SOUTH FORK UNION SCHOOL DISTRICT

COMPREHENSIVE SAFE SCHOOL PLAN

2017/2018

South Fork Union Elementary School District

5225 Kelso Valley Road

Weldon, CA 93283

Superintendent/Principal
Kim Kissack-Villani

Board of Education
Dale Creighton, President
Karrie Bunting
Sherry Nichols, Clerk
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
Annette Thomey, Vice Principal

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-Villani
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-Villani
Stephanie Holman, President
Crystal Carver, Vice President
Anita Harwell, Secretary
Dianna Hinkey
Annette Thomey
Kris Depew
Jake Rudnick

b. Site Council and Safety Committee Meeting Dates

November 1st, 2017
December 6th, 2017
January 10th, 2018
January 26th, 2018
February 7th, 2018
February 21st, 2018

III. Safe Schools Report

South Fork Elementary School

School Accountability Report Card

Reported using data from the 2016-2017 school year

Published during 2017-2018

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	South Fork Elementary School
Street	5225 Kelso Valley Rd
City, State, Zip	Weldon, CA 93283-9564
Phone Number	(760) 378-2211
Principal	Kim Kissack-Villani
E-mail Address	kvillani@southforkschool.org
Web Site	southforkschool.org
CDS Code	15637846010060

District Contact Information	
District Name	South Fork Union Elementary School District
Phone Number	(760) 378-4000
Superintendent	Kim Kissack-Villani
E-mail Address	kvillani@southforkschool.org
Web Site	www.southforkschool.org

School Description and Mission Statement (School Year 2017-18)

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 fourth through eighth. Student population at the South Fork Elementary School Fay Ranch Campus Averages 128, South Fork Elementary School Kelso Campus enrollment averages 120.

South Fork Union School District's mission is to be a community united in creating live long learners to improve our future through education. We offer relevant education in a safe environment, with opportunities for academic, athletic and social success.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	27
Grade 1	36
Grade 2	26
Grade 3	29
Grade 4	22
Grade 5	20
Grade 6	30
Grade 7	19
Grade 8	32
Total Enrollment	241

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	3.7
Asian	0
Filipino	0
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	0
White	74.7
Two or More Races	3.7
Socioeconomically Disadvantaged	84.6
English Learners	1.7
Students with Disabilities	8.7
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	11	9	9
Without Full Credential	1	1	3	3
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18) Year

and month in which data were collected: 2016/17

Textbooks are adopted from the most recent State-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Ready Gen K-5 Pearson My Perspectives 6-8	Yes	0%
Mathematics	Pearson Envision Math, 2016	Yes	0%
Science		Yes	0%
History-Social Science	Houghton Mifflin, 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

South Fork Elementary School- Fay Campus was built in 1951 and is in good condition. The school has 12 classrooms (two of which are portables), a cafeteria, stage, and computer lab (for up to 25 students) in the Library. The outside areas include a track course, soccer field, and baseball field. Students are supervised by yard duty personnel at all times. South Fork Elementary -Kelso Campus was built in 2000. This campus has 11 classrooms, Library, Cafeteria, Gymnasium and Pool. The outside area on the Kelso campus includes a track and grass fields. The after school program is also supervised. Two janitors work during school hours and evenings.

The District evaluates annually the 5 year deferred maintenance plan.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 08/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/2017				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	26	37	26	37	48	48
Mathematics (grades 3-8 and 11)	29	28	29	28	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	144	97.96	36.81
Male	73	73	100	34.25
Female	74	71	95.95	39.44
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	32	31	96.88	38.71
White	104	103	99.04	37.86
Two or More Races	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	124	123	99.19	34.15
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86	7.69

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	144	97.96	27.78
Male	73	73	100	30.14
Female	74	71	95.95	25.35
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	32	31	96.88	29.03
White	104	103	99.04	26.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	124	123	99.19	22.76
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		47		47		54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	29.4	29.4
7	15	40	25

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

South Fork Elementary School provides several different opportunities for parents to become involved. Parents are welcome to volunteer in the classroom, join the School Site Council, District Advisory Committee and the Parent Teacher Club (PTC) where parents and teachers get together to plan activities, such as the Fall Festival, Book Fairs, educational assemblies and fundraising opportunities. Parents can also participate in Open House and Back-to-School Night. The district encourages parent volunteers in the classroom as well. Information about each organization is available by calling the school office at 760-378-1300.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.2	5.3	5.7	13.7	5.3	5.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Plans and procedures are in place to ensure the safety of our students. These plans include a Board-approved safety plan, monthly fire drills, earthquake drills, and evacuation drills practiced each semester. School staff attends Blood Born Pathogen training once a year. The school Site Council reviews and updates the school safety plan yearly. The school also offers a Safe Summer Swim Program, and the implementation of PBIS (Positive Behavior Intervention System) for positive behaviors that are part of our anti-bullying program.

The school Safety Plan was last reviewed, updated, and discussed with the school faculty in May 2017.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13	1	1		13	3			9	3		
1	27		1		13	1	1		18	1	1	
2	15	1	1		14	1	1		13	1	1	
3	21	5	4		14	1	1		29		1	
4	27	1	8		20	2	8		22		8	
5					23		10		20	8		
6					20	10			30		8	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.10	N/A
Social Worker		N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9,017	2,608	6,409	57,435
District	N/A	N/A	6,314	$62,213
Percent Difference: School Site and District	N/A	N/A	1.5	0.8
State	N/A	N/A	$6,574	$61,939
Percent Difference: School Site and State	N/A	N/A	36.7	-0.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

- Title I
- Response to Intervention
- Class Size Reduction
- Home Instruction
- After School Program for three hours a day
- Full Day Preschool and Child Care Center

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,458	$42,598
Mid-Range Teacher Salary	$59,329	$62,232
Highest Teacher Salary	$72,915	$80,964
Average Principal Salary (Elementary)	$91,933	$102,366
Average Principal Salary (Middle)		$104,982
Average Principal Salary (High)		
Superintendent Salary		$117,868
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	4%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

The South Fork Union School District is committed to providing the highest quality professional development for all teachers. The District offers weekly two-hour Professional Learning Communities, which give teachers the opportunity to share literature, CCSS (Common Core State Standards) teaching strategies, and resources that support academic achievement in the classroom. The district also has 2 "in house" Curriculum and Instruction Leaders that lead the weekly PLCs. Curriculum and Instruction Leaders are responsible for leading the coaching sessions with the district's vision and mission statement. In class coaching is also offered with release time given to teachers to observe other teachers' skills.

