

SOUTH FORK UNION SCHOOL DISTRICT
COMPREHENSIVE SAFE SCHOOL PLAN
2020/2021

South Fork Union Elementary School District

5225 Kelso Valley Road
Weldon, CA 93283

Superintendent/Principal
Kim Kissack

Board of Education
Dale Creighton, President
Michael Morgan
Tony Cain
Eric Hafenfeld
Daures Stephens

South Fork Elementary Fay Ranch Campus
6401 Fay Ranch Road
Weldon, CA 93283

South Fork Elementary Kelso Campus
5225 Kelso Valley Road
Weldon, CA 93283

SOUTH FORK UNION SCHOOL DISTRICT

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I. COMPREHENSIVE SAFE SCHOOLS PLAN STATEMENT OF BACK GROUND

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The CCSP applies to staff, students, and guests. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally contact,

Kim Kissack
Superintendent/Principal
South Fork Union School District
5225 Kelso Valley Rd.
Weldon, CA 93283
760-378-4000

SOUTH FORK UNION SCHOOL DISTRICT

II. VISION AND MISSION STATEMENT

VISION

A community united in creating life-long learners to improve our future through education.

MISSION STATEMENT

To give a desire for lifelong learning; and to provide educational opportunities that will help them prepare for lifelong learning. We offer relevant education in a safe environment, with opportunities for academic, athletic and social success.

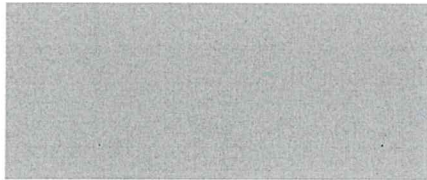
a. School Site Council and Safety Committee Members

Kim Kissack
Stephanie Holman, President
Anita Harwell, Vice President
Kris Depew, Secretary
Crystal Carver
Dianna Hinkey
Annette Thomey
Stephanie Weatherly
Sgt. Patrick McNeal- Kern County Sheriff Department (Lake Isabella Substation) Law Enforcement Contact
Justin Wilkins- Kern County Fire Department, Station 71 South Lake- First Responder Contact

b. Site Council and Safety Committee Meeting Dates

February 5th, 2020
January 14th, 2021
February 11th, 2021

III. Safe Schools Report
a. SARC 2019-2020

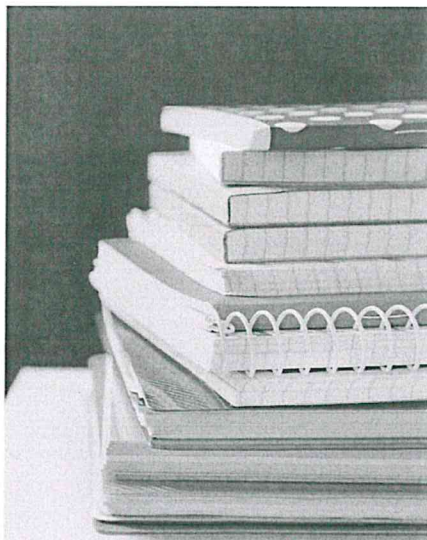


SARC

2019-20

School Accountability
Report Card

Published in 2020-21



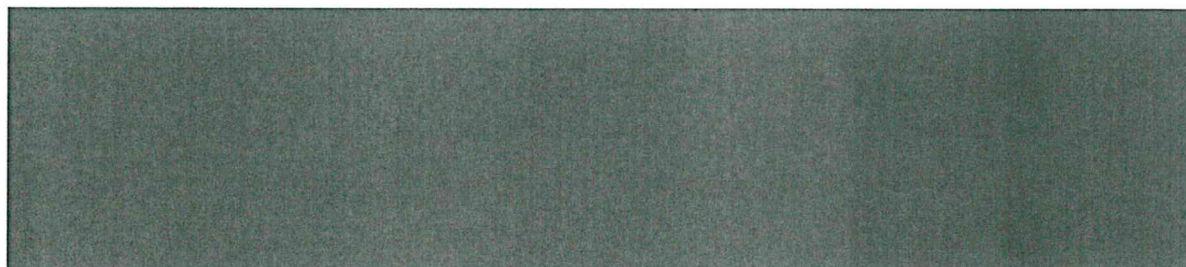
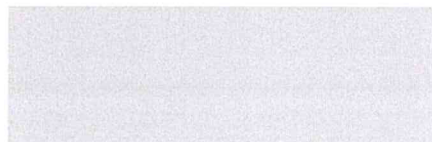
South Fork Elementary School

Grades K-8
CDS Code 15-63784-6010060

Kim Kissack
Principal
kkissack@southforkschool.org

5225 Kelso Valley Road
Weldon, CA 93283
(760) 378-4000

www.southforkschool.org



South Fork Union School District

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Principal's Message

The South Fork Union School district is a preschool through eighth grade district, located in the eastern part of the Kern River Valley. The east-west district lines run from Walker Pass to South Lake, while the north-south boundaries are between Kennedy Meadow and Kelso Valley, for a total of 417 square miles. The district is primarily an agricultural and ranching community with several housing sites for people working in the area and at the China Lake Naval Weapons Center, Ridgecrest and Bakersfield.

The district has one school with two sites: South Fork Elementary Fay Ranch Campus, Preschool through third grade and South Fork Elementary Kelso Campus, grades 4-8. Student population at the South Fork Elementary School Fay Ranch Campus averages 160. South Fork Elementary School Kelso Campus enrollment averages 120.

South Fork Union School District's mission is to be a community united in creating life-long learners to improve our future through education. We offer relevant education in a safe environment, with opportunities for academic, athletic and social success. Progress indicators are monitored quarterly at the School Site Council (SSC)/ Local Control Accountability Plan (LCAP) meetings. Schoolwide programs include Title I.

Mission Statement

South Fork Union School District's mission is to be a community united in creating life-long learners to improve our future through education.

Parental Involvement

Our district regularly meets with parents through our District Advisory Committee, Parent Teacher Club, School Site Council, Back to School Nights, Open House, Parent Conferences and LCAP meetings. The district is always looking for ways to increase parent participation in areas of district leadership and policy. We utilize a school application to reach parents with important updates and information.

Parents can contact Kim Kissack at (760) 378-4000 for information on becoming involved in any of the above listed programs.

School Safety

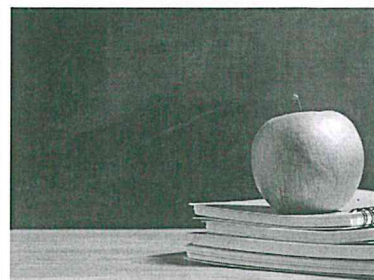
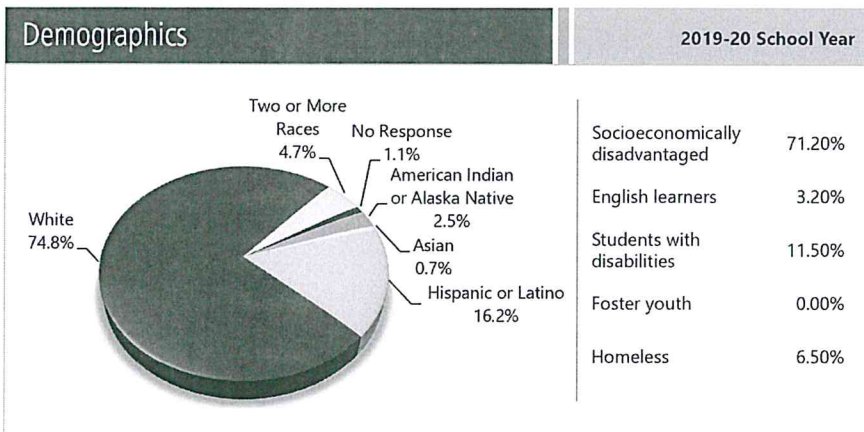
Key elements of the plan include:

- Component 1—People and Programs: Provide students a safe, respectful, accepting and emotionally nurturing environment.
- Component 2—Places: Keep facilities in good repair.

The plan also includes, mandated reporter information, protocol for disruptive students, suspension and expulsion ed. codes, suicide prevention, safe ingress and egress, visitor and emergency policy and current California Dashboard. The school safety plan was last review, updated and discussed with school faculty and staff in February 2021.

Enrollment by Student Group

The total enrollment at the school was 278 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

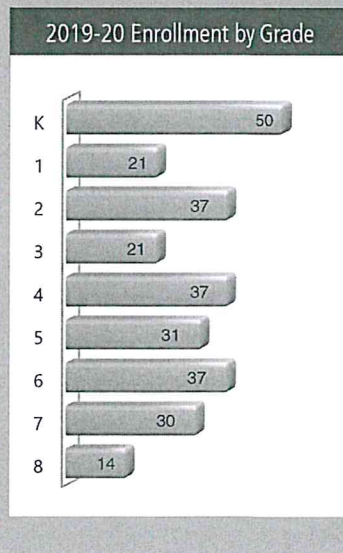
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Governing Board

Dale Creighton
Eric Hafenfeld
Mike Morgan
Tony Cain
Daures Stephens

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

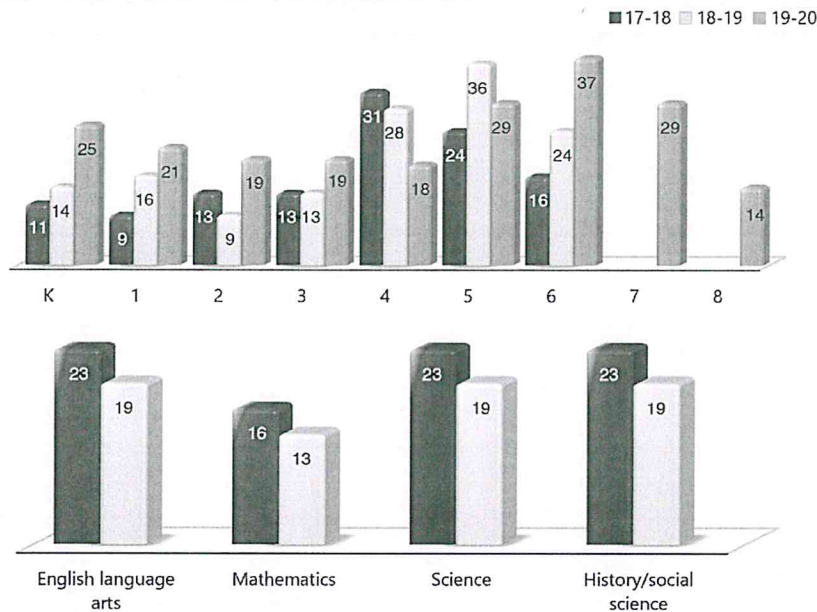


Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2017-18			2018-19			2019-20		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			2				2	
1	2	1		1	1			1	
2	2	1		3			2		
3	9	8		2	1		1		
4		9		1	8		2		
5		8				8		1	
6	9				9				1
7								1	
8							1		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2	2		4					
Mathematics	2	1		3					
Science	1	1		2					
History/social science	1	1		2					

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Suspension Rates		
	17-18	18-19
South Fork ES	1.8%	1.4%
South Fork Union SD	1.8%	1.4%
California	3.5%	3.5%
Expulsion Rates		
	17-18	18-19
South Fork ES	0.0%	0.0%
South Fork Union SD	0.0%	0.0%
California	0.1%	0.1%
Suspension Rates		
	19-20	
South Fork ES	0.0%	
South Fork Union SD	0.0%	
California	2.5%	
Expulsion Rates		
	19-20	
South Fork ES	0.0%	
South Fork Union SD	0.0%	
California	0.1%	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	South Fork ES		South Fork Union SD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	15%	◇	15%	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	South Fork ES		South Fork Union SD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	44%	◇	44%	◇	51%	◇
Mathematics	28%	◇	28%	◇	40%	◇

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2019-20 School Year	
Percentage of Students Meeting Fitness Standards		South Fork ES	
		Grade 5	Grade 7
Four of six standards		◇	◇
Five of six standards		◇	◇
Six of six standards		◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

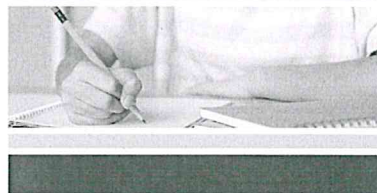
California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

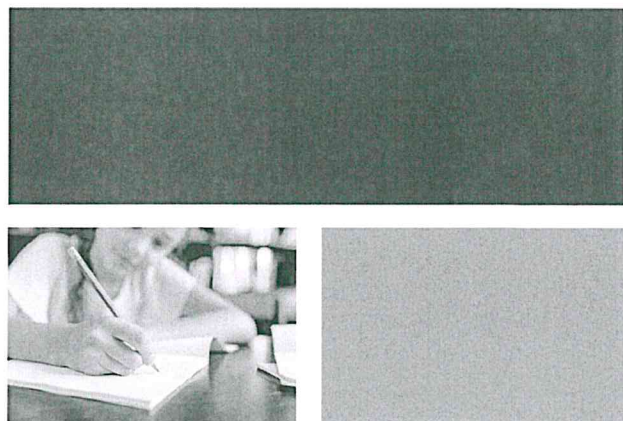
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

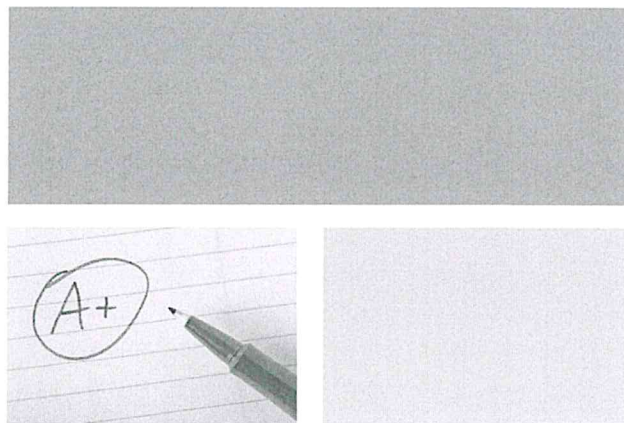
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

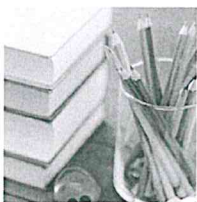




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





Textbooks and Instructional Materials

The textbook selection process includes teachers and school staff. The final approval is voted on by the school board. The text books adopted were chosen from the state approved list. The textbook content fits within the framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Ready Gen</i> , Pearson (K-5)	2016
Reading/language arts	<i>My Perspectives</i> , Pearson (6-8)	2016
Mathematics	<i>Envision Math</i> , Pearson	2016
Science	<i>Studies Weekly</i>	2018
History/social science	<i>Studies Weekly</i> (K-5)	2018
History/social science	California History Social Science, Pearson (6-8)	2018

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2020-21 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2020-21 School Year
South Fork ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		0%
Health		0%

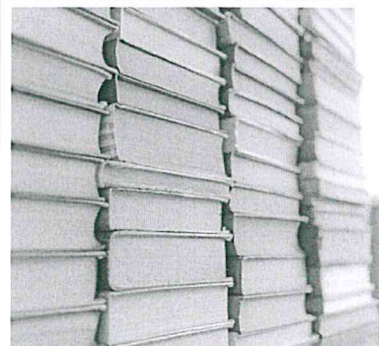
Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2020-21 School Year	
Data collection date	9/10/2020

Public Internet Access

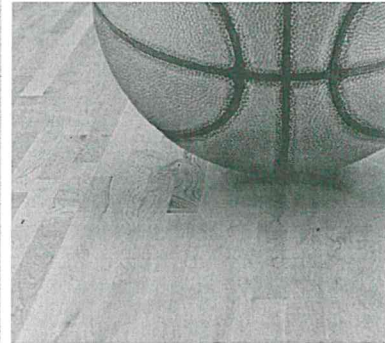
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2020-21 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	6/24/2020	
Date of the most recent completion of the inspection form	6/24/2020	



Types of Services Funded

South Fork Elementary School will use funds to supplement goals and action steps in the Local Control Accountability Plan. These goals and action steps:

1. Increase Academic Achievement.
2. Targeted Professional Development to strengthen instruction for students.
3. Retain additional support staff.
4. Continued Implementation of Positive Behavioral Interventions and Supports (PBIS)/ Multi-Tiered System of Support (MTSS) to improve intervention in attendance, behavior and academics for students.

