s)
1. H. Gunen
2. B. Vilain

Finance/Administration
1. M. Santos
2. S. Sanchez

Logistics
1. M. Sant
2. J. Valdez

Supplies/Equipment
1. P. Rose
2. J. Hernandez

Staff Accounting

Chief Accounting

Central Accounting

Security/Utilities Team(s)
1. Office Room
2. D. Stans

Assembly Area Team(s)
1. P. Wang
2. P. Rose

Fire Suppression Team(s)
1. M. Sanchez (PSA)
2. P. Santos

Psychological
First Aid/Crisis Team(s)
1. V. Luna
2. G. Quijano

Transportation
1. 
2. 

Relief/Char Team(s)
1. R. Martinez (PSA)
2. N. Aviles

If no one is assigned to a position, it is assumed that the person who occupies that position is keeping and doing the responsibilities for the unlisted position.

The Standard Emergency Management System

Note: This Organization Chart is based on SEMS, and adapted for LAUSD use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup.
Fremont High School

EMERGENCY/DRILL INFORMATION

Place in your Emergency Packet

As a matter of safety, all teachers must be familiar with and observe the following drill procedures. It is also the responsibility of all teachers to make sure that the students entrusted into their care are also familiar with and observe the following emergency procedures.

Please keep in mind that school buildings are built to higher standards and are inspected regularly; in the event of a fire you should have time to exit the building in a safe and orderly manner.

Each classroom should have an emergency folder explaining all drill and emergency procedures. If there is no card in your classroom, or if the card is damaged, please notify me at once for a replacement.

If you have any questions about the information or instructions in this bulletin, please see me.

1. Fire Drill

   A. The school signal for a fire drill is the ringing of an intermittent bell.

   B. Teachers are to observe the following guidelines:
      1. All windows are to be closed.
      2. All lights are to be turned off.
      3. All doors are to be closed and locked after the class exits.
      4. All power equipment is to be turned off.
      5. All teachers will take their roll books with them during the drill.
      6. Do NOT attempt to use the elevator. Please exit on the stairways.
      7. All teachers will accompany their class to the designated safety area (see armoured maps). Take roll, remain with the class through the drill, and accompany the class back to the classroom at the end of the drill.
      8. Teachers are to try to keep students at least 25 feet away from buildings until they reach the safety area.
      9. If you think that someone is unable to exit the building, please tell an administrator, do NOT attempt to return to the building to find someone.

   C. Teachers are to inform students of these additional guidelines:
      1. If a student is in the hall when a fire drill begins, he/she is to exit the building with the nearest class.
2. If an assembly is taking place during a fire drill, students and teachers
are to exit to their normal safety areas by the nearest exit.

D. A fire drill will be terminated by the ringing of a single long bell.

II. Earthquake/Emergency Drill “Drop, Cover and Hold”

A. There is no warning signal given to indicate the occurrence of an
earthquake. This drill shall be conducted by the individual teacher. The
command is “Drop.” The procedure provides protection from flying
objects and broken glass for students and staff during an earthquake.

B. Procedures within the classroom shall be as follows:
   1. Get under some equipment, desk, table, etc. where available. This
      should be away, if possible, from windows or objects which may fall.
   2. Drop to the knees with back to windows and knees together.
   3. Hold onto the legs of the table or desk so that the shaking will not tip
      the over the desk or move it so that you are uncovered.
   4. Face is to be buried in arms, protecting the head. Eyes are to be closed
      tightly.
   5. Students are to remain in the drop position until the quake is over or
      until instructed to leave. The instructions will depend upon the
      circumstances and the extent of damage to the buildings.

C. If outside the school building during an earthquake, get clear of all
buildings and remain there until further instructions are given.

D. If instructed to evacuate the building, follow the same procedure as in a
fire drill, and accompany classes to the designated safety area (see
attached maps).

III. Drop/Take Cover Drill

A. This procedure is used during the following disasters when they occur in or
   near the school: bomb blast, gas truck explosion, airplane crash, gas storage
   tank explosion, shooting incident, railroad tank car explosion.

1. Procedure when inside the classroom:
   a. Upon the command of “Drop/Take Cover,” drop to knees with
      back to a window, place head in lap and clasp hands behind the neck.
   b. Wait quietly for further instructions.

2. Procedure when outside the classroom:
   a. Seek any type of protection (curb, bench, ditch, gutter, etc.).
   b. Drop to ground with back to hazard and clasp hands behind neck.
   c. Remain in this position for a brief period, and then seek, if
      necessary, more protective cover.
3. Procedures when going to or from school: a. Seek any type of protection (curt, bench, ditch, gutter, etc.).
   b. Drop to ground with back to hazard and clasp hands behind the neck.
   c. Remain in this position for a brief period, and seek, if necessary, more protective cover.
   d. Go to the nearest available place of shelter and remain there quietly until instructed to leave by a recognized authority.