All staff is being introduced and trained by PBIS (Positive Behavior Intervention System) coaches from the district who attended training at the Kern County Superintendent of Schools. The 2016-2017 school year is the districts fourth year for PBIS, with this school year being the target for full implementation.

One teacher/principal "Teaching and Learning" meeting is scheduled per month. Topics of these meetings include evidence based research materials, testing data, and any other pertinent matters that will increase student achievement.

Academic Interventions are designed, monitored, and adjusted to support student achievement.

Two days before the start of student instruction in August are devoted to PD such as, state mandates, curriculum planning, calendars and other areas needed to increase student achievement. This year one additional day of Professional Development was completed to introduce the new Reading Curriculum.

IV. 2017-2018 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.

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.

Component 1: People and Programs		
Goal #1: **Provide students a safe, respectful, accepting and nurturing environment.**		
Objective 1 Implement PBIS	Actions Extra Para time to implement Tier 2 and 3 interventions	Responsible Party Kim Villani, Dee Ann Behm
Objective 2 Staff CPI training	Actions Yearly CPI training for all staff prior to new school year.	Responsible Party Kim Villani, Dee Ann Behm
Objective 3 Student engagement in creating a safe and respectful environment	Actions Anti-bullying assemblies, Pep rallies, Team building conferences for students, ticket reward system for positive behavior.	Responsible Party Teachers, Kim Villani, Dee Ann Behm

Component 2: Places		
Goal #1: **Keep facilities in good repair.**		
Objective 1 Increase lighting on campuses.	Actions LED lighting on both campuses.	Responsible Party MOT
Objective 2 Clean up area around track at Fay Ranch Campus to improve safety for students.	Actions MOT to clean up brush, trash and trees around track area.	Responsible Party MOT
Objective 3 Additional fire alarms.	Actions MOT will install additional fire alarms on both campuses.	Responsible Party 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 sue 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.

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(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:
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(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:

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(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.

Policy SOUTH FORK UNION SCHOOL DISTRICT
adopted: December 10, 2015 Weldon, California

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 BUSSES

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 shear, 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. Emergency Plan

VI. Appendix/Forms

South Fork Union School District

Emergency/ Evacuation Plan

INTRUDER DRILL

1. Lock Down is called into School Office or District Office
2. School secretary will call 911 and call all rooms and say "CODE ONE CODE ONE CODE ONE" to notify them of intruder.
3. Students lay flat on floor
4. Peek out, pull in, lock door
    a. Teachers yell for outside identified persons to come in or pull them in if they are in reachable distance.
    b. Lock down
        i. Pull curtains/blinds
        ii. Turn off lights/computers/cell phones/radios/etc
        iii. Try to keep students quiet , calm and orderly
        iv. No students may leave the room. Do not open door for others to enter
5. Wait for further instruction from law enforcement administration or the evacuation drill bell to sound.
6. Evacuate building as per previous evacuation drills.

EVACUATION DRILL

1. Duck and cover until second bell.
2. Teacher closes door and blinds.
3. At second bell, evacuate room –take the back pack off the wall near the door
4. If someone is injured, leave them with a paraprofessional or ask for nearby staff to take your class and stay with the injured. Put a red tag from back pack on the outside door handle.
5. Take class to evacuation area on black top. Students move to homeroom group.
6. Count the students and send the number to the secretary.
7. Wait for further instructions.

INTRUDER DRILL

SHOOTER/HOSTAGE SITUATION

PURPOSE

These procedures are to provide guidelines for staff and students in the event of a person coming on campus with an unauthorized weapon or driving by campus discharging a firearm.

Certificated Staff Procedures

I. School during Regular Session

a. If a person is on campus, driving by, or from a concealed location off campus firing a weapon, the office staff will call out on the intercom to each classroom the repeated phrase "CODE ONE, CODE ONE, CODE ONE". At this signal, all classroom teachers shall LOCK DOWN as follows:

1. Pull curtains
2. Turn out lights
3. Instruct students to get on the floor under a desk
4. Check outside to see if it is safe to lock the classroom door
5. Try to keep students quiet, calm and orderly
6. Under no circumstances let anyone leave the room until instructed, either by an identified administrator or his designee

b. During an assembly in the cafetorium, use this procedure:

1. Pull curtains
2. Turn lights off
3. Each teacher is responsible for their class to keep them calm and orderly, in their seats or, if the situation requires, lying flat on the floor
4. Lock all outside doors if safe to do so
5. Wait for further instruction from the administrator, his designee, or the sheriff's office
6. Under no circumstances let anyone leave the room until instructed, either by an identified administrator or his designee

SB187

c. During Lunch Time, use this procedure:

If inside the cafeteria, all available personnel shall

1. Pull curtains
2. Turn lights off
3. Lock all outside doors if safe to do so
4. Pull tables over and have students get behind them on the floor
5. Wait for further instruction from the administrator, his designee or the sheriff's office
6. Under no circumstances let anyone leave the room until instructed, either by an identified administrator or his designee

If outside on the playground, all available personnel shall

1. Get students away from the street and inside a classroom, or other campus building where protection is possible
2. If a room is unavailable, get students around a corner out of sight of the gunman
3. Do not leave a secure location until instructed either by an identified administrator , his designee or sheriff's officer

During Morning Recess, Passing Periods or at the Bus Lines, all available personnel shall

1. Get all students close to a classroom or other room, into that room and follow procedures for LOCK DOWN
2. For students and staff who are unable to reach the safety of a classroom or other building, instruct them to lay flat on the ground, and when possible, crawl on their stomachs to a safe location

II. If an unauthorized person enters the office with a weapon, office personnel shall follow this procedure—IF POSSIBLE:

1. Call "CODE ONE, CODE ONE, CODE ONE" – if possible
2. Leave office for a different location—if possible
3. Go to the nearest location that has an outside telephone line and Call 911. When an operator answers, give this information:

"My name is _____. I work at South Fork School in Weldon. A (man, student, woman) is on campus (with a gun/has fired shots/has

threatened to shoot someone/is holding a hostage). The name of the shooter is (If you know the person's name). He is using (the kind of gun if you know this information) and has fired shots (If you know how many shots have been fired). The shooter is (if you know the shooter's location, give this information). The shooter has already shot (if people have been killed or wounded, or if the shooter is stalking someone, give this information) Send an Ambulance!!!!!!!!!!"