Based on analysis of the 2018 Dashboard and Model Five by Five placement reports, local measures and data, school climate surveys and LCAP meetings, we have identified excellent progress in the area of chronic absenteeism reduction, student suspensions and English language arts and math student achievement.

To maintain and build upon progress, the district will continue to provide professional development to staff in curricular areas and PBIS. Increased collaboration time for staff will help facilitate the time necessary for professional development. We will continue to build our school climate and continue implementation of educational technology.

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs			2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Interior	Heavy metal stacked on top of cabinets- Rm 3-4. Items removed immediately.	6/24/2020	

School Facilities

The Fay campus of the South Fork school was built in the 1950's. It has nine classrooms and a cafeteria, computer lab and large play area with athletic fields. The Kelso campus has 11 classrooms and a computer lab/Library. It also has a large area with athletic fields, a swimming pool and cafeteria with an attached community center. Both campuses are in good condition. The maintenance staff works hard with upkeep on the older buildings. An extensive cleaning protocol is adhered to due to COVID-19.

The South Fork School District received a kindergarten classroom grant and is in the process of adding one additional kindergarten classroom to the Fay campus. We have also applied for modernization funding to update the Fay campus in the future.



"We offer relevant education in a safe environment, with opportunities for academic, athletic and social success."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data			
	South Fork Union SD	South Fork ES			
Teachers	20-21	18-19	19-20	20-21	
With a full credential	10	9	9	10	
Without a full credential	3	3	4	3	
Teaching outside subject area of competence (with full credential)	0	0	0	0	



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data			
		South Fork ES			
Teachers		18-19	19-20	20-21	
Teacher misassignments of English learners		0	1	0	
Total teacher misassignments		0	1	0	
Vacant teacher positions		0	0	0	

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	0.00
Nurse	0.40
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

Professional Development

Professional Development Days		Three-Year Data		
		2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement		12.5	12.5	12.5

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2018-19 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2018-19 Fiscal Year
	South Fork Union SD	Similar Sized District
Beginning teacher salary	\$44,563	\$46,965
Midrange teacher salary	\$63,159	\$67,638
Highest teacher salary	\$77,295	\$88,785
Average elementary school principal salary	⊕	\$112,524
Superintendent salary	\$117,233	\$128,853
Teacher salaries: percentage of budget	25%	30%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
South Fork ES	\$10,415	\$55,675
South Fork Union SD	\$10,415	\$55,675
California	\$7,750	\$71,448
School and district: percentage difference	◆	◆
School and California: percentage difference	+34.4%	-22.1%

⊕ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

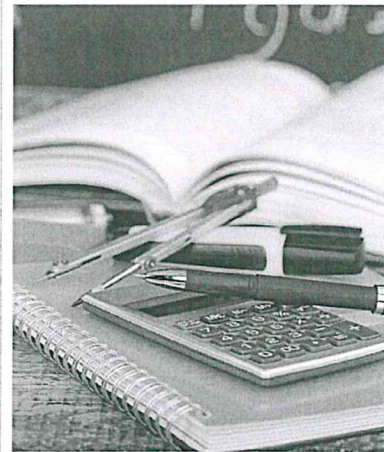
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2020.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2018-19 Fiscal Year	
Total expenditures per pupil	\$13,042
Expenditures per pupil from restricted sources	\$2,627
Expenditures per pupil from unrestricted sources	\$10,415
Annual average teacher salary	\$55,675



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

PUBLISHED BY:



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b. Attendance Summary Report

In the 2019-2020 school year South Fork Union School District reported:

- ADA of 268.58
- Attendance rate of 96%
- 52 SARB letters were sent

IV. 2020-2021 Safe Schools Action Plans

After analyzing data, resources, and desired areas of change, South Fork Union School District has determined that the following priorities for action are necessary to create a safe, secure and positive learning environment emphasizing responsible and respectful behavior.

a. Component 1: People and Programs: Provide students a safe, respectful, accepting and emotionally nurturing environment.

South Fork Elementary Schools have put in place many programs and activities that emphasize good character building based on our three general rules; Respectful, Responsible and Safe. All staff have been trained and are aware of our PBIS based education system for the schools. Students and staff are regularly trained and practice school and classroom wide expectations and restorative practice for student behaviors. South Fork encourages and will continue to encourage a positive learning environment where all students are accepted and have the opportunity to learn. South Fork has used attendance incentives, anti-bullying/developing respect for peers assemblies and field trips, extra para-professionals for additional supports, and a PBIS reward system. This continues to be a top priority for South Fork Schools.

1. Evaluation of Previous Year's Goals:

In the 2019-2020 school year South Fork Schools worked to further implementation of PBIS principles. We were able to have a school psychologist on campus frequently that assisted in a successful implementation. Students received timely rewards based on expectations. Staff was trained in restorative justice principles and these were put in place. Also with the onset of the Covid-19 shutdowns, plans were created and shared with staff on how to stay safe and follow health and safety protocols at this time. Due to the Covid-19 school shutdown in March of last school year some goals were not able to be completed. They will be saved until we can safely work together on campus.

b. Component 2: Places: Keep Facilities in Good Repair.

South Fork Elementary Schools will continue to modernize and update its campuses to meet modern day needs and improve the safety of our students, staff and guests.

1. Evaluation of Previous Year's Goals:

South Fork Schools continue to improve on safety and modernization. In the past year, the school district began the process of a new Kindergarten facility. Staff were trained in Pro-Act for addressing student behavioral safety. Additionally, due to the Covid-19 shutdowns some goals were unable to be met. They will be saved until we can safely work together on campus. Creating a safe atmosphere and being prepared for emergencies continues to be a foremost goal for South Fork Schools.

Component 1: People and Programs		
Goal #1: Provide students a safe, respectful, accepting and nurturing environment.		
Objective 1 Ensuring student's health and safety	Actions Staff and students will use appropriate PPE while on campus in the instance of return to in person learning (masks, gloves, sanitizers, hand washing, etc.) Appropriate social distancing signage will be posted around campus and staff will ensure students are socially distanced while inside of buildings.	Responsible Party South Fork Staff/District Office

Component 2: Places		
Goal #1: Keep facilities in good repair.		
Objective 1 Changing door locks on the Fay Campus.	Actions MOT will look into changing the existing door locks on the Fay Campus classrooms to door handles that are able to lock from the inside. (continued from last year)	Responsible Party MOT/Site Council
Objective 2 Sanitization of school facilities	Actions MOT staff will ensure all facilities used during Covid-19 closure or return to in person learning is appropriately cleaned and/or sanitized on a daily basis.	Responsible Party MOT Staff
Objective 3 Additional emergency training and designated evacuation sites for students outside of classrooms.	Actions Superintendent and MOT will create plan for evacuation to rooms when students are present outside of classrooms (recess). They will address the issue of how paraprofessionals have access to locked rooms if needed. District will also plan and provide emergency training for all staff that address various possible emergency scenarios.(continued from last year.	Responsible Party Kim Kissack, MOT

V. School Safety Practices, Policies and Procedures
EC Section 32282

a. Child Abuse Reporting

Board Policy 5141.4

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

(Name of appropriate agency) _____

(Address) _____

(Phone number) _____

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Policy SOUTH FORK UNION SCHOOL DISTRICT
adopted: June 11, 2015 Weldon, California

b. Notification of Dangerous Pupils to Teachers

Board Policy 4358 Employee Security

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

The Superintendent or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

Policy SOUTH FORK UNION SCHOOL DISTRICT

adopted: May 8, 2012 Weldon, California

Protocol for Disruptive Students

After meeting with the PBIS team, we have developed the following protocol for students who have severely disruptive or violent outburst.

If a student becomes a danger to themselves or others (throwing a chair)

1. If you need assistance-Please call your front office and the secretary will radio for a CPI assistance and where it is needed.
2. Use calm language- No Yelling!!
3. Remove other students from the room.
4. Don't try to touch or intervene when a student is in a major crisis. Especially if they are throwing objects that may hurt someone.
5. Many of our more difficult behavior students do not like to be touched and it only increases the agitation of the student.
6. Safety is our first priority.

Recommendations for working with disruptive students:

1. Give the student choices.
2. Don't force work. Completing work is good but emotional stability is always the first priority.
3. Many of these students are completing modified work-not necessarily the same as other classmates maybe completing.

Please ask questions if you have them, we know that what works for one student may not work for another.

c. District Rules and Procedures on Discipline/Suspension & Expulsion Policies

School Discipline Code: Education Code 44907 Student Conduct, Physical Control-Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice-principal, principal. Or any other employees of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of duties, the of the same degree of physical control over a pupil that a parent would be legally privileged to exercise, but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

South Fork Schools operate within the guidelines of our School Wide Behavioral Expectations. Briefly, the program requires each child to be on task, to not disturb others, and to treat each student and faculty member with courtesy and respect. In addition, the teacher is responsible for providing a good academic program and to keep the classroom atmosphere conducive to learning. Student infractions are dealt with firmly and in a timely manner, while responsible behavior is rewarded. Thus the program delivers appropriate consequences for infractions while rewarding positive aspects.

Education Code 48908 –Student Responsibilities: All pupils shall comply with the regulations, pursue the course of study, and submit to the authority of the teachers of the school.

C.C.R. Title 5, SECTION 300-student responsibilities: Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teachers and others in authority, observe good order and propriety of department; be diligent in study; respectful to his teachers and others in authority; kind and courteous to schoolmates; and refrain from the use of profane and vulgar language.

General Rules: The students and staff at South Fork School operate under these three basic expectations:

1. Be Respectful
2. Be Responsible
3. Be Safe

All behavior is based on the behavior expectations listed above. Each school area has its own behavior expectations. Each child is expected to know and show these behaviors.

Positive and negative consequences: The positive behavior framework supports consequences for meeting or not meeting behavior expectations.

Not meeting behavior expectations will lead to additional positive behavior practice, teacher or student phone call to parent, sent to partner teacher, extreme clause referrals, and in school or out of school suspensions.

Positive: Special classroom privileges, positive referrals from staff, phone calls to parents, special recognition from the Principal, and extra recess time. The staff at South Fork School strives to create a respectful, responsible, and safe learning atmosphere.

Three blue slips = behavior practice and phone call home

Four blue slips = Referral

Consequences may include: Lunch time intervention 1-5 days

Continual infractions and disruptive behavior will result in intervention class.

CALIFORNIA EDUCATION CODE: Suspension and Expulsion
EC §48900 - Grounds for suspension or expulsion; jurisdiction;
legislative

intent (Amended by Assembly Bill 86 effective January 1, 2009)

A pupil shall not be suspended from school or recommended for expulsion, unless the

superintendent or the principal of the school in which the pupil is enrolled determines

that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r),

inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

2

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district, or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

3

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

48900.1. - Pupil suspended by teacher for 48900(i) or (k) violation; attendance

of parent for portion of schoolday; local policy and procedures

(a) The governing board of each school district may adopt a policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for reasons specified in subdivision (i) or (k) of Section 48900, to attend a portion of a school day in the classroom of his or her child or ward. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

(b) The policy shall be adopted pursuant to the procedures set forth in Sections 35291 and 35291.5. Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to this section uniformly to all pupils within the classroom. The adopted policy shall include the procedures that the district will follow to accomplish the following:

4

(1) Ensure that parents or guardians who attend school for the purposes of this section meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the school site.

(2) Contact parents or guardians who do not respond to the request to attend school pursuant to this section.

(c) If a teacher imposes the procedure pursuant to subdivision (a), the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to law. This section shall apply only to a parent or guardian who is actually living with the pupil.

(d) A parent or guardian who has received a written notice pursuant to subdivision (c) shall attend class as specified in the written notice. The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class, or within a reasonable period of time thereafter, as established by the policy of the board adopted pursuant to subdivision (a).

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in

any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of Grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- 1) While on school grounds;
- 2) While going to or coming from school;
- 3) During the lunch period whether on or off campus;
- 4) During, or while going to, or coming from, a school sponsored activity;

***** When a student is suspended he/she may not be on any South Fork Campus or school event involving South Fork students during the time of suspension.**

DEFINITIONS

Threaten: a declaration of an intention or determination to inflict punishment, pain, or loss on someone in retaliation for, or conditionally upon, some action of course; a menace.

Unlawful: Not lawful; contrary to law; illegal; not sanctioned.

Committed: to do; perform; perpetrate.

Cause(d): to be cause of; bring about.

Attempt: to make an effort at; try: effort put forth to accomplish something.

Obscene: offensive to modesty or decency; indecent; disgusting; repulsive.

Habitual: actions or speech fixed by or resulting from habit; commonly used (by a given person).

Profanity: characterized by any word or action of irreverence or contempt for anything or anyone who should be held in reverence or respect.

Vulgarity: by speech, action, intent, or dress, to lower or debase other or oneself.

Disrupt: to break up into parts by forcible words or action.

Valid authority: sound, just, or well founded; legally sound, effective or binding; having legal force; sustainable or by law.

Authority: the right to determine, adjudicate, or otherwise settle issues or disputes; the right to control, command, or determine.