IV. Lock Down Drill or “Campus Protection”

This drill is used to practice securing the school during police action, campus intrusion, community incidents or any other incident requiring school/room security.

1. Lock Down procedures inside the classroom:
   a. Lock doors.
   b. Close blinds and cover door window if necessary.
   c. Move students away from window.
   d. Remain in classroom until emergency is over, as announced by the site administrator.

2. Lock Down procedures outside the classroom:
   a. Proceed to closest room.
   b. Remain inside room until emergency is over, as announced by the site administrator.

V. Shelter in Place Drill

This action is taken to place or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shut down of classroom and building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that Shelter-in-Place involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in buildings and buildings with exterior passageways will have to remain in the classroom.

1. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or other school buildings. Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
2. Teachers must secure individual classrooms, and the plant manager and Security/Utilities Team will assist in completing the procedures as needed: shut down HVAC systems; turn off fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
**DRILL/EMERGENCY STATUS REPORT**

**RETURN TO THE INCIDENT COMMAND CENTER/OFFICE**

<table>
<thead>
<tr>
<th>TEACHER’S NAME: ___________________________</th>
<th>ROOM: ______</th>
<th>PRESENT: Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER'S ASSISTANT’S NAME: ________________________________________________</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

**TYPE OF EMERGENCY DRILL:**
- [ ] FIRE
- [ ] DROP/TAKE COVER
- [ ] EARTHQUAKE
- [ ] LOCK DOWN
- [ ] IN-PLACE SHELTERING
- [ ] OFF-SITE EVACUATION
- [ ] CLEAR YARD
- [ ] OTHER

**ALL STUDENTS ACCOUNTED FOR:**
- [ ] Yes
- [ ] No

**MISSING OR UNACCOUNTED FOR:**
1. 
2. 
3. 
4. 
5. 
6. 

**EQUIP STUDENTS/PERSONS:**
1. 
2. 
3. 
4. 
5. 
6. 

**STUDENTS WHO ARE ABSENT:**
1. 
2. 
3. 
4. 
5. 
6. 

**OTHER:** (Example: Students who left early, etc.)
1. 
2. 
3. 
4. 
5. 
6. 

Revised: 8/5/13
EARTHQUAKE DRILL
EVALUATION FORM

DATE: ____________________

NAME: ___________________________  ROOM: _______

1. WHAT WENT WELL?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. WHAT DID NOT GO WELL?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. SUGGESTIONS/RECOMMENDATIONS FOR IMPROVEMENT.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. ANY OTHER COMMENTS?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

PLEASE COMPLETE THIS FORM AND RETURN IT TO: ____________________________ BY: ____________________________

Revised: 8/5/13
EARTHQUAKE DRILL
EVALUATION FORM

DATE: _________________

NAME: ________________________________________  ROOM: ______

1. WHAT WENT WELL?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. WHAT DID NOT GO WELL?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. SUGGESTIONS/RECOMMENDATIONS FOR IMPROVEMENT.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. ANY OTHER COMMENTS?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PLEASE COMPLETE THIS FORM AND RETURN IT TO:

REVISED: 8/5/13
# LOS ANGELES UNIFIED SCHOOL DISTRICT
## STUDENT EMERGENCY INFORMATION FORM

**Parent Information:** Please fill out completely and sign where indicated. In a major emergency, it is school district policy to main students at school for their safety. This form will be used by the school staff when students are released to home. Please provide electronic or print copies and keep completed form on file.

<table>
<thead>
<tr>
<th>STUDENT'S LAST NAME</th>
<th>FIRST NAME</th>
<th>GRADE</th>
<th>HOME LANGUAGE</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT'S HOME ADDRESS – NUMBER</strong></td>
<td>STREET</td>
<td>APARTMENT</td>
<td>CITY</td>
<td>ZIP CODE</td>
<td></td>
</tr>
<tr>
<td><strong>MAILING ADDRESS – NUMBER</strong></td>
<td>STREET</td>
<td>APARTMENT</td>
<td>CITY</td>
<td>ZIP CODE</td>
<td></td>
</tr>
<tr>
<td><strong>PARENTS / LEGAL GUARDIAN'S LAST NAME</strong></td>
<td>FIRST NAME</td>
<td>RELATIONSHIP TO STUDENT</td>
<td>LIVES WITH?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>WORK ADDRESS – NUMBER</strong></td>
<td>STREET</td>
<td>CITY</td>
<td>ZIP CODE</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONTACT NUMBERS</strong></td>
<td>Indicate which phone to call for each message type</td>
<td><strong>EMAIL ADDRESS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HOME</strong></td>
<td>EMERGENCY:</td>
<td>Home</td>
<td>Cell</td>
<td>Work</td>
<td></td>
</tr>
<tr>
<td><strong>CELL</strong></td>
<td>ATTENDANCE:</td>
<td>Home</td>
<td>Cell</td>
<td>Work</td>
<td></td>
</tr>
<tr>
<td><strong>WORK</strong></td>
<td>GENERAL INFO:</td>
<td>Home</td>
<td>Cell</td>
<td>Work</td>
<td></td>
</tr>
<tr>
<td><strong>PARENTS / LEGAL GUARDIAN’S LAST NAME</strong></td>
<td>FIRST NAME</td>
<td>RELATIONSHIP TO STUDENT</td>
<td>LIVES WITH?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>WORK ADDRESS – NUMBER</strong></td>
<td>STREET</td>
<td>CITY</td>
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<td><strong>WORK</strong></td>
<td>GENERAL INFO:</td>
<td>Home</td>
<td>Cell</td>
<td>Work</td>
<td></td>
</tr>
</tbody>
</table>