4. After making the 911 call, then call the local sheriff's office at 379-2641

III. Administrative Procedure

1. Call 911 from the nearest secure outside telephone line
2. Set up primary command post in District Office—if possible
3. Set up secondary command post in Bus Barn or other secure location Depending on location of shooter
4. Call 911 a second time to confirm first call
5. Call local sheriff's office
6. Act as support for Kern County Sheriff's Office

IV. In any situation involving an individual with a gun or bomb or a drive-by shooter on campus, all school personnel will do the best job they can in protecting the lives of students, themselves and fellow adults. This set of procedures as outlined above is meant to assist the staff and students in helping to prevent injury and death to the greatest degree possible.

V. During such an emergency, it is a given that the attention, energy and focus of the school administration and other personnel will be completely given to the tasks at hand in providing security and safe haven for students and fellow adults within the perimeter of the emergency area. After the elements causing the emergency have been stabilized and the emergency no longer exists and the safety of all students and staff members have been determined, then, at that point, the administration will follow these procedures in communicating:

1. The Superintendent or his designee will contact these entities in this order

   a. Kern County Superintendent of Schools Office at 805-636-4130
   b. Members of the South Fork Union School Board of Trustees
   c. Parents of students who may have been injured
   d. Local Radio Stations: KCNQ (379-5636) KVLI (379-4146)
   e. Kern Valley Sun 379-3667
   f. Other parents, family members and community members who are determined by the administration at that time who have a 'need to know'

EMERGENCY INSTRUCTIONS TO ALL STAFF MEMBERS

If a shooter gets into a classroom or other room where children are present, use these procedures:

1. **Keep yourself as calm as possible**
2. **Instruct students to sit on the floor and behind furniture**
3. **DO NOT antagonize the shooter by your words or actions**
4. **TRY to avert panic among the children with calming words**
5. **LISTEN to what the shooter says and DO what he says**
6. **DO NOT try to be a hero by taking actions that would jeopardize the safety of you or the students**

IF the shooter begins shooting at you or the students, take whatever evasive action or other steps you determine are necessary at the time to protect you and the students from the shooter .

The Goals of the Sheriff's Office are to

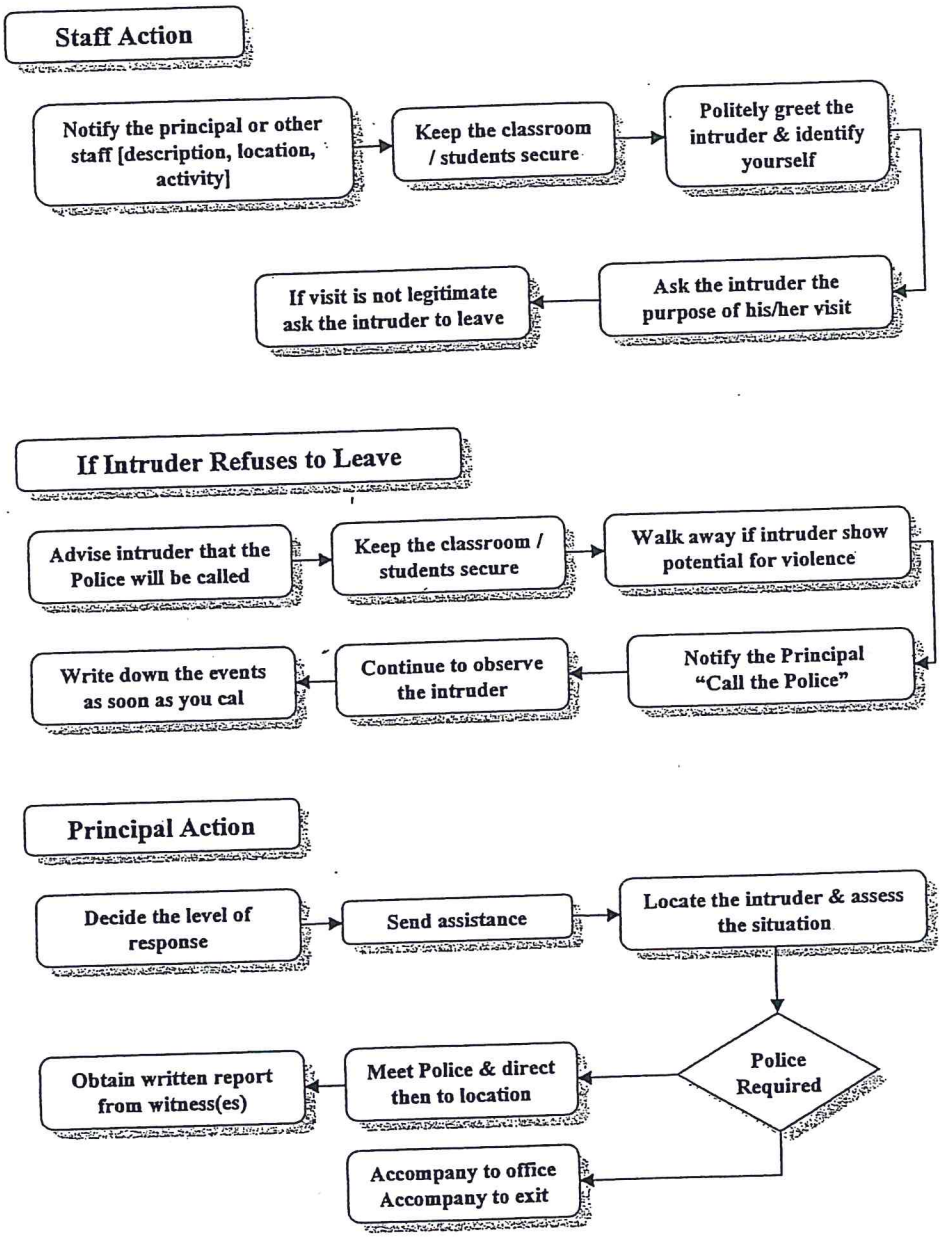
1. **Secure the shooter in the room**
2. **To keep shooter out of other rooms**