Defy: to challenge the power of; resist boldly or openly; bold opposition or antagonism; open disregard to authority.

d. Bully Prevention and Reporting

Board Policy 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

e. Personal or Mental Health Counseling

Board Policy 6164.2

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

Policy SOUTH FORK UNION SCHOOL DISTRICT
adopted: June 23, 2016 Weldon, California

f. Suicide Prevention

Board Policy 5141.52

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades
2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Policy SOUTH FORK UNION SCHOOL DISTRICT

adopted: May 11, 2017 Weldon, California

g. Hate Crime Reporting Procedures

Board Policy 5145.9

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Policy SOUTH FORK UNION SCHOOL DISTRICT

adopted: November 10, 2009 Weldon, California

h. Safe Ingress/Egress Procedures

SCHOOL BUSES

Busses are provided to transport Preschool through Eighth Grade students to and from school. RIDING THE BUS IS A PRIVILEGE AND MAY BE REVOKED AT ANY TIME FOR UNSAFE BEHAVIOR. Each student is to get on and off, only at his or her assigned bus stop

WRITTEN CONSENT BY THE PARENT/GUARDIAN IS REQUIRED FOR ANY CHANGE IN STUDENT DISMISSAL OR TRANSPORTATION. PLEASE ADHERE TO THIS POLICY AND DO NOT PHONE CHANGES TO THE SCHOOL SINCE CHANGES MUST BE IN WRITING AND SIGNED BY THE PARENT/GUARDIAN. THIS IS FOR THE SAFETY OF THE CHILD IN AGREEMENT WITH THE BOARD POLICY AND SCHOOL SAFETY PLAN.

Bus and Transportation Safety

Bus rules and regulations are based upon mandatory California Highway Patrol Safety Regulations.

Each Bus driver is required to enforce these regulations. The main duty of each bus driver is to deliver each child safely to and from school. It is the responsibility of the bus driver to determine when a student is behaving in an unsafe or potentially unsafe manner.

Rules

- 1- No hitting, slapping, pushing, tripping, fighting, profane Language, obscene gestures, and/or blocking a bus aisle.
- 2- Any disrespect or defiance of the bus driver, distracting the driver, or any other act which the bus driver determines to be unsafe or inappropriate.
- 3- Students are prohibited from changing their bus stop.
- 4- Sticking or throwing anything around the bus or out of the windows (arms, head, books, paper, etc.)
- 5- Any movement out of the seat (standing, kneeling, or moving) while the bus is in motion or while the driver is off the bus for a red light crossing
- 6- Unauthorized tampering with any windows, doors, or other bus parts.
- 7- Damaging or defacing any part of the bus.
- 8- No transporting live animals, glassware, or any dangerous items.
- 9- No eating of any kind on the bus.
- 10- Do not throw any debris on the bus floor. (Pick up your trash)

If your child receives a bus referral, he/she must have it signed by a parent/guardian and return it to school.

Riding the bus is a privilege and may be revoked at any time for unsafe behavior.

If you have any questions or concerns please contact me.

Bob Shive

Transportation Supervisor

South Fork Union School District

760-378-4058

Bus Stop Safety

Morning Bus Stop

- 1- Have the students at the bus stop 5-8minutes early.
- 2- All our bus stops are right hand pickups.
- 3- Parents and Guardians are responsible for the student's safety until the bus arrives.
- 4- Students need to be in single file line to load the bus and load only when the driver has called for them.
- 5- Parents or guardians will need to sign in all Preschool students and be with all Kindergarten students.
- 6- Remain clear of the bus until it has departed.

Afternoon Bus Stop

- 1- Students will be dropped off from the bus where they were picked up at the morning stop.
- 2- Students needing to cross the street without adult supervision will cross at the bus with the driver's assistance. (No exceptions)
- 3- Parents or Guardians will sign out all Preschool & Kindergarten students and meet their Kindergarten students at the bus.
- 4- Parents or Guardians picking their students up in the afternoon are responsible for their safety.
- 5- Students, after exiting the bus, must move away from the bus and remain clear of the bus until it has departed from the bus stop.

The following Problems are extremely dangerous.

- 1- Vehicles passing the bus on the road when the bus has its flashing red lights and stop paddle out. This is illegal and subject to a possible \$1500.00 fine.
- 2- Students being let out of their parents or guardians car on the opposite side of the road and crossing the street unassisted to get on the bus.
- 3- Students crossing the road unassisted after being dropped off at their stop to get into their parents or guardians car.

The following will make the stops safer.

- 1- Stay with the students until they have loaded the bus. Be there to get them when they have exited.
- 2- Do not cross in front of school bus

RIDING THE BUS IS A PRIVILEGE AND MAY BE REVOKED AT ANY TIME FOR UNSAFE BEHAVIOR

When a student loses his/her bus riding privilege, it is the parents' responsibility to provide a way to and from school each day. Loss of a bus riding privilege is not an excuse for the child to not attend school. A child will be assigned an unexcused absence if that is the excuse given.

To help increase the safety of all students, the bus driver and the driving public, video cameras are installed on each South Fork bus. These will be of great assistance to the bus drivers in helping insure that students conduct themselves properly while riding the bus.

FIELD TRIPS

We take our responsibility for children seriously. Proper paper work must be completed before a student is able to go on a field trip. **We are NOT ABLE to accept a note written in place of a regular field trip slip.** Please help your child and us by asking for the permission slip, signing it and having it returned to their teacher. Cell phone and/or electronic devices may be brought for away games and or fieldtrips with the permission of the field trip coordinator.

If a student loses his/her bus privileges on the day of a field trip, parent or guardian may provide transportation to said field trip. This does not include sport activities; they will be unable to participate.

Extracurricular Activities (Field Trips/Student Leaders/Athletes): Whenever students are involved in any extracurricular activity under the jurisdiction of school employees (sporting events, field trips, club activity), they shall behave themselves, using the same rules that apply at school. Keep in mind that each student is a visible part of South Fork School and others will judge the school by students and faculty they encounter.

i. Nondiscrimination/Harassment Policies

Nondiscrimination

Board Policy 0410

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires

special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Kim Villani Superintendent
5225 Kelso Valley Road
Weldon, CA 93283
760-378-4000
kvillani@southforkschool.org

Policy SOUTH FORK UNION SCHOOL DISTRICT
adopted: February 12, 2017 Weldon, California

Harassment Policies

SEXUAL HARASSMENT, PHYSICAL VIOLENCE, VERBAL ABUSE

Sexual harassment of any form, by one individual towards another, is illegal. It is strictly forbidden at South Fork School. Appropriate school personnel will immediately investigate any reported instances of such behavior. Individuals found to be in violation of District Policy, will be dealt with swiftly in the appropriate prescribed manner. Any behavior that causes a student to feel that his/her security or well-being is threatened will be swiftly investigated. It is of the utmost importance that students and parents understand that District and School personnel are committed to providing an environment where children are free from threats, intimidation, physical violence, or any form of behavior that could harm their sense of security and well-being. Students who are threatened, intimidated, physically or verbally abused by fellow students are expected to report such incidents immediately to school personnel. There is no place at South Fork School where bullying behavior by one student toward another is excusable. School personnel will take whatever actions are necessary, which are reasonably calculated, to end any bullying behavior or harassment.

Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Investigation of Complaints at School (Site-level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - a. The student who is complaining
 - b. The person accused of harassment
 - c. Anyone who witnessed the conduct complained of
 - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - a. The superintendent or designee
 - b. The parent/guardian of the student who complained
 - c. If the alleged harasser is a student, his/her parent/guardian
 - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - e. Child protective agencies responsible for investigating child abuse reports (cf. 5141.4-Child Abuse Prevention and Reporting)
 - f. Legal counsel for the district
4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
5. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrue
6. To judge the severity of the harassment, the principal or designee may take into consideration:
 - a. How the misconduct affected one or more students' education
 - b. The type, frequency and duration of the misconduct
 - c. The number of persons involved
 - d. The age and gender of the person accused of harassment
 - e. The subject(s) of harassment
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of harassment that were not related to gender

7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Notifying parents/guardians of the actions taken
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

j. Schoolwide Dress Code

***Students are expected to present an all-around clean, wholesome appearance.**

Dress Code: The Board recognizes that proper student attire is an important part of an effective school environment. Student dress should reflect the importance of school and help create climate conducive to student achievement. We have confidence in and are appreciative of parental support for the school's efforts to maintain appropriate standards for student dress.

Extremes in dress or grooming that will cause undue comment or attention or otherwise be disruptive of educational process will not be allowed. It is understood that no set of guidelines can cover all situations, but student dress and grooming should, at all times, represent neatness, cleanliness, safety, and modesty. A student who continually violates these standards may be subject to appropriate disciplinary action.

1. The minimum shoe requirement will be that the shoe has a strap over the arch and heel. Shoes must be worn at all times. No shoes with built in roller skates.
2. Shorts must be of an acceptable length (mid-thigh or longer).
3. Pants are to be worn at the waist. Undergarments and buttocks must not be showing.
4. No clothing with holes above the knee and no skin showing through frays.
5. No pajama pants or tops, no excessively tight clothing.
6. No Racer back tank tops, tank tops must be 2" (three fingers) in width.
7. No strapless tops, spaghetti straps, half shirts, tube tops and/or off the shoulder tops. No clothing that exposes the back, chest, cleavage, abdomen or undergarments. No sheer, see through or lace clothing that exposes the undergarments. Leggings should not be worn under shorts/skirts, and dresses to make an appropriate length of clothing. If, when the arms are raised, any skin appears between the shirt and pants or skirt, the shirt is unacceptable.
8. Sunglasses and hats are only to be worn outside with bills square in front.
9. Hoods and/or beanies are not to be worn indoors or outdoors if weather is warm.
10. Any jewelry or accessory that is a safety issue to the student or others around them will need to be removed, i.e. body piercing, spikes and sharp objects, wallet chains, dog collars, and spiked wristbands. Jewelry must be able to be removed for P.E.
11. Hair styles and/or colors that are a distraction are discouraged.
12. Gang clothing or similar attire: Clothing that is considered to have an unsafe meaning or suggestion is unacceptable, (hats worn backwards or pointed to one side, belts or suspenders hanging down, sagging shorts/pants underwear showing above or below pants, bandanas) will not be allowed at South Fork.
13. Clothing, hats, backpacks, pins, patches, jewelry and other accessories shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or which advocate racial, ethnic or religious prejudice or the use of drugs, alcohol or tobacco.
14. No body art or writing on arms, hands, knuckles and/or any part of the body is allowed. Tattoos must remain covered.

School staff is responsible for determining what is acceptable clothing. However, in specific instances, school office personnel will make the final determination. On-going defiance of the dress code will result in behavioral consequences.

k. Visitor and Emergency Policy

All Visitors

- Visitors may be permitted to enter classes after signing in at the office.
- All visitors must sign in and receive a visitor badge, persons not wearing a badge will be sent to the school office to check in.
- Persons wishing to talk to students must request this at the office.
- Those wishing to see a teacher will be given an appointment that is mutually convenient for both teacher and the parent/guardian.
- The presence on campus of unauthorized persons during school hours is prohibited.
- Please do not stop along highway 178 to speak with your child. The yard supervisor may not know who you are and will alert the office.
- Please come to the school office to speak with your child.

Emergencies

South Fork School has current procedures for handling emergencies such as fire, earthquake, and other disasters. Please do not call the school during times of emergency, since our phone lines must remain open for official communication. In case of a wide-area disaster, students will be kept and cared for at school until such time as they can be transported home or until parents/guardians or designee arrives to take them. Notification will be from school wide all-call system. Please keep phone numbers up to date.

I. Emergency and Disaster Preparedness Plan/Procedures for use by a Public Agency

Emergency and Disaster Preparedness Plan

BP3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Policy SOUTH FORK UNION SCHOOL DISTRICT

adopted: October 10, 2006 Weldon, California

m. Infectious Disease Plan

Introduction

A pandemic occurs when a new virus emerges that is different from seasonal flu or other known viruses and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the new virus and a vaccine may not be available right away. A pandemic has the potential to overwhelm normal operations in educational settings.

Furthermore, schools tend to be affected by infectious disease outbreaks more than other settings. This is because children easily transmit illnesses to one another as a result of their close proximity, their inefficiency at containing respiratory droplets and their ineffective hand washing. As a school district, we play an important role in protecting the health of our students and staff from contagious diseases.

When a new virus emerges, it can take up to 6 months or more before a vaccine is widely available. When a vaccine is not available, non-pharmaceutical interventions (NPIs) are the best way to help slow the spread of disease. They include personal, community, and environmental actions. These actions are most effective when used together. NPIs also can provide protection against other infectious diseases in schools.

As educators, we play a key role in infectious disease readiness. Planning for and practicing NPI actions will help our school respond more effectively when an actual emergency occurs.

About this plan

This pandemic/infectious disease plan provides guidance for reducing illness at school on a regular basis as well as procedures during infectious disease outbreaks and pandemic periods.

This plan includes:

- 1. Outlines a countywide response to illness outbreaks**
- 2. Strategies to prevent and reduce the spread of infectious diseases within our schools**
- 3. Procedures for temporarily canceling school due to an infectious disease outbreak**
- 4. Considerations for reopening schools**

Plan goals

We will utilize this plan to achieve the following goals:

- Limit the number of illnesses and deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses
- Ensure accurate and timely information dissemination

Countywide response to illness outbreaks

The Kern County Public Health Department is the lead agency during a public health

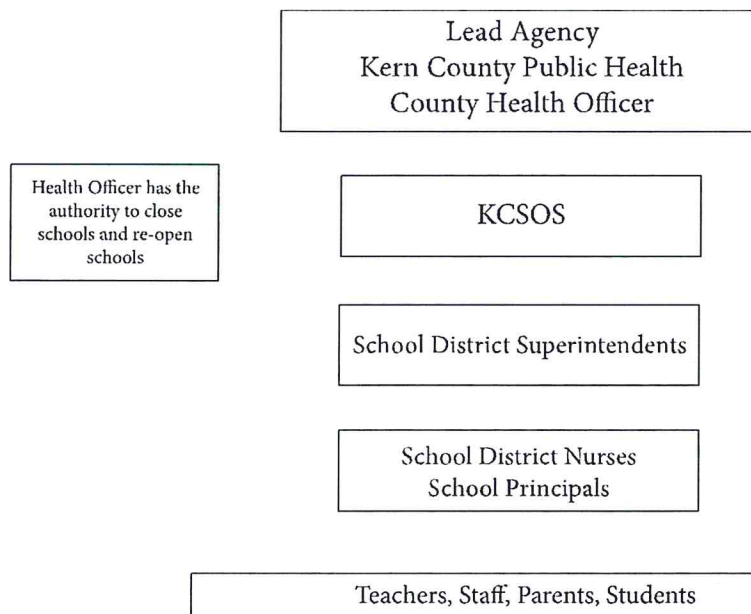
emergency in Kern County, such as an infectious disease outbreak or pandemic. In a public health emergency, Public Health may direct specific actions to control the spread of disease in schools and in the community.

The Health Officer has legal authority to take actions necessary to prevent the spread of disease. This includes the legal authority to dismiss schools and re-open schools.

As lead agency in a public health emergency, the Public Health Department is:

- The primary point of contact for information on the disease outbreak or pandemic including:
 - Case definition and symptoms
 - Exposure and infection control
 - The need to dismiss schools and/or re-open schools
(reference: *Health & Safety Code 120175*)
- The single point of contact for instructions related to school district response, including infection control instructions and school dismissal.
- The primary point of contact — in partnership with the Kern County Superintendent of Schools — for content of information distributed by the school district to parents, students, teachers and staff.