In the event you are unable to reach me during an emergency, you are authorized to contact, at your discretion, any child by any of the following:

- **NAME**
- **RELATIONSHIP**
- **HOME PHONE**
- **CELL PHONE**
- **WORK PHONE**
- **EMAIL**

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>HOME ROOM</th>
<th>GRADE</th>
<th>RELATIONSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LAST NAME</strong></td>
<td>FIRST NAME</td>
<td>HOME ROOM</td>
<td>GRADE</td>
<td>RELATIONSHIP</td>
</tr>
</tbody>
</table>

## AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT

The undersigned, as parent/legal guardian of, hereby authorizes the principal in charge and any other person acting under the direction of the principal in charge of the school, to consent to any X-ray examination, treatment, and all surgical diagnosis, treatment, and hospital care to be rendered to the student with whom he is associated, whenever such physical or psychological examination, treatment, and hospital care be rendered to the student with whom he is associated, whenever such examination, treatment, and hospital care may be necessary. This authorization is given in accordance with Section 69607 of the California Education Code, and shall remain effective until revoked in writing and delivered to the District. I understand that the District, its officers and employees are not liable for any failure to render, or to the transportation of the student, if further examination that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or medication provided in relation to this authorization shall be my sole responsibility or the student's primary provider.

**HEALTH ALERTS:** List any medical condition which may affect physical activity or requires special attention. Include conditions such as asthma and allergies such as peanut and tree allergies.

**DOES THIS STUDENT HAVE HEALTH INSURANCE?** (Check One)
- Yes
- No
- Yes
- Private Health Insurance
- Medical
- Healthy Families

**MEDICAL / HEALTHY FAMILIES ID Number:**

<table>
<thead>
<tr>
<th>1. PRIVATE HEALTH INSURANCE NAME</th>
<th>GROUP NO.</th>
<th>2. PRIVATE HEALTH INSURANCE NAME</th>
<th>GROUP NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(If you have more than one plan)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NAME OR DOCTOR / MEDICAL OFFICE:**

**PHONE NUMBER OF DOCTOR / MEDICAL OFFICE:***

If the student currently does not have health insurance, information on free or low-cost health care programs is available by calling the U.S. Office of Health Care Program 1, 310-701-6400.

If my child is allergic to the following medications:

**MY CHILD CURRENTLY TAKES THE FOLLOWING MEDICATIONS:**

If I certify that I have read and understood this form and do hereby give my authorization for emergency medical treatment, and that all information I have provided on this form is true and correct.

X

**DATE:**
### Autrización para Tratamiento Médico de Emergencia

**Fecha de Nacimiento:**

**Nombre:**

**Número de Identificación:**

**Domicilio:**

**Teléfono:**

**Correo Electrónico:**

#### Indicaciones de Tratamiento Médico de Emergencia

**Indicaciones Médicas:**

- **Enfermedad:**
- **Medicación:**
- **Medicamento:**

**Nombre del Médico:**

**Fecha:**

---

**Autorización para Tratamiento Médico de Emergencia (Firma del Alumno):**

**Fecha:**

**Firma del Alumno:**

**Firma del Parente:**

---

**Fecha de Firma:**

**Nombre del Parente:**

**Relación:**

---

**Fecha de Firmas:**

**Nombre del Parente:**

**Relación:**

---

**Fecha de Firmas:**

**Nombre del Parente:**

**Relación:**

---

**Fecha de Firmas:**

**Nombre del Parente:**

**Relación:**

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**Fecha de Firmas:**

**Nombre del Parente:**

**Relación:**

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**Fecha de Firmas:**

**Nombre del Parente:**

**Relación:**

---
a. District Bulletin References
b. Bul-1347.1 Child Abuse Reporting
c. Bul-2368.1 Student and Employee Security
d. Bul-4223 Jury Service for Certificated Employees
e. Bul-714
f. Bul-5212.0 Anti Bullying/Hazing
g. Bul-2047 Hate Crimes
h. Bul-1603 Act of Violence