If the shooter gets into the office and takes over the intercom, school personnel should try to do the following:

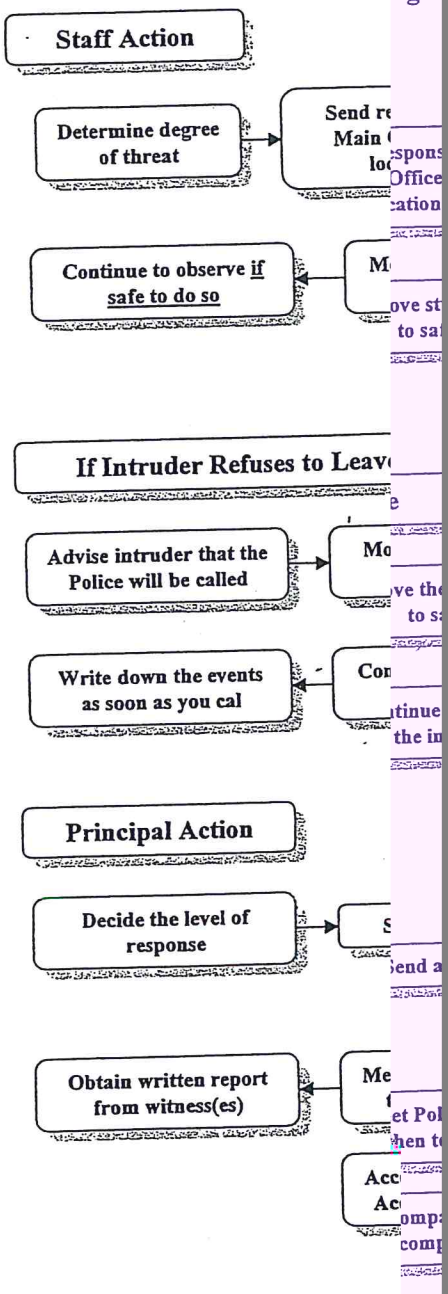
1. **TRY to avert panic**
2. **Try to leave the office—if possible**
3. **Call District Office—if possible**
4. **Call "CODE ONE, CODE ONE,CODE ONE" –if possible**
5. **Call 911—if possible**
6. **Use commonsense procedures to protect yourself and those around you**

EMERGENCY INSTRUCTIONS TO ALL STAFF MEMBERS

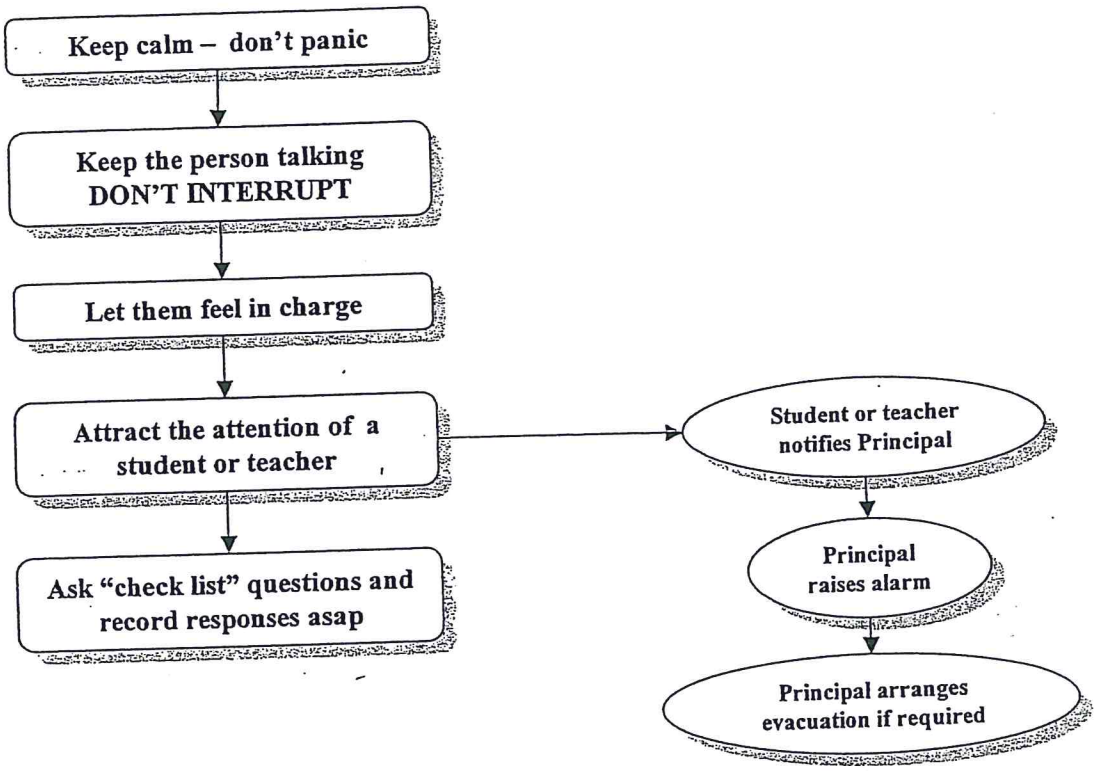
- Intruder Inside Building Emergency Response