Countywide response



Strategies to prevent and reduce the spread of infectious diseases

How Germs Spread

Illnesses such as the flu (influenza) and viruses such as Norovirus (sudden and violent nausea, vomiting and diarrhea) and the common cold are caused by viruses that infect the nose, throat, lungs and/or gastrointestinal

tract. The flu and colds usually spread from person to person when an infected person coughs or sneezes and the virus is inhaled by another person.

Norovirus is spread by infected persons passing germs through food or ineffective hand washing. Germs are also spread by droplets when a person touches something that is contaminated with a virus and then touches their eyes, nose, or mouth. The length of time germs can live on certain surfaces depends on the actual virus.

Coronavirus disease 2019 or COVID-19 is a new virus that is believed to be spread person to person through respiratory droplets, it *may* also be possible for a person to get COVID-19 by touching a surface or object that has the virus on it, then touching their mouth, nose or possibly eyes according to the CDC. However, the main way this virus is spread is thought to be respiratory such as coughing and sneezing. South Fork Union School District will continue to learn and take necessary precautions as more information and research becomes available on COVID-19.

Disease Prevention & Education

To help prevent the spread of any infectious disease, schools have an opportunity to educate students, staff, and the community on social etiquette, good health and hygiene habits, and disease prevention.

South Fork Union School District will provide hand washing, coughing, and sneezing education at any time there is a suspected outbreak and during the school year as requested by staff. The **South Fork Union School District** nurse will have illness/disease prevention information current and up to date on our website <https://www.southforkschool.org/>

During times of suspected or identified infectious disease outbreaks, the **South Fork Union School District** will coordinate with the **Kern County Superintendent of Schools** and the **Kern County Public Health** to address the outbreak at the school level and may host vaccine clinics at our schools for students and/or staff.

South Fork Union School District's basic educational message is:

- Cover Your Cough
- Wash Your Hands Often
- Stay Home If You're Sick
- Wear appropriate PPE (Personal Protective Equipment):

Cover Your Cough: Students are taught coughing and sneezing etiquette as outlined below. An ample supply of tissue is available in each classroom and school common areas.

- Cover your mouth and nose with a tissue when you cough or sneeze OR
- Cough or sneeze into your upper sleeve, not your hands.
- Wash your hands after you cough or sneeze.

Wash Your Hands Often: Hand washing with soap and water (cold or warm) is the best option. Staff are encouraged to provide time and opportunities each day for students to practice washing their hands with soap and water: upon arrival at school, after coughing and/or sneezing in hands, at the beginning of the lunch line before eating, after bathroom use, and after recess.

- Wet hands, apply soap and scrub for at least 20 seconds.
- Focus between fingers, tops and bottoms of hands, wrists, around thumbs and fingernails.

- Thoroughly rinse under clean, running water.
- Dry hands completely with paper towel. Use paper towel to turn off faucet handles and open restroom doors.

When there is no access to a sink, as on a field trip, alcohol-based (at least 60% alcohol, dye-free and fragrance-free) liquid or foam hand sanitizer or alcohol-based sanitizer wipes may be used. Hand sanitizers are not a substitute for handwashing.

Stay Home if You're Sick: A primary strategy against the spread of illness is for sick people to stay home from school. This includes students, staff and volunteers.

- **Too sick policy**

Staff and Students Stay home if the following occurs

- A nighttime bout of nausea, vomiting, or diarrhea.
- If he/she has had a temperature of 100 degrees or higher. A child should have a normal temperature for 24 hours **without fever reducing medicines** before returning to school.
- Uncontrollable coughing or influenza symptoms
- Obvious infections with drainage
- Thick colored nasal discharge
- Pink Eye: Until cleared by medical professional.
- Strep Throat: Until cleared by medical professional.
- Lice: Until no live lice are visualized. School staff shall re-examine for infestation.
- Impetigo, scabies or ringworm: Until judged non-infectious by the medical provider generally 24 hours after initiation of treatment.

- **Illness/Disease Monitoring & Tracking:**

Staff are trained to be alert to children who are ill. Examples of symptoms include: fever, frequent cough and/or sneezing, sore throat, vomiting/diarrhea. These students will be sent to the office for evaluation. Be careful not to assume that your “frequent flyer” is faking as they might really be ill.

During times of a potential infectious disease outbreak, the school nurse or staff designated as school health assistants will implement a surveillance system to detect unusual rates of diseases in our schools. They will monitor illnesses daily, track illness trends and report to the Kern County Public Health Department. Once a pattern is identified, the Kern County Health Department will be notified as necessary.

Wear appropriate PPE (Personal Protective Equipment): During periods of suspected or identified infectious disease outbreaks, the school nurse or health assistants will protect themselves by wearing appropriate PPE when helping sick students; this includes gowns, gloves, eye protection and facial mask. Students who have a cough with a fever or are sneezing with a fever will be isolated and asked to wear a

mask until parents pick them up. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. The use of a mask is common in health care facilities and helps to contain their secretions until they are sent home. It does not mean they are infected with a specific virus. (Large quantities of medical masks are kept at each main school site with their emergency supplies and can be divided up and distributed to schools if needed.) If the student is unable or unwilling to wear a mask, the individuals helping the sick person will need to wear a mask in addition to any other appropriate PPE (gown, gloves and eye protection).

Disinfection & Cleaning Procedures

Common School Areas / Classrooms: Commonly touched surfaces such as stairway railings, door handles, computer keyboards, bathroom faucets and surfaces, drinking fountains, telephones, and elevator buttons will be cleaned by wiping them down frequently with a general cleaning solution.

In the event disinfecting surfaces becomes necessary due to an infection disease outbreak, an **EPA-registered disinfectant** should be utilized and consideration will be given to increasing the frequency of cleaning these commonly touched surfaces and areas based on the nature of the disease.

NOTE: Per California Education Code 17614, any EPA-registered disinfectant may only be used by staff who have been annually trained on the safe and effective use of pesticides on school sites.

Furthermore, when an employee or student with a suspected infectious disease is identified and has left the building, his or her work area, along with any other known places they have been, will be thoroughly cleaned and disinfected.

The person cleaning and disinfecting (usually a trained custodian) should wear a mask and gloves and should discard them afterwards. Hands will be washed or sanitized at the completion of the procedure. **During times of a specifically known or suspected disease outbreak, the school district will consult public health both locally and statewide to determine if there is a proper way to discard waste.**

School Buses: School buses are cleaned by the drivers on a regular basis during the normal school year. However, during periods of suspected or confirmed infectious disease outbreak, consideration will be given to increasing the frequency of cleaning schedules, possibly at the end of each route (morning and afternoon) based on the nature and spread of the disease and guidance from the Kern County Public Health Department. Bus drivers may also consider wearing masks while on route, for their personal protection.

Food Service Protocols: South Fork Union School District follows Hazard Analysis and Critical Control Point (HACCP) principles in each step of the food preparation process, from receiving to service. In addition, independent health and safety audits are administered throughout the school year and **South Fork Union School District** also participates in two local health and safety audits each year. Staff members participate in regular safety training and are not allow staff to come to work if they have a fever, diarrhea or vomiting.

During periods of suspected or confirmed infectious disease outbreak, **South Fork Union School District** will consider the need to make modifications to our services based on the severity and nature of the outbreak. This could include discontinuing the use of self-serve salad bars, serving sack lunches instead of cafeteria style lunches, having more stringent sick employee policies, etc.

Social Distancing: During suspected or identified infectious disease outbreaks, several social distancing measures will be taken to reduce the spread of an infectious disease. These include:

- Discourage hand shaking.
- Discourage the sharing of drinks or eating out of the same chip bag, etc.
- Avoid touching your eyes, nose or mouth.
- Avoid face-to-face meetings; if unavoidable, maintain a distance of 6 feet between individuals.
- Cancel or postpone non-essential meetings, gatherings, assemblies, field trips, workshops or trainings.
- Consider setting up staggered shifts or flexible hours to reduce crowding in district office facilities.
- The proper usage of approved face coverings by staff.

Procedures for canceling school due to an infectious disease outbreak

South Fork Union School District will collaborate with Kern County Public Health and Kern County Superintendent of Schools to monitor disease outbreaks in our schools and to determine if and when school should be cancelled.

The health department will also help us decide the length of time for a school closure and the extent of the closure (single school closure, neighboring schools, partial district, entire district, etc.), taking into consideration the mixing of students/staff across schools, geographic proximity, outbreaks at neighboring school districts, etc., based on the nature of the specific disease.

Legal Authorities for Cancellation of School: The South Fork Union School District Superintendent has the authority to cancel classes when she deems it necessary for the health and safety of students and staff. In the Superintendent's absence South Fork Union School District's Vice Principal is authorized to cancel school/classes.

In the event of a local infectious disease outbreak within the South Fork Union School District, the district will work in partnership with the Kern County Public Health Department when making a decision to close school. In the event of a local, community-wide infectious disease outbreak, authority is granted to the local Health Officer to close school/cancel classes in an emergency or to protect the public's health (*reference: Health & Safety Code 120175*).

If school is cancelled due to an infectious disease outbreak, all other school-related gatherings (athletic events, concerts, afterschool activities, field trips, etc.) will also be cancelled. In some cases, non-academic events may be cancelled even if classes are not cancelled.

Communicating with Stakeholders: **South Fork Union School District** is committed to providing accurate, consistent, and timely communications with staff, students, and parents to instill and maintain public confidence in our schools. We will coordinate with Kern County Superintendent of Schools and Kern County Public Health, to disseminate critical information, to develop and deliver common health messages and educational materials in English and Spanish, and to demonstrate the school district is taking reasonable action to preserve the safety and health of our staff and students.

Information will be disseminated via our normal emergency communication methods: staff email, web site postings, 24-hour information line, parent letters, school newsletters, television and radio broadcasts, and mass phone call system as needed.

Continuity of Operations Plan: Certain essential district-level functions will need to continue even during a school closure situation. *Essential Services* may include:

- Payroll, Accounts Payable
- Communications & Technology (website, press releases, learning at home resources, etc.)
- Facilities Coordination (with Red Cross, Health Department, etc.)
- Emergency Operations Center (planning for reopening of schools.)

South Fork Union School District will identify *Essential Personnel* who will be needed to carry out essential services and determine if those services can be accomplished at home (by computer, through emails, conference calls, using Skype, etc.) or by staggering work schedules and locations and using social distancing measures. Essential personnel who report to work during a school closure will take precautions and wear personal protective equipment as appropriate,⁷⁹ (masks, gloves, gown and eye protection, etc.) to protect themselves from infectious disease. If indicated, the district nurse will train and provide essential personnel with N-95 respirators. If a vaccine becomes available and is in limited supply, essential personnel may be on the school district's priority list for receiving the vaccine.

Schools as alternative care sites: If schools are closed due to an infectious disease outbreak, the school sites may be needed by Kern County Public Health as public health site for vaccine distribution, quarantine, etc. As part of their safety plan, schools are required to establish procedures to all a public agency to use school buildings and grounds for emergencies involving health and welfare (*reference: California Education Code 32282*)

Continuity of meal programs: If schools are closed, the school district will decide if we will provide meals for students who are on the 'free and reduced meals' designation. It may be possible to set up a schedule to distribute sack lunches at the already established summer food distribution sites or at other locations as deemed necessary. Social distancing measures for preventing the spread of disease will need to be considered.

Continuity of instruction: In the event schools are closed for an extended period of time due to an illness outbreak, the district will deploy the following strategies to ensure students continue learning while away from school.

Take-home instructions and worksheets, Google classroom, email accessibility to teachers, google classroom when available.

Procedures for reopening schools

South Fork Union School District's primary objective in the recovery phase is to restore the normal learning environment as soon as possible. Issues to consider include determining if schools need disinfection measures before reopening, staffing levels, and grief/mental health issues. **South Fork Union School District** will also work with the Kern County Superintendent of Schools and/or the California Department of Education to develop a plan for students/staff to make up lost school days.

As the district resumes normal operation, it will remain in contact with Kern County Public Health regarding disease surveillance. Infectious disease outbreaks often comes in waves and the response and recovery process may be repeated several times.

Disinfection: There are two primary considerations regarding disinfection: public perception of the safety of the school and actual germs in the school. Disinfection needs will depend primarily on the severity, type and duration of the pandemic as well as if the school was used by the health department or *Red Cross* as a quarantine, feeding center or vaccination site.

Although viruses can live up to 48 hours outside the human body on nonporous surfaces such as plastic, metal or wood (depending on the virus), extensive cleaning of schools by wiping down floors and walls prior to reopening is typically not necessary unless specifically directed by the health department. However, public perception about the safety of schools may impact decisions regarding the extent of disinfection.

Personnel: If there have been multiple staff deaths due to the infectious disease outbreak, the district will formulate a plan to continue instructional programs with a reduction in workforce and potentially reconfigure staffing levels and positions at our schools.

Mental health issues: Depending on the severity of the outbreak, we can use or modify our Crisis Response Team protocols and/or collaborate with our local mental health partners to assist students and staff with loss and grief issues. This process may be much more involved and lengthy than our usual Crisis Response protocols.

Making up school days: **South Fork Union School District** will collaborate with the Kern County Superintendent of Schools and/or the California Department of Education and our local unions to work out a plan for making up lost school days.

Emergency conditions and average daily attendance (ADA) funding: In the event of a school closure and/or loss of attendance due to unforeseen emergency conditions, school districts, charter schools, and county offices of education should submit a J-13A waiver material decrease request to the CDE in order to mitigate the loss of ADA funding.

Approved material decrease requests will provide these LEAs with the authority to add apportionment days to their reported ADA, thereby alleviating what would otherwise be a loss in LCFF funding.