- Intruder Outside Buildi



- Bomb/Arson Threat Emergency Response



- Bomb/Arson Threat Emergency Response

- Bomb Threat Questions

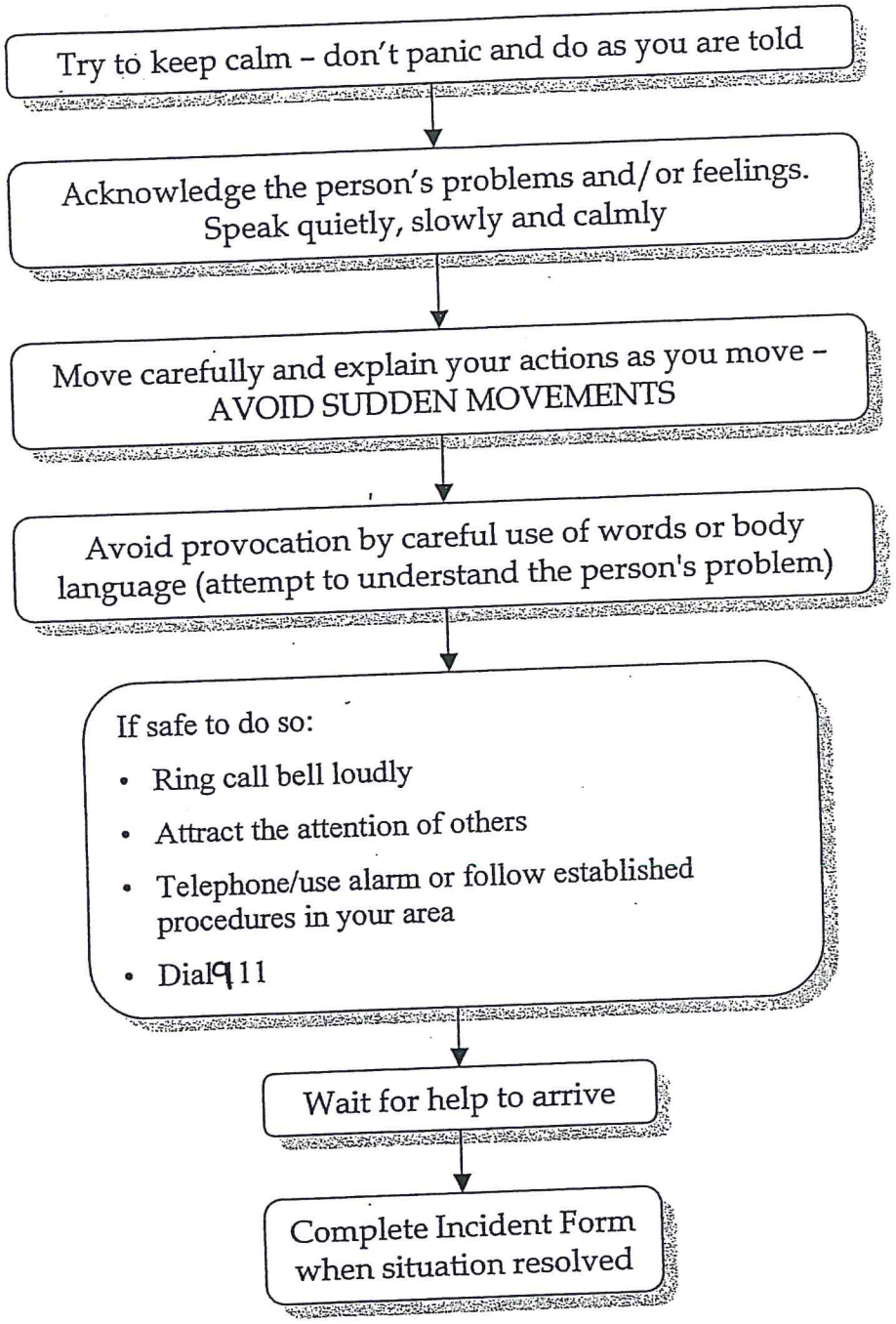
WHERE DID YOU PUT THE BOMB?
WHAT DOES THE BOMB LOOK LIKE?
WHAT WILL MAKE THE BOMB EXPLODE?
WHEN IS THE BOMB GOING TO EXPLODE?
WHAT IS YOUR NAME?
WHERE ARE YOU?
EXACT WORDING OF THREAT?

REPORT CALL IMMEDIATELY TO 911

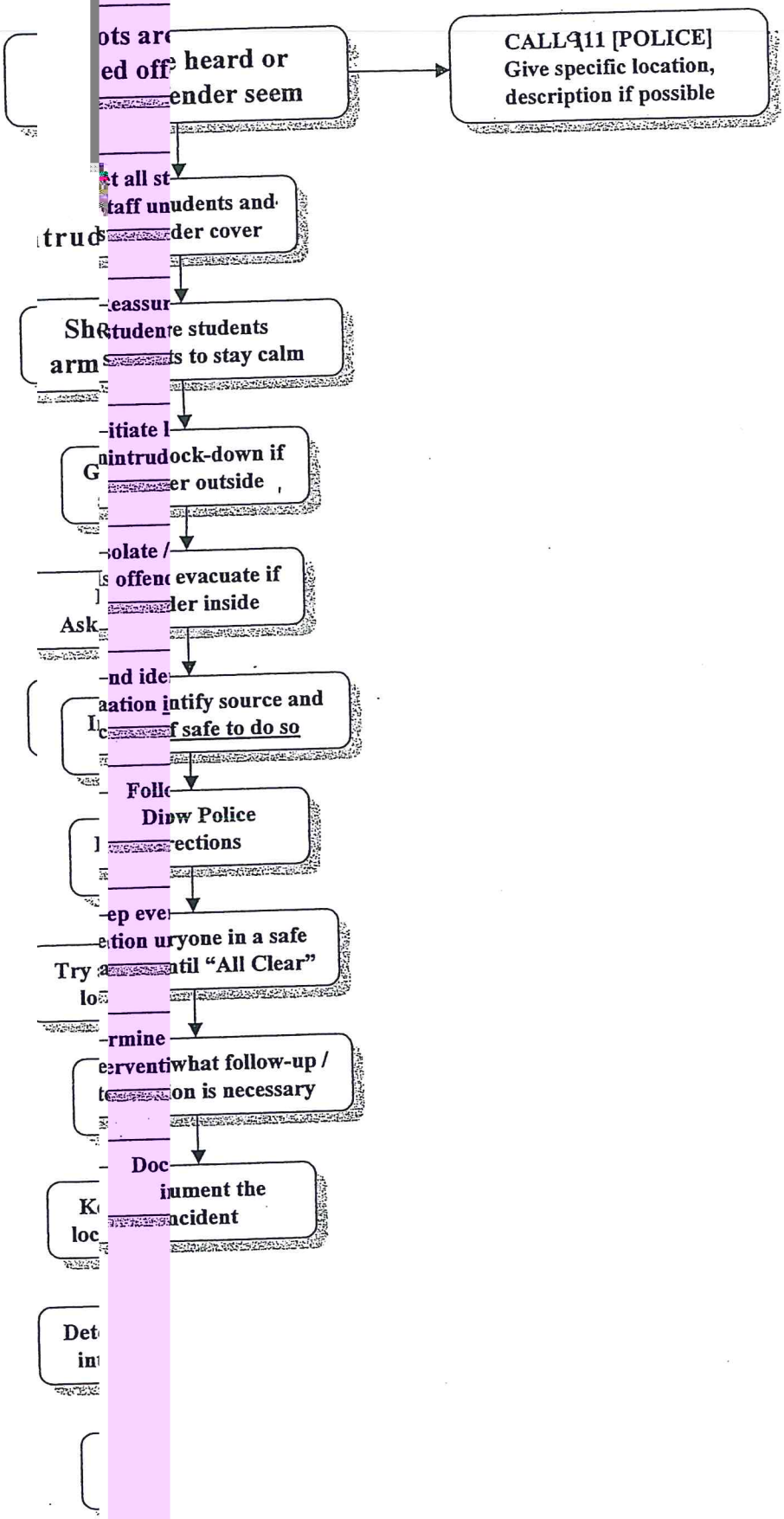
OTHER, E.G. ANY DISTINGUISHING BACKGROUND NOISES?
OTHER – SEX OF CALLER/ESTIMATED AGE
CALL TAKEN (DATE/DURATION OF CALL/TIME/NUMBER CALLED)
RECIPIENT (NAME/TELEPHONE)

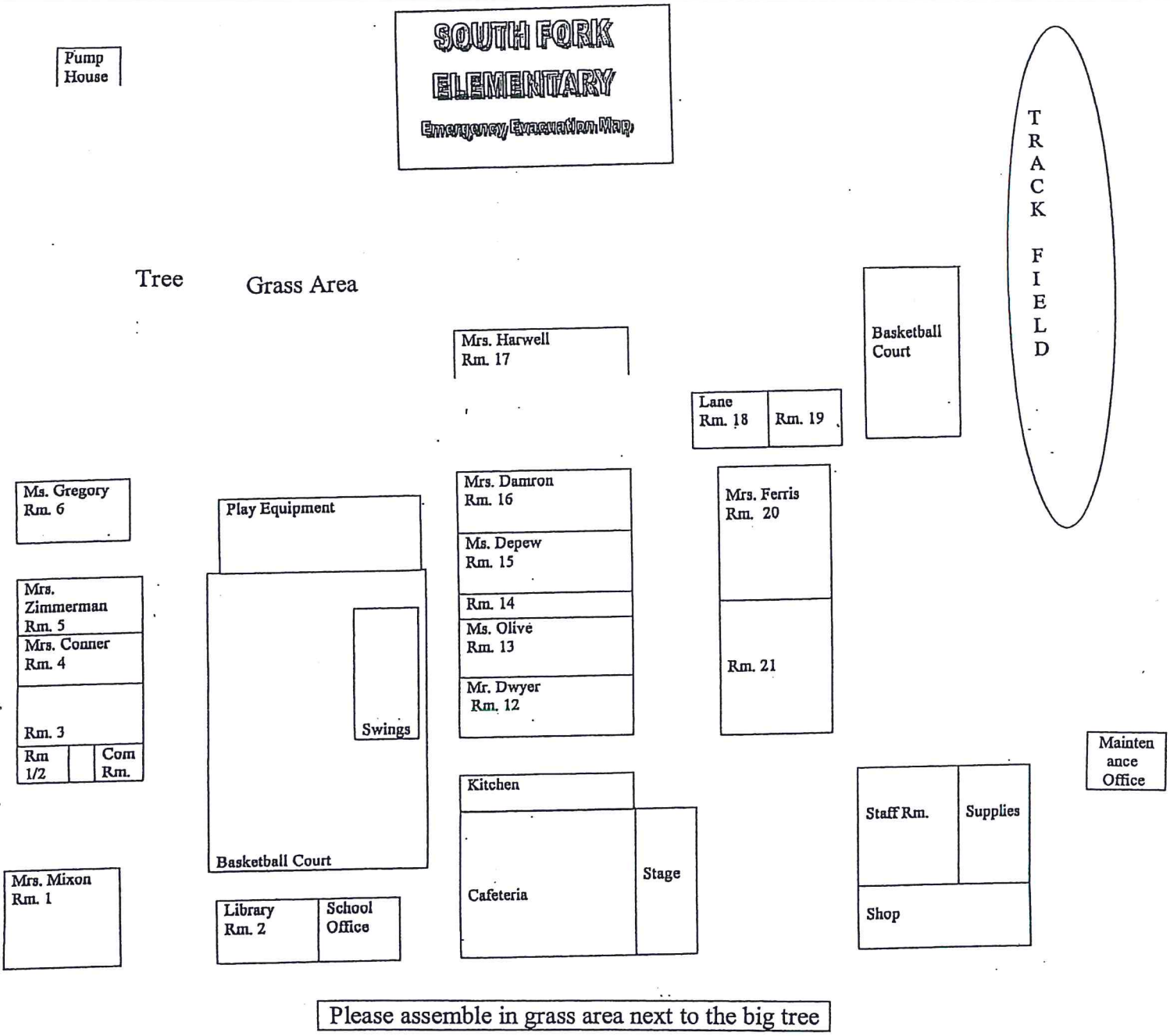
REMEMBER – KEEP CALM AND DON'T HANG UP

- Violence/Personal Threat Emergency Response



- Armed In lers I ncident Emergency Response





SOUTH FORK ELEMENTARY SCHOOL EVACUATION PLAN

ASSIGNMENT OVERVIEW DURING EVACUATION

DUCK AND COVER FIRST. WAIT FOR 2ND SET OF ALARMS 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. A red tag will be placed on the door if injured are left in the room. 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 rooms other than classrooms to see that every one 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.