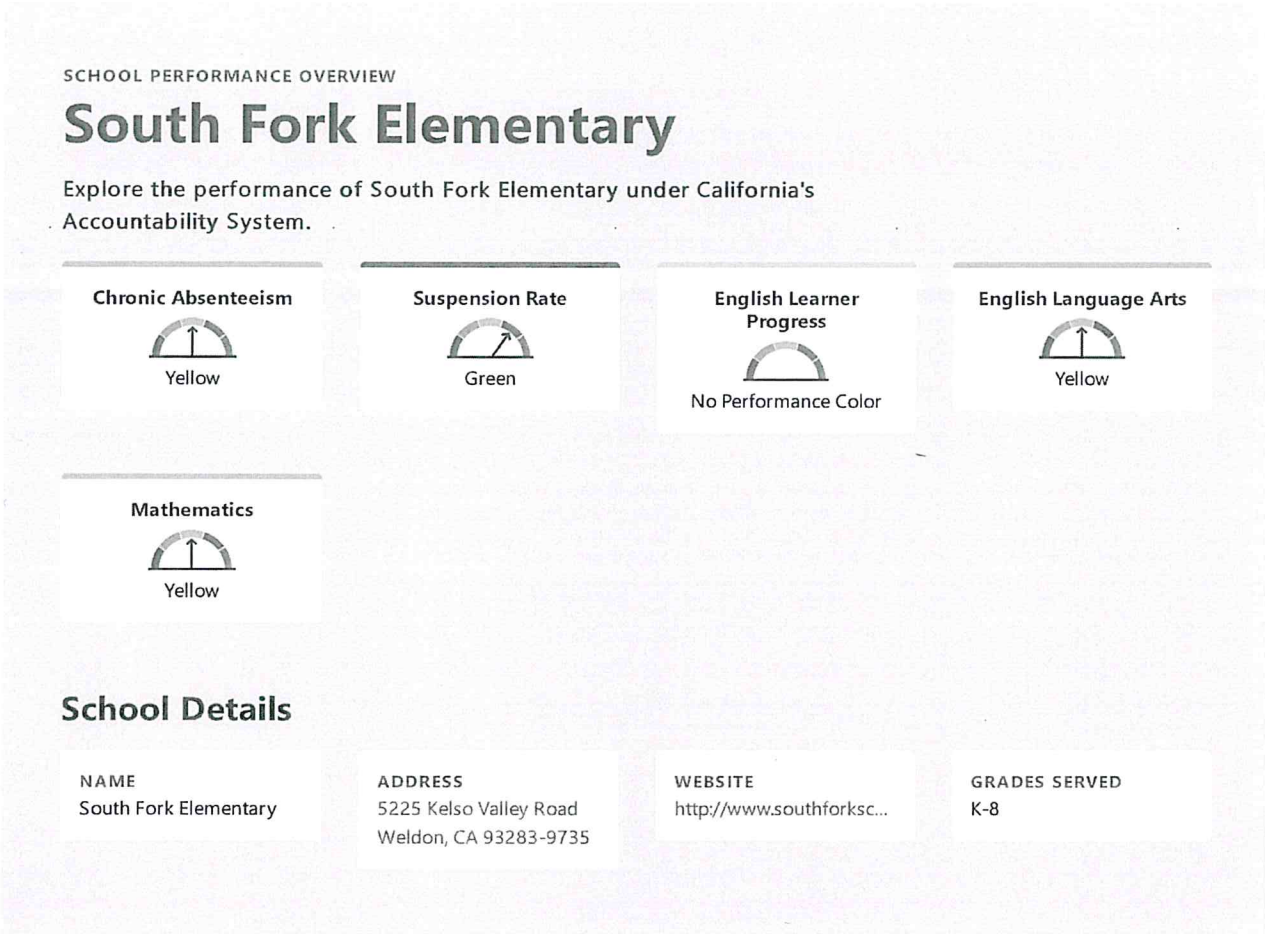
FAQs on the J-13A waiver request forms can be found on CDE's web site at: <https://www.cde.ca.gov/fg/aa/pa/formj13afaq.asp>.

J-13A waiver request forms can be found at: <https://www.cde.ca.gov/fg/aa/pa/documents/j13a.pdf>.

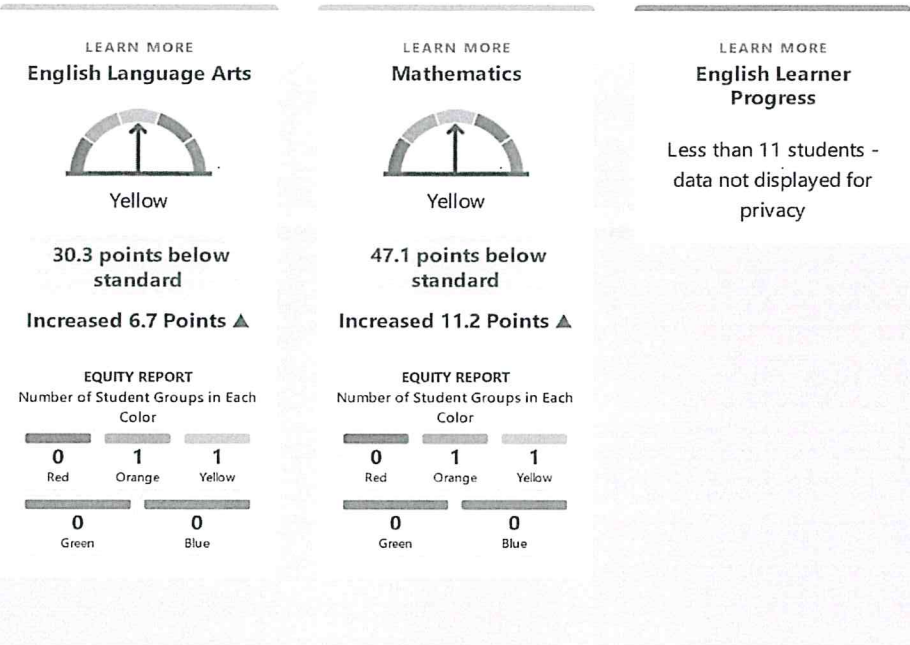
Assessment: Each school that is impacted by an infectious disease incident will complete the following actions in the recovery phase.

- Assess the economic and educational impact of the pandemic on the schools.
- Evaluate the response actions taken by the school district as a result of the pandemic.
- Determine effectiveness of existing plan to respond to similar events in the future.
- Revise existing plan as necessary to address any deficiencies.

n. Current California Dashboard Data (data is for 2018-2019 school year, 2019-202 data is unavailable)



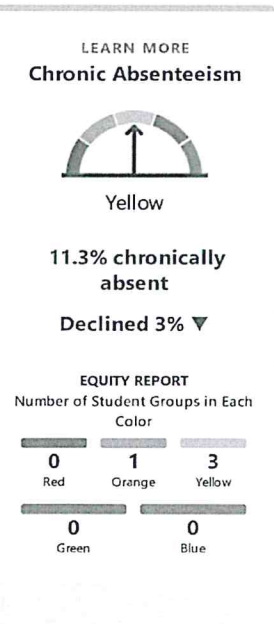
View Student Assessment Results and other aspects of school performance.



SOUTH FORK ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate



Green

1.4% suspended at least once

Declined 0.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color



South Fork Union School District Emergency Handbook

South Fork Elementary
6401 Fay Ranch Rd.
Weldon, CA 93283
Phone: 760-378-2211

South Fork Middle School
5225 Kelso Valley Rd.
Weldon, CA 93283
Phone: 760-378-1300

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Communication Procedures

Emergency Numbers

911.....Emergency (Sheriff, Fire, and Ambulance)

760-379-2681.....Kern Valley Hospital

760-378-3055.....South Lake Fire Station

800-222-1222.....Poison Control

800-611-1911.....Southern CA Edison

Principal/Superintendent

Kimberly Kissack Work Phone: 760-378-4000

MOT

Ed Overholt Work Phone: 760-378-4058

Active Shooter/Intruder on Campus
ready.gov.

Initial Actions:

Intruder Response:

1. Lock Down is called into School Office or District Office.
2. School Secretary will call 911 and alert all areas.

Staff Action

Run and escape if possible

- Getting away from shooter or shooters is top priority
- Leave your belongings away and get away
- Help others escape if at all possible, but evacuate regardless if other agree
- Warn and prevent individuals from entering an area where an active shooter may be
- Call 911 when you are safe and describe shooter, location, and weapons

Hide if escaping is impossible

- Get out of the shooters view and stay very quiet
- Silence all electronic devices and make sure they won't vibrate
- Lock and block doors, close blinds, and turn off lights
- Don't hide in groups, spread out along ways or hide separately to make it more difficult for shooter
- Try to communicate with police silently. Use text message or social media to tag your location, or place a sign in window
- Stay in place until law enforcement give you the clear
- Your hiding place should be out of the shooters view and provide protection if shots are fired

Fight as an absolute resort

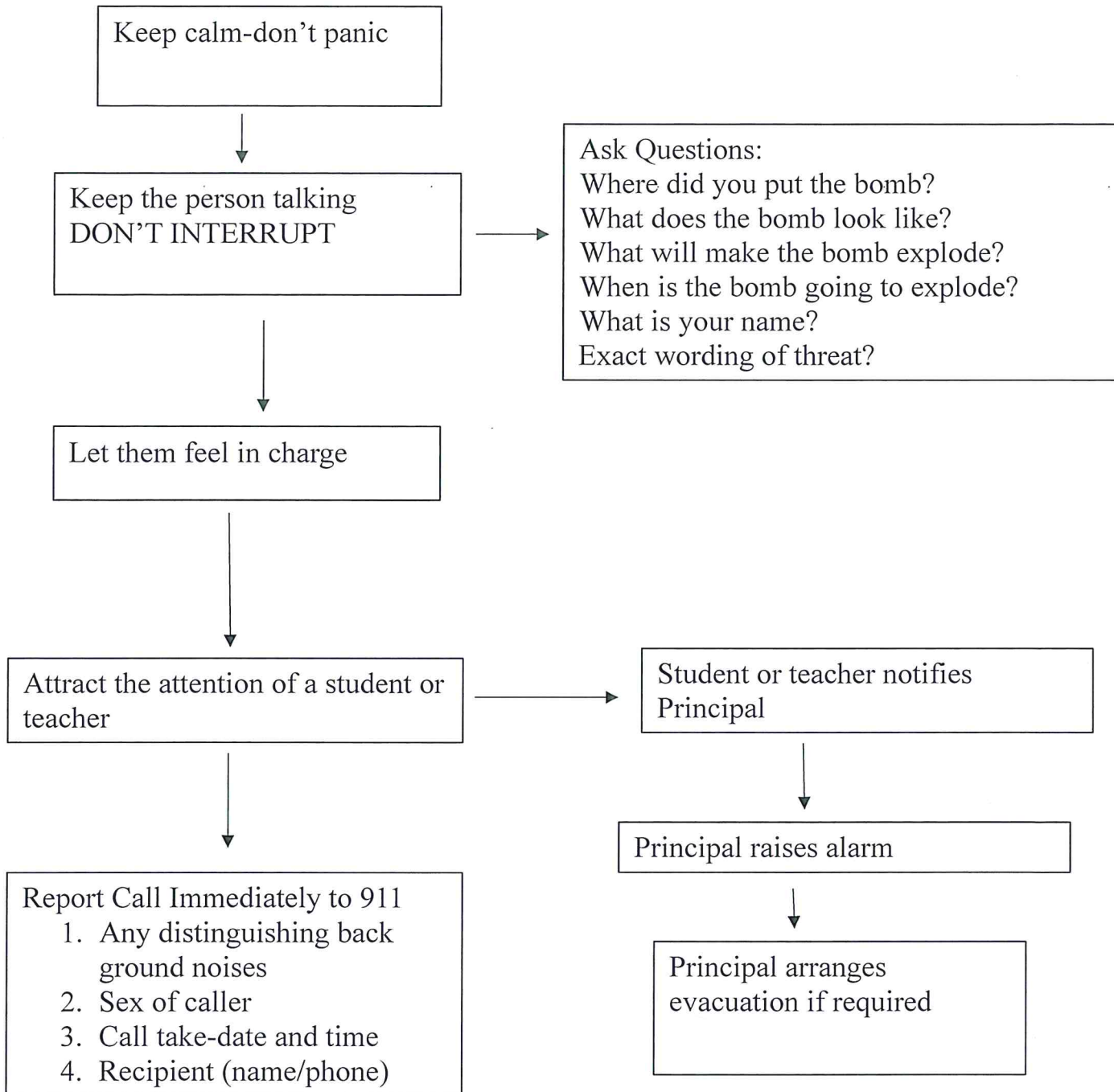
- Commit to your actions and act aggressively as possible against the shooter
- Throw items and improvise weapons to distract shooter
- Be prepared to cause severe or lethal injury to shooter

Active Shooter /Intruder on Campus
ready.gov

After

- Keep hands visible and empty
- Law Enforcements first task to end the incident and they may have to pass injured along
- Officers may push and shove individuals to ground for their safety
- Follow Law Enforcement instructions and evacuate from where they come from unless otherwise instructed
- Take care of yourself first, then you may be able to help the wounded before First Responders arrive
- If the injured are in immediate danger, help get them to safety
- While you wait for first responder to arrive, provide first aid. Apply direct pressure to wounded areas and use tourniquets if you have been trained to do so.
- Turn wounded people onto their sides if they are unconscious and keep them warm
- Consider seeking professional help for you and your family to cope with the long-term effects of the trauma

Bomb/Arson Threat on Campus



ASSIGNMENT OVERVIEW DURING EMERGENCY EVACUATION.

WAIT FOR INSTRUCTIONS OR BELL THEN BEGIN EVACUATION

Teachers and paraprofessionals stay with assigned class. Teacher carries back-pack and is responsible for accounting for all of their students. If there is an injured person in the classroom that is immobile, the instructional aide will stay with the student, while the teacher takes all mobile students to evacuation area. If no instructional aide is available, send your class with neighbor teacher and you stay with the student.

Secretaries gather medicines, sign-out sheet and attendance print out- if possible and report to evacuation site. Inform Supt. or Designee when all students are accounted for. Responsible for knowing who gets on what bus and then account for students when reaching evacuation destination. All students must be checked out through secretary before leaving with parent/guardian.

Maintenance/bus drivers/custodial - shut off necessary utilities, do a sweep of the campus for safety hazards and check room other than classrooms to see that everyone is out. Assess damage and report to Superintendent or Designee. Evacuate students in buses to safe destination.

Kitchen Staff – secure kitchen appliances and evacuate. Help with triage area.

District Staff – Man phones until evacuation is imperative. District Staff will ensure rooms are evacuated. District Staff will return to District Office when safe to man phone and begin “Mop-up” stage.

Evacuation Procedure South Fork Union School District

In case of an emergency where an evacuation is imperative, the Fay Ranch Campus will be evacuated to the Kelso Campus. The Kelso Campus will be evacuated to the Fay Ranch Campus, if evacuation is imperative and the campuses are safe. If the road or other school is in need of evacuation, the District will be evacuated to the Weldon Methodist Church. Students will be transported by bus. The evacuation procedure will be as follows:

At this time, it will be determined by the District Office/Administrator if the students are to stay in their classrooms or evacuate the buildings. Staff will be alerted to an evacuation.

The secretaries will check with each homeroom on student and staff count. Once it is determined that all are accounted for, the evacuation may continue by bus – off the campus if necessary. Students will load buses by homeroom. The secretary will direct the loading of classes for better tracking of students. Secretaries will keep classroom lists until all buses are loaded and students have departed. Mobile injured will also load the bus. Non-mobile injured will stay with buddy or in assigned/secure area until emergency help arrives to take over. Students will be released by secretary to parent, guardian or emergency contact person. Person picking-up students must sign by student's name. Buddies will relieve each other for a short amount of time to be determined at each disaster to check on personal need, i.e. families.

Because emergencies can happen at any time, the South Fork Union School District staff will wear “staff badges” at all times to easily identify them to persons who work outside of the district.

Incident Commander-Principal/Superintendent and/or MOT Supervisor

- Calls the type of disaster procedure: Duck and Cover, Lockdown, evacuate building, evacuate campus.
- Reports to emergency response team.
- Organizes evacuation of campus when necessary.
- Meets with emergency response team.
- Meets with media.
- Meets with secretary and maintenance/transportation and all other personnel to see how things are progressing.