Library Staff - secure library and evacuate. Help with triage area.
District Staff – Debbie check rooms to see that all are out. Evacuate to evacuation area to assist Leslie. Lissa secure District Office. Man Phones until evacuation is imperative. Debbie return to Dist. Office when safe to man phones and begin "mop-up" stage.

Emergency Procedures for After School program are as follows:

1. Fire alarm sounds.
2. Everyone ducks and covers
3. Remain ducked and covered until second alarm sounds.
4. After second alarm evacuate the building as outlined on your evacuation maps in each After School Room.
5. I will take role at evacuation location.
6. Released back to rooms.

Intruder Response:

1. Lock Down is called into School Office or District Office.
2. School secretary will call 911 and call all rooms and say "CODE ONE CODE ONE CODE ONE" to notify them of intruder.
3. Students lay flat on floor
4. Peek out, pull in, lock door
   a. Teachers yell for outside identified persons to come in or pull them in if they are in reachable distance.
   b. Lock down
      i. Pull curtains/blinds
      ii. Turn off lights/computers/cell phones/radios/etc
      iii. Try to keep students quiet , calm and orderly
      iv. No students may leave the room. Do not open door for others to enter
5. Wait for further instruction from law enforcement administration or the evacuation drill bell to sound.
6. Evacuate building as per previous evacuation drills.

Evacuation Procedure South Fork Union School District

In case of an emergency where an evacuation is imperative, the Elementary School students will be evacuated to the Middle School campus. The Middle School Campus will be evacuated to the Elementary School, if evacuation is imperative and the elementary school campus is safe. If the road or other school is in need of evacuation, the District will be evacuated to the Community Church. Students will be transported by bus. The evacuation procedure will be as follows:

Fire Alarm will sound and the students will be notified to Duck and Cover. At this time it will be determined by the Incident Commander if the students are to stay in their classrooms or evacuate the buildings. In most cases of brush fire, the students will stay contained in the classroom, unless it is deemed that the building is in danger of structural damage. The buildings will be evacuated as on the following pages for each school site. If evacuation of the classroom is necessary, staff will use the buddy system to check safety of each other and students. If a student is injured and unable to be moved, the buddy will stay with the student until help arrives while the other buddy evacuates with the students. First aid kits will be carried from the classroom by the classroom teacher or adult in charge. Walking wounded will report to the triage area on the grass in front of the gym. All others will report to evacuation area.

The attendance clerk 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 attendance clerk will direct the loading of classes for better tracking of students. Attendance Clerk will

keep records until all buses are loaded and students have departed. Walking wounded will also load the bus. Non-walking wounded will stay with buddy or in triage area until emergency help arrives to take over. Students will be released by attendance clerk 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 anytime, 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 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 attendance clerk 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.

Triage –librarian and kitchen staff

- responsible for minor injuries of walking wounded

Maintenance-MOT crew

- Responsible for shutting off of utilities when necessa
- Reports damages to incident commander
- Continues to assess damages and work with IC on ev y. n when neces decision of safety of buildings

acuatic

Attendance Clerk-school secretaries and district office perso

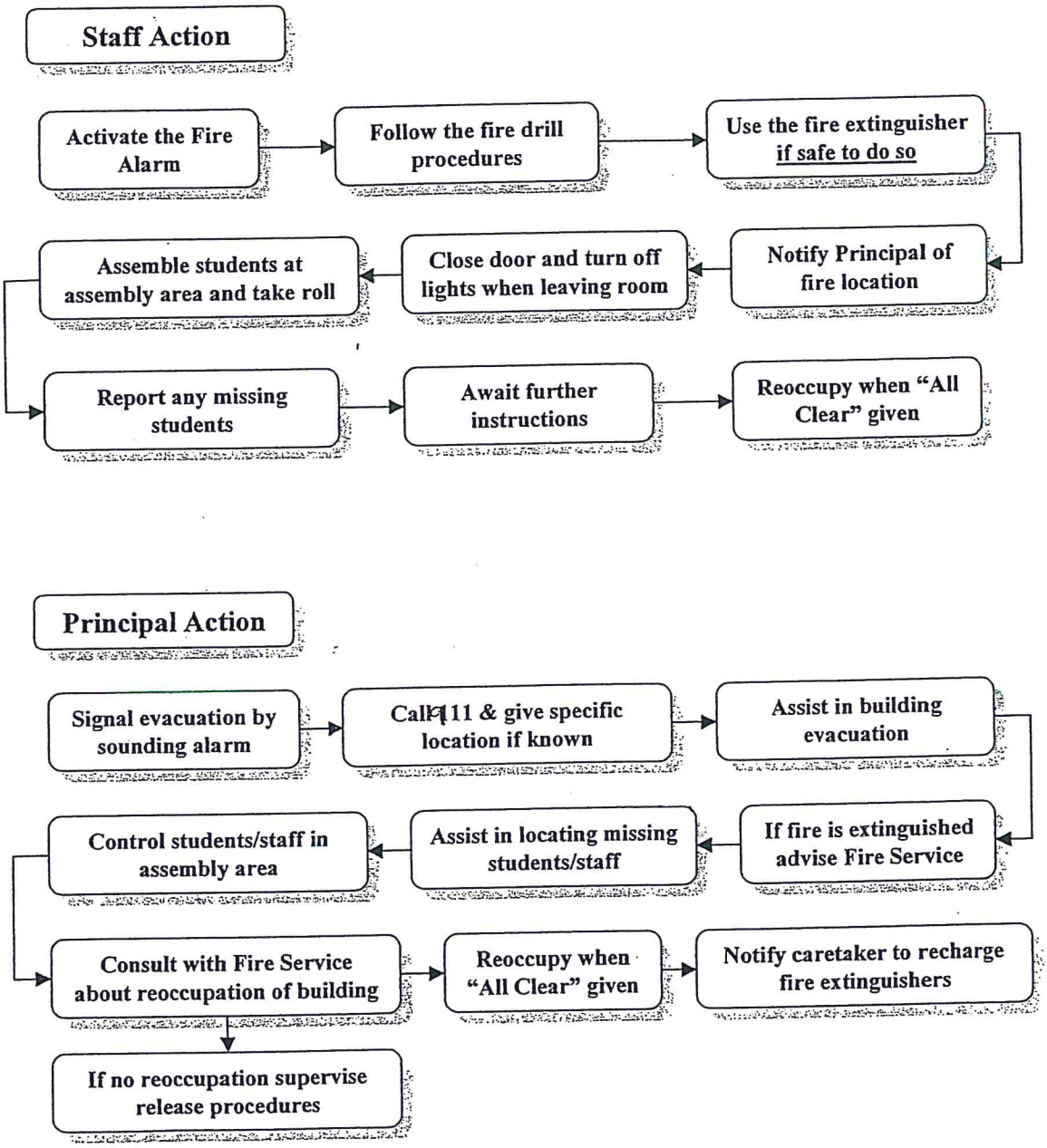
- responsible for making sure that all students and staff counted for.
- Gets daily attendance count and medicine from the o nel
- Students report from their class to attendance clerk w are ac nber that evac building ffice
- Keeps track of students if full evacuation is necessar ith nu

Incident Scribe- administrative assistant .

all positions will turn in incident descriptions on ICS 214 for the incident s will compile the report for an incident report.

n and

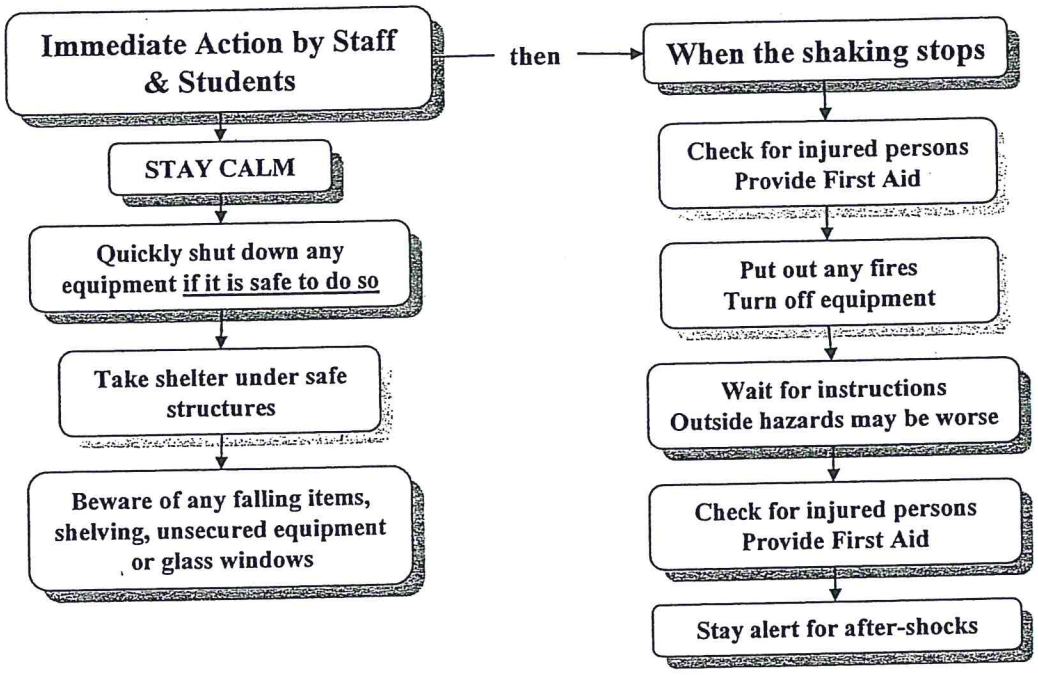
- Fire Emergency Response

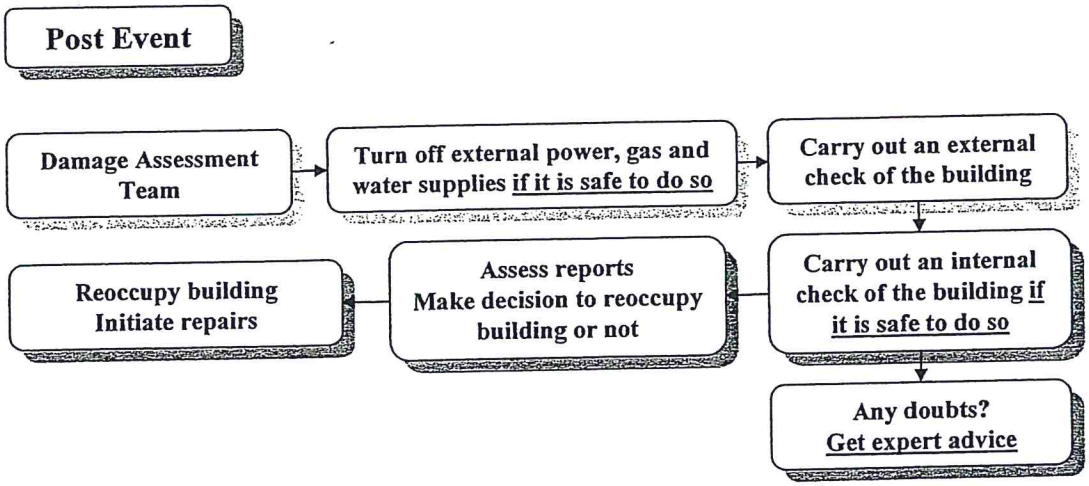