Financial personnel-Administrative Assistant and Personnel

- Responsible for paying bills in the aftermath of the emergency.

Maintenance-MOT crew

- Responsible for shutting off of utilities when necessary.
- Reports damages to Incident Commander.
- Continues to assess damages and work with IC on evacuation when necessary or decision of safety of buildings.

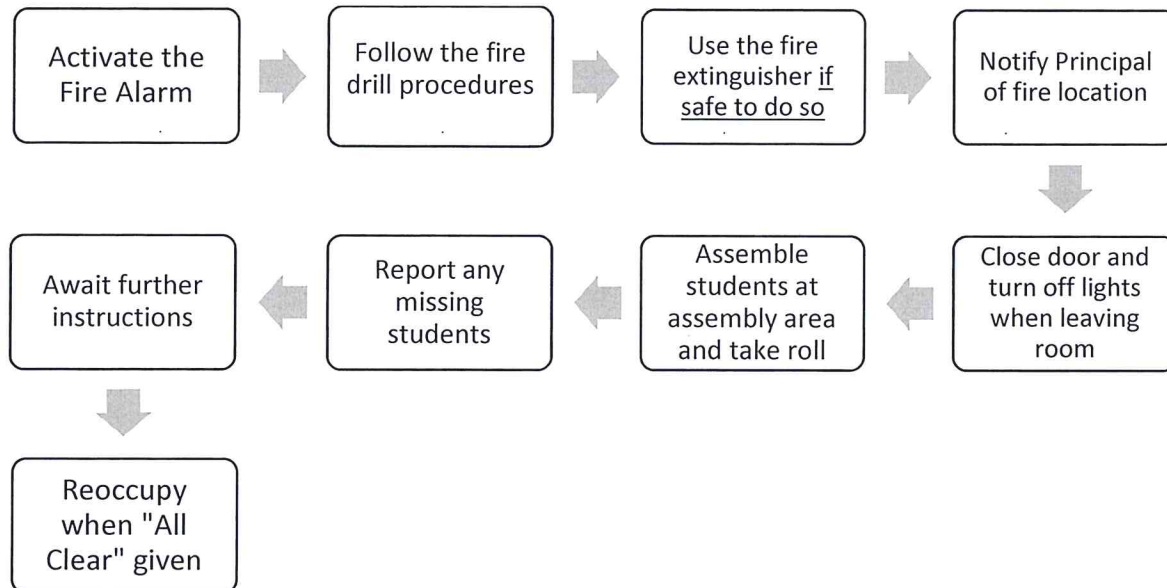
School secretaries and District Office personnel

- Responsible for making sure that all students and staff are accounted for.
- Gets daily attendance count and medicine from the office.
- Students report from their class to secretary with number that evacuated building.
- Keeps track of students if full evacuation is necessary.

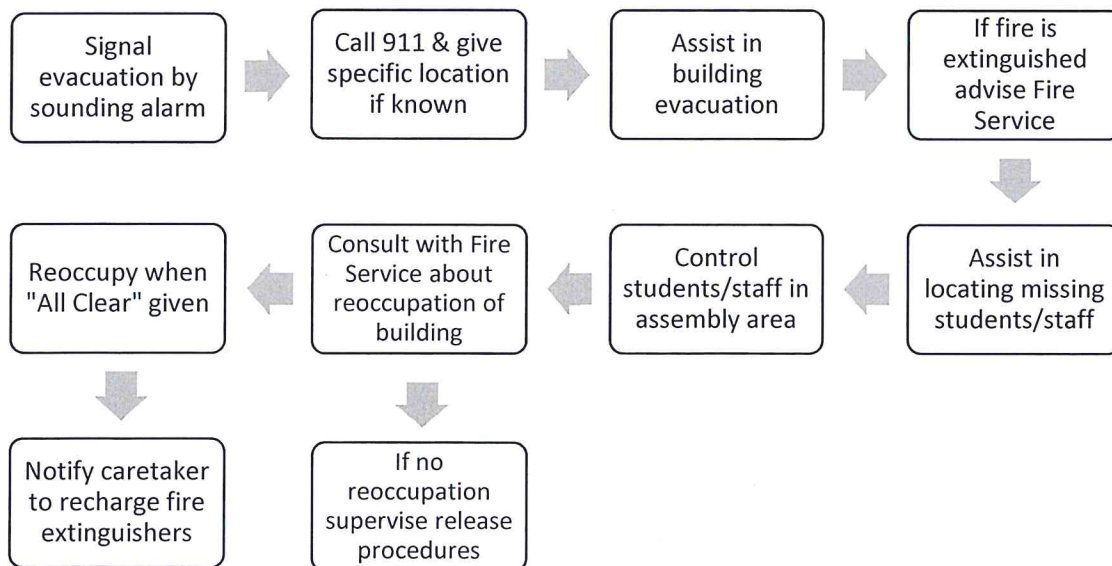
Administrative Assistant will turn in necessary form(s) and will compile the report for an incident report.

-Fire Emergency Response

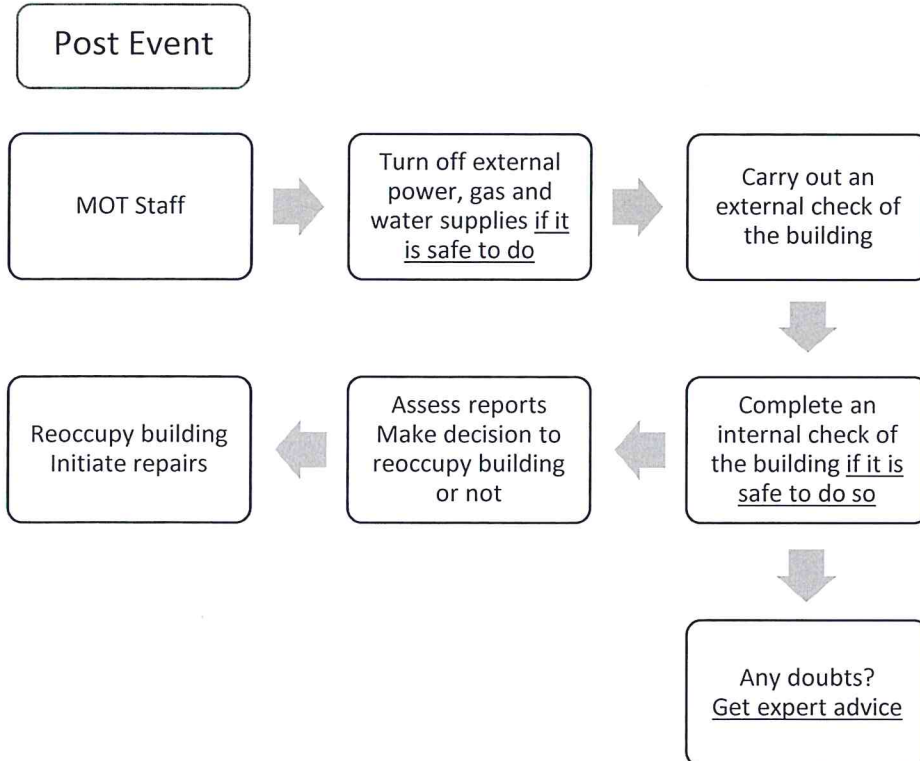
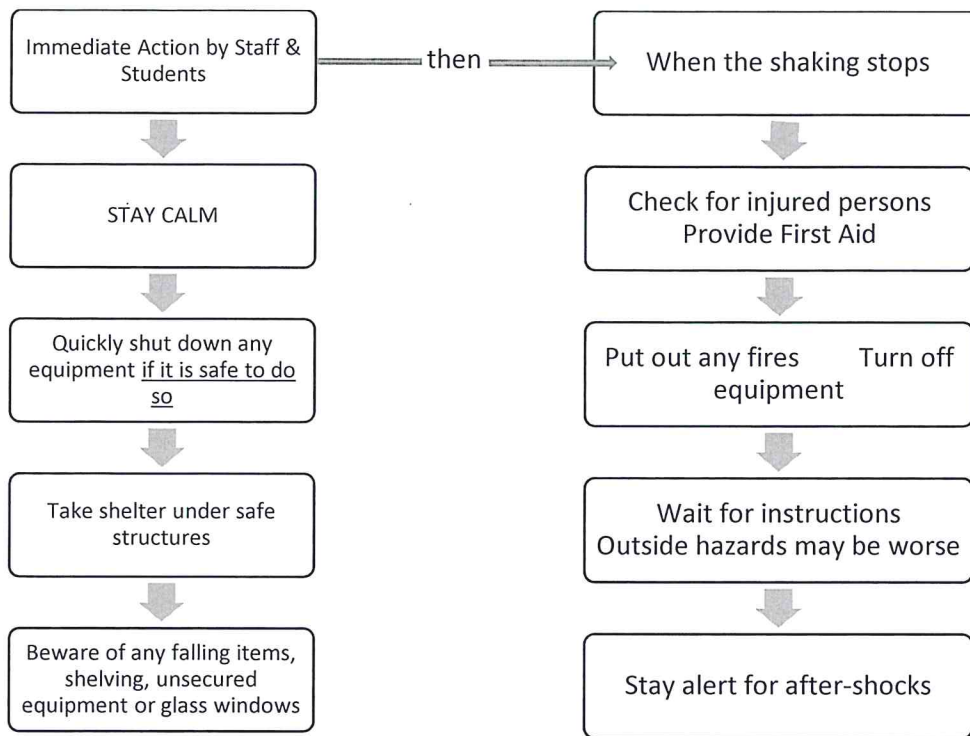
Staff Action



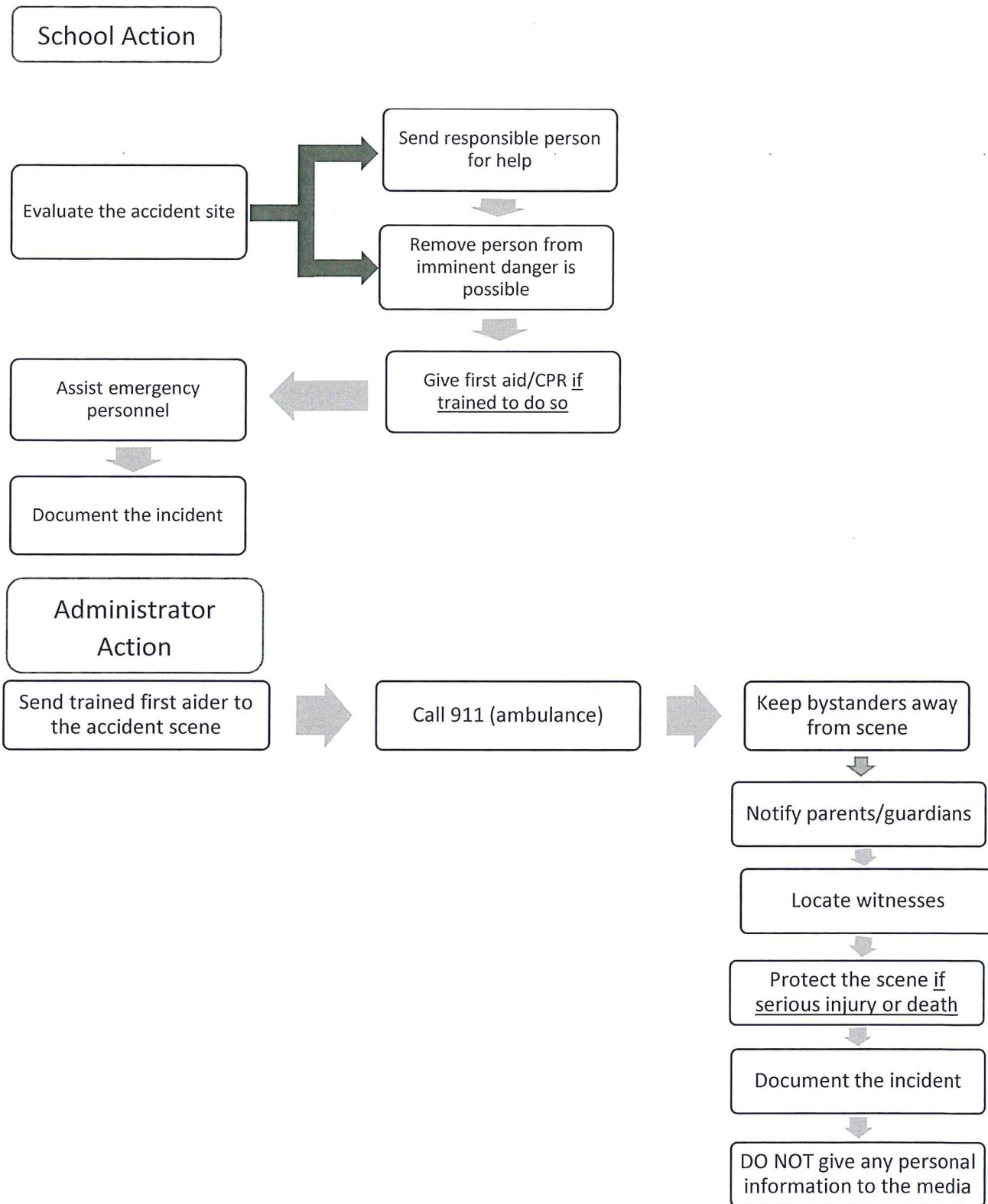
Administrative Action



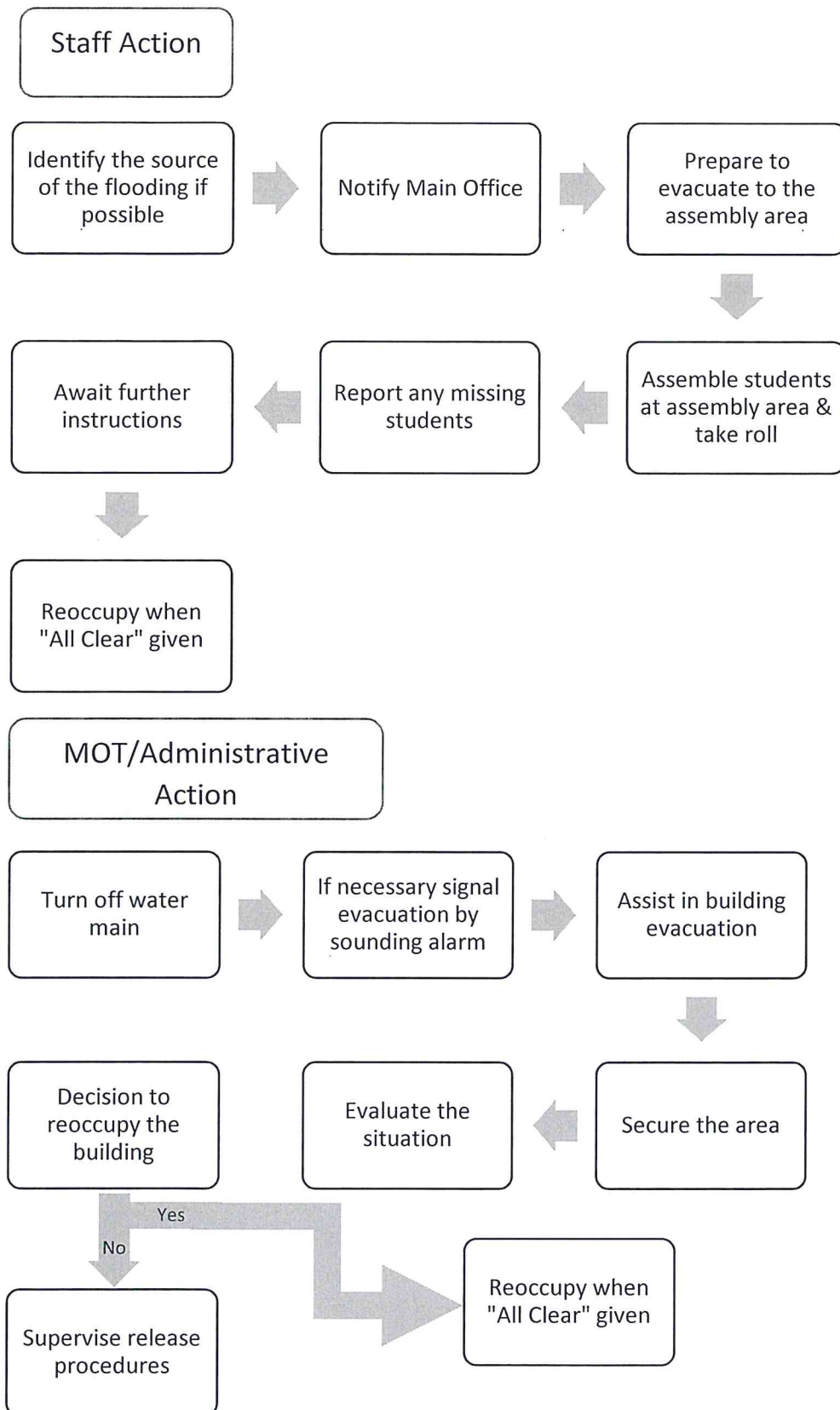
-Earthquake Emergency Response



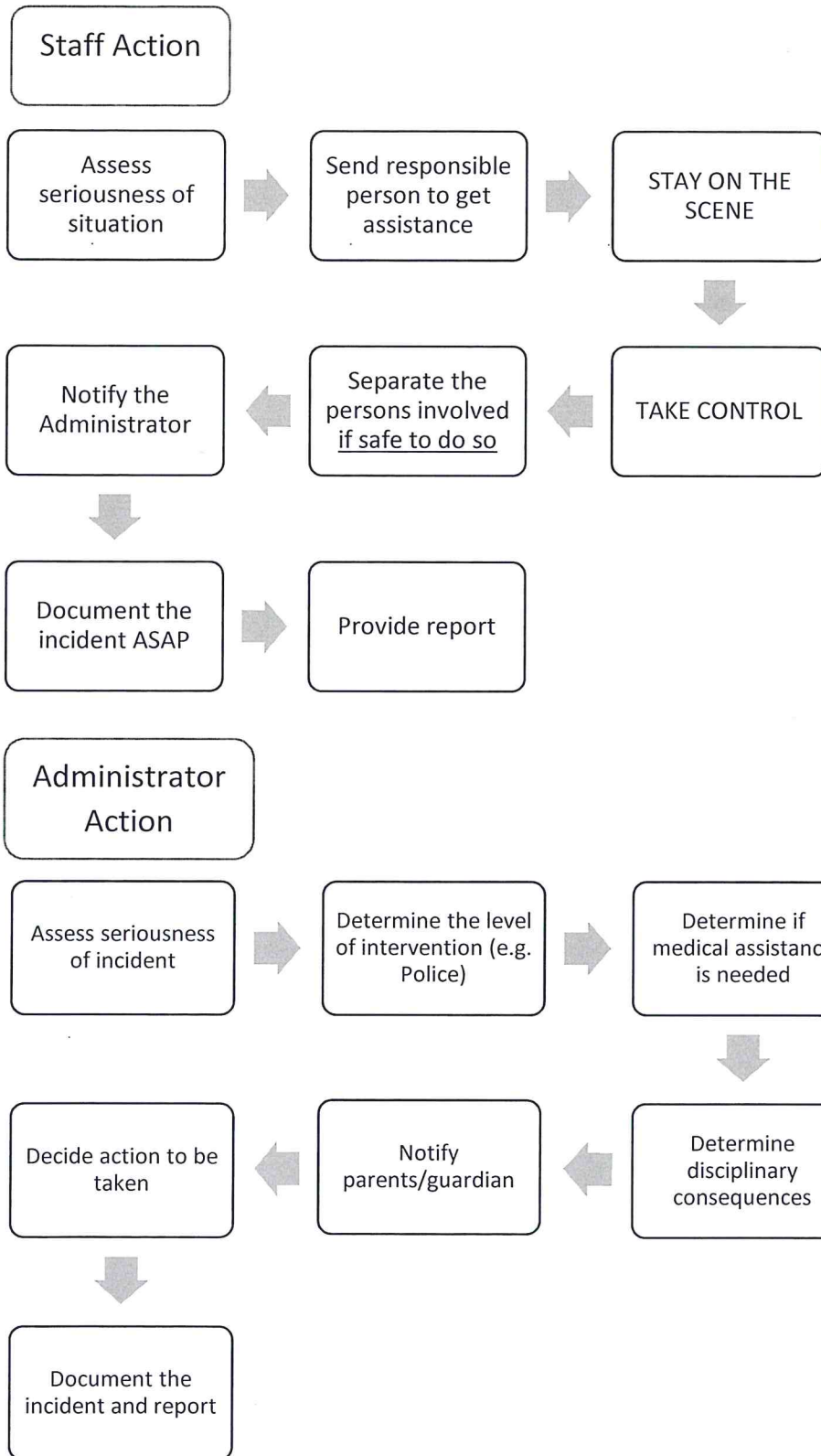
-Medical Emergency Response



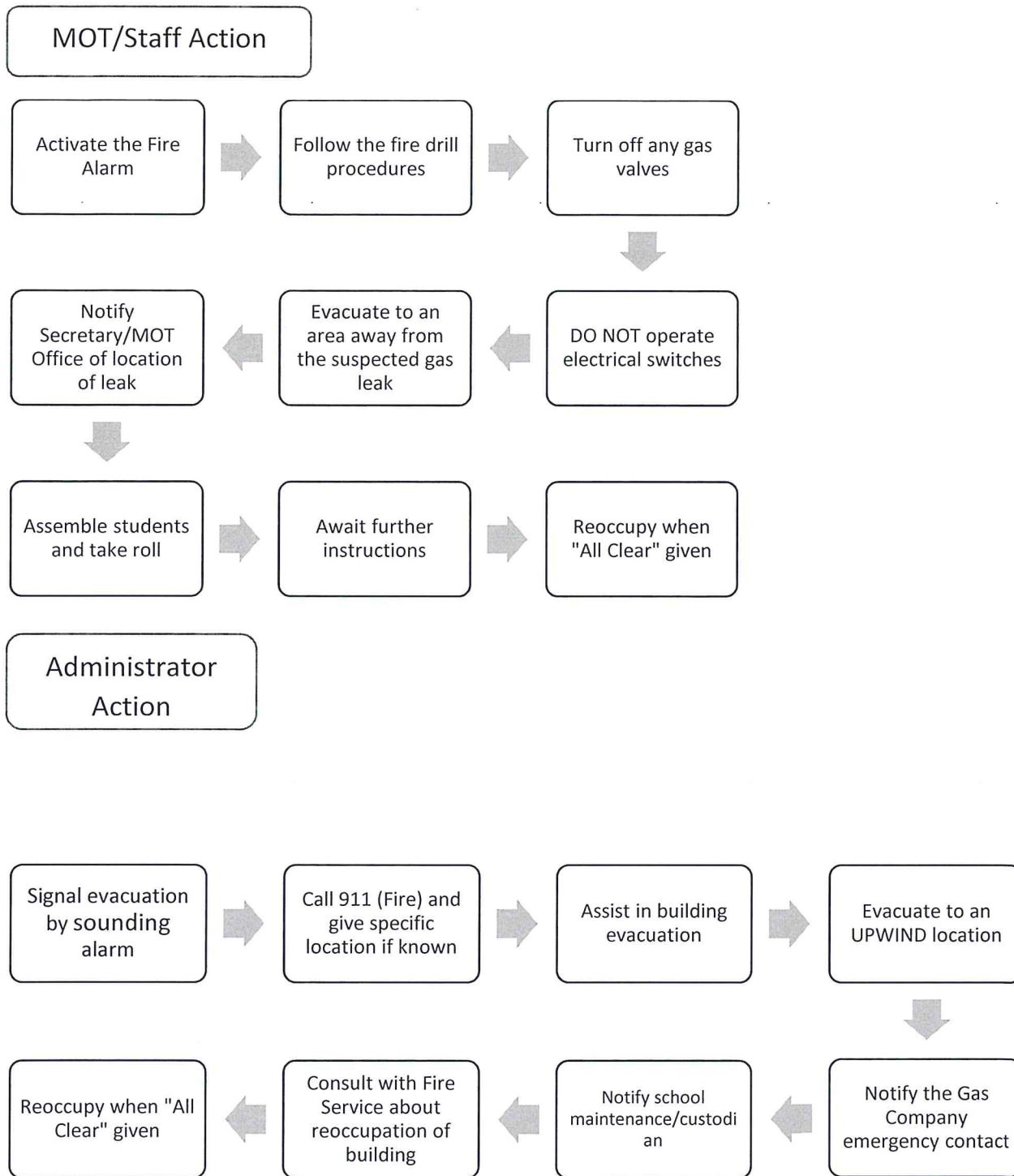
-Flood In Building Emergency Response



-Physical Assault Emergency Response

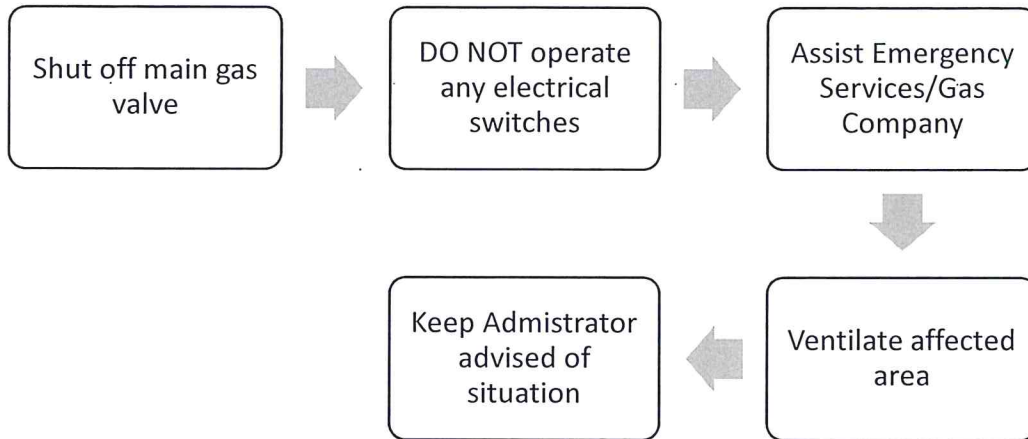


-Gas Leak Emergency Response

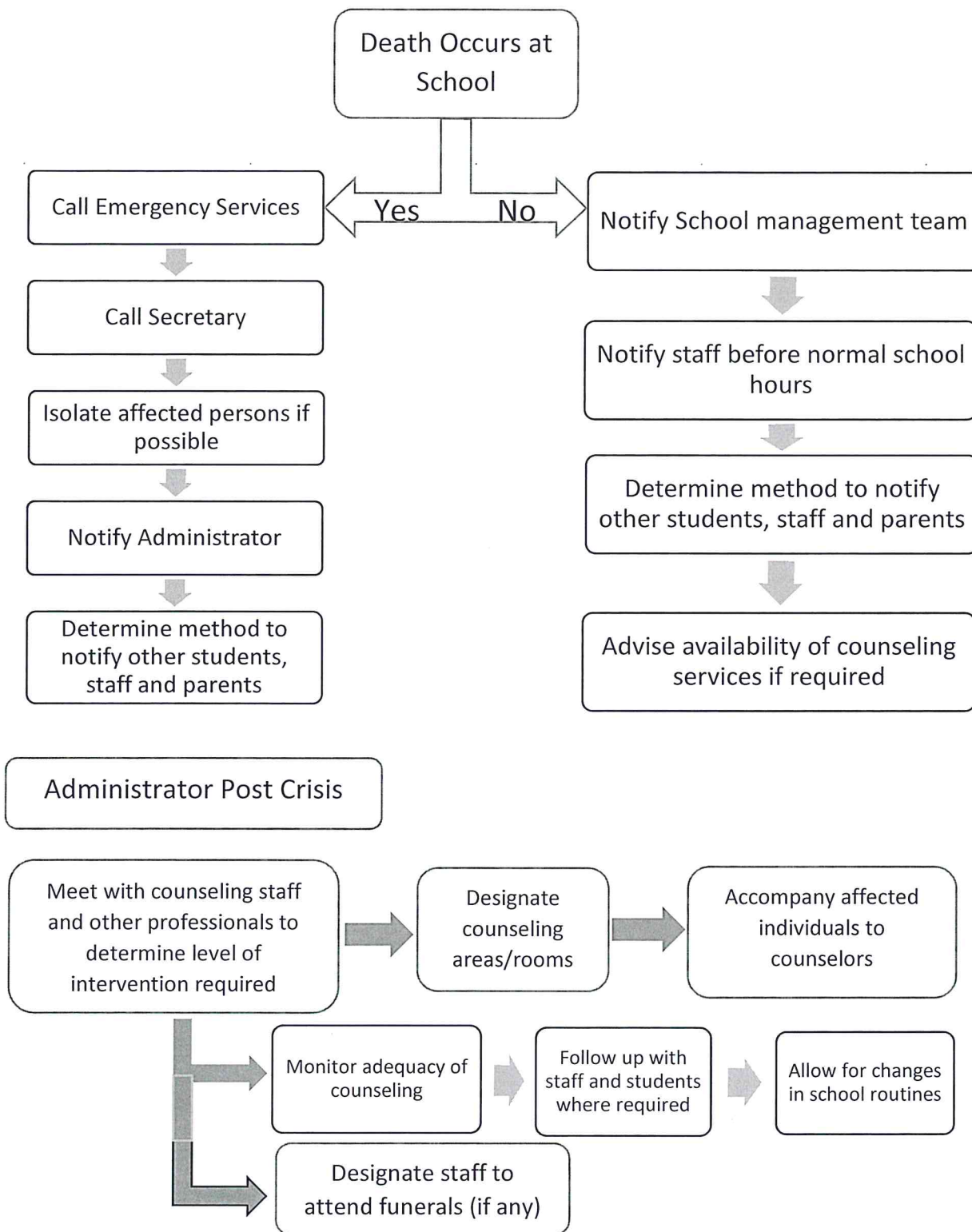


*Gas Leak Emergency Response continued on next page

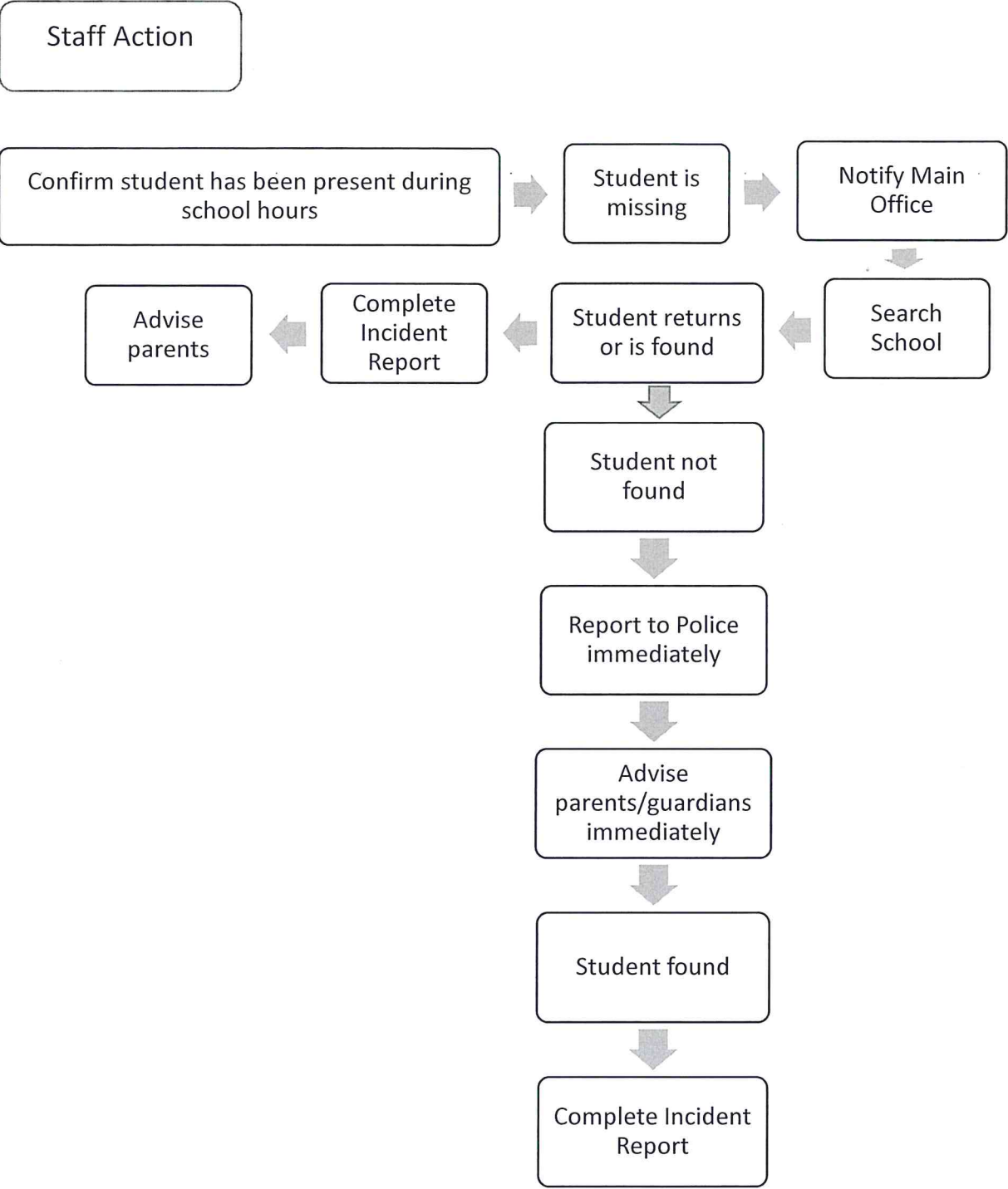
MOT



-Death Emergency Response



-Missing Child Emergency Response



Cyber Threats

Readiness and Emergency Management for Schools

rem.s.ed.gov

Online Threats to Students

As well as the threats that all users face when going online, such as computer viruses and email scams, students are at risk from the following:

- **Cyberbullying.** Cyberbullying is bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and mobile applications (apps) or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.
- **Inappropriate Content.** Adolescents and children can unintentionally come into contact with inappropriate content, such as sexually explicit material. Unsolicited obscene materials can also be received electronically.
- **Sexting.** Sexting is the sharing and receiving of sexually explicit messages and nude or partially nude images via text messages or apps. Sexting, while commonly occurring off school grounds, also occurs on school property, with content being sent and viewed on cell phones. Of note is that possession of sexually explicit photos received by sexting can be considered a type of possession of child pornography from a legal perspective.
- **Sextortion/Ransomware.** Students may also become victim to sextortion, possibly via ransomware, if they engage in sexting. Sextortion occurs when someone threatens to distribute private and sensitive material if not provided with images of a sexual nature, sexual favors, or money. Ransomware is a particular form of computer malware in which perpetrators encrypt users' files, then demand the payment of a ransom for users to regain access to their data. Ransomware can also include an element of extortion, in which the perpetrator threatens to publish data or (possibly sexually explicit) images if the victim does not do what the perpetrator wants, such as provide nude photos.
- **Oversharing.** Personal information that is sometimes shared by students includes their name, age, address, phone number, and Social Security number.
- **Online Predation.** Online predators put victims through "the grooming process," a series of steps by which they build the victim's trust by sympathizing with him or her or feigning common interests, after which they proceed to set up a face-to-face meeting with the victim and then move forward with manipulation and seduction.

During and After an Incident

Students also need to be aware of what to do if they are a victim of an online threat.

- They can be encouraged to report threats to a teacher, a school counselor, another trusted adult, and the online service provider, if appropriate.
- Students, teachers, and other members of the public can also contact NCMEC's CyberTipline to report a concern by submitting an online report at <https://report.cybertip.org/> or calling 1-800-843-5678.

- If somebody is in immediate danger or a crime may have been committed, students, teachers, and staff should contact the school resource officer, police officer, or local law enforcement.

Bus Accident Procedure

ACCIDENTS Bus Driver/ Monitor:

- Protect student passengers from injuries and the bus from further damage. Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district office and provide the following information: 1. Who 2. What 3. When, 4. Where (location) 5. Why and needs
- Do not discuss details of the accident with media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and district policy and procedures for removal and transport.
- If there are no injuries, follow school district policy and instructions on moving, returning or delivering students.

District Office:

- Dispatch the district MOT director, school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the Superintendent's office.
- District Official/MOT director at the scene will report the names of student passengers, their conditions, disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The District Office will ensure any special health information or medication for any injured student is sent to the hospital.

Superintendent:

- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.
- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Superintendent will prepare a media release and parent letter of explanation for same-day distribution, if possible.

Emergency Preparedness for Students with Disabilities

Assisting Students with Special Needs during an Emergency

Plan for Evacuation Assistance

- Stay calm
- Explain what is happening and what students need to do even if you think they don't understand
- Make sure all staff members know what to do
- Establish a buddy system with either a responsible student or paraprofessional/teacher
- Know the students, their needs and fragilities
- Pre-identify and train 3 rescuers (and back-ups for each rescuer) for every student needing assistance
- Evacuate necessary equipment with students and keep it ready to go by the door
- Rescuers and students must practice and participate fully in all emergency drills

Mobility Disabilities Evacuation

Demonstrate to staff how to evacuate wheelchairs. There are a few different evacuation assistance methods. Evaluate which will work best for your individual students. Devices can be used to assist multiple students.

Two-Person Swing Carry (also known as chair carry)

- One rescuer on each side of student
- Press in close to student when carrying for extra support
- One rescuer takes student's wheelchair/walker down the stairs
- Avoid putting pressure on student's arms, legs, or chest

Two-Person Rescue Seat Carry (using Rescue Seat pad)

- One rescuer on each side of student
- Rescue seat can be placed on empty chair and student transferred into it or
- Rescue seat can be slipped under student while in wheelchair
- One rescuer takes student's wheelchair/walker down the stairs

Two-Person Evac+ Chair (using Evac Chair device)

- Two rescuers needed to transfer student, and one to hold evac chair in place
- Fasten straps around student before transport
- Tip chair forward to disengage wheels
- Chair glides on skids down the stairs
- One rescuer takes student's wheelchair/walker down the stairs

Blind/Low Vision Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Extra practice helps students gain familiarity with evacuation route
- Communicate hazards as you guide
- Consider tactile strips along evacuation route
- Account for unaccompanied students immediately in emergency

Deaf/Hard of Hearing Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain students' attention
- Flick lights rapidly to gain students' attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)
- Provide flashlights/headlamps to D/HH students and staff
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell them to turn the hearing aids back up.
- Account for unaccompanied students immediately in emergency

Cognitive Disability Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Long-term training, more frequent drilling and reminders are helpful
- Use simple, concrete words
- Avoid multiple-step directions
- Allow extra processing time for response
- Use visual or tactile cue (students wear fire hats when hear fire alarm, etc.)
- Account for unaccompanied students immediately in an emergency
- May need more supervision

Autism Spectrum Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch
- More frequent drilling is helpful to accustom students to a different routine
- Find quiet location in assembly area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- Account for unaccompanied students immediately in emergency
- May need more supervision
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device.

Medically Fragile/Special Healthcare Needs Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- Search and Rescue team is not to re-enter building for equipment/supplies left behind
- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door
- Suction machines must have their plug-in adapter daily as it may need to be switched to generator.
- Backpacks are recommended for carrying supplies to keep hands free
- Pre-label supplies with student names
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Account for unaccompanied students immediately in emergency

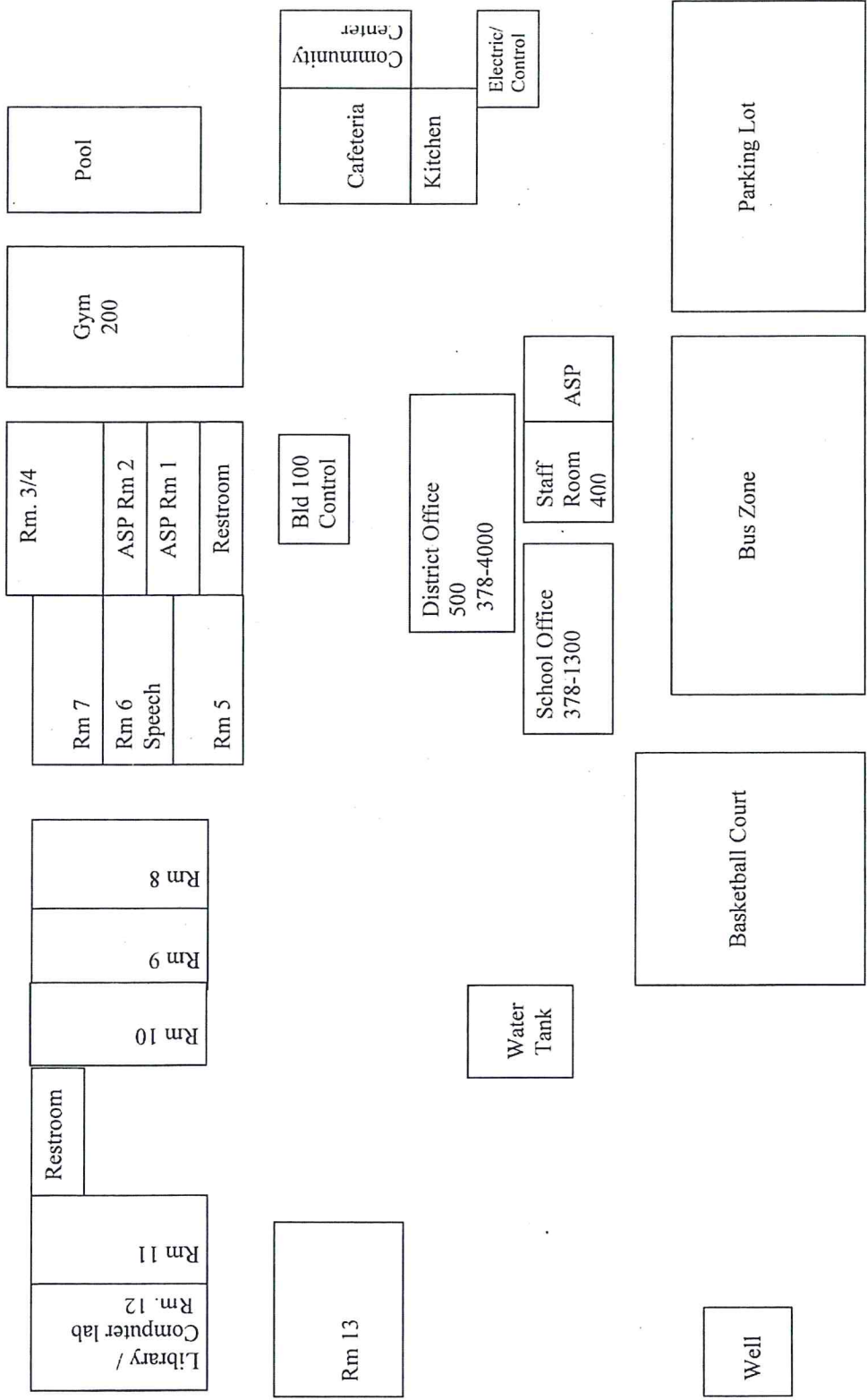
Earthquake

Does the student have a physical disability that makes getting under a desk difficult?

Lock/Cover/Hold on instead of Drop/Cover Hold on

- Roll wheelchair into an area of the classroom with structural protection
- Lock wheels
- Cover head and eyes to best of ability
- Rescuers need to drop, cover, and hold on, too.

SOUTH FORK MIDDLE SCHOOL EVACUATION PLAN



Pump House

**SOUTH FORK
ELEMENTARY**
January 2019

Play Equip & Slide

Rm. 6

Rm. 5			
PreSchool Rm. 4			
PreSchool Rm. 3			
Rm 1/2	Com		Rm.

Swings

Basketball Court

Rm. 17

Rm. 16					
Room 15					
Room 14					
Rm. 13					
Rm. 12					

Rm. 20	
Rm. 21	

Basketball Court



Kitchen	
Cafeteria	Stage

Staff Rm.	Supply Room
Shop	

Rm. 1

Library Rm. 2	School Office
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South Fork Union School District 2020-2021 Comprehensive Safe School Plan

Prepared By: South Fork School Site Council

Reviewed and Approved by:

	Date	Signature
Superintendent/Principal	<u>2/11/21</u>	<u>K. Kussack</u>
South Fork Union School District School Board	<u>2/11/21</u>	<u>Dale Crighton</u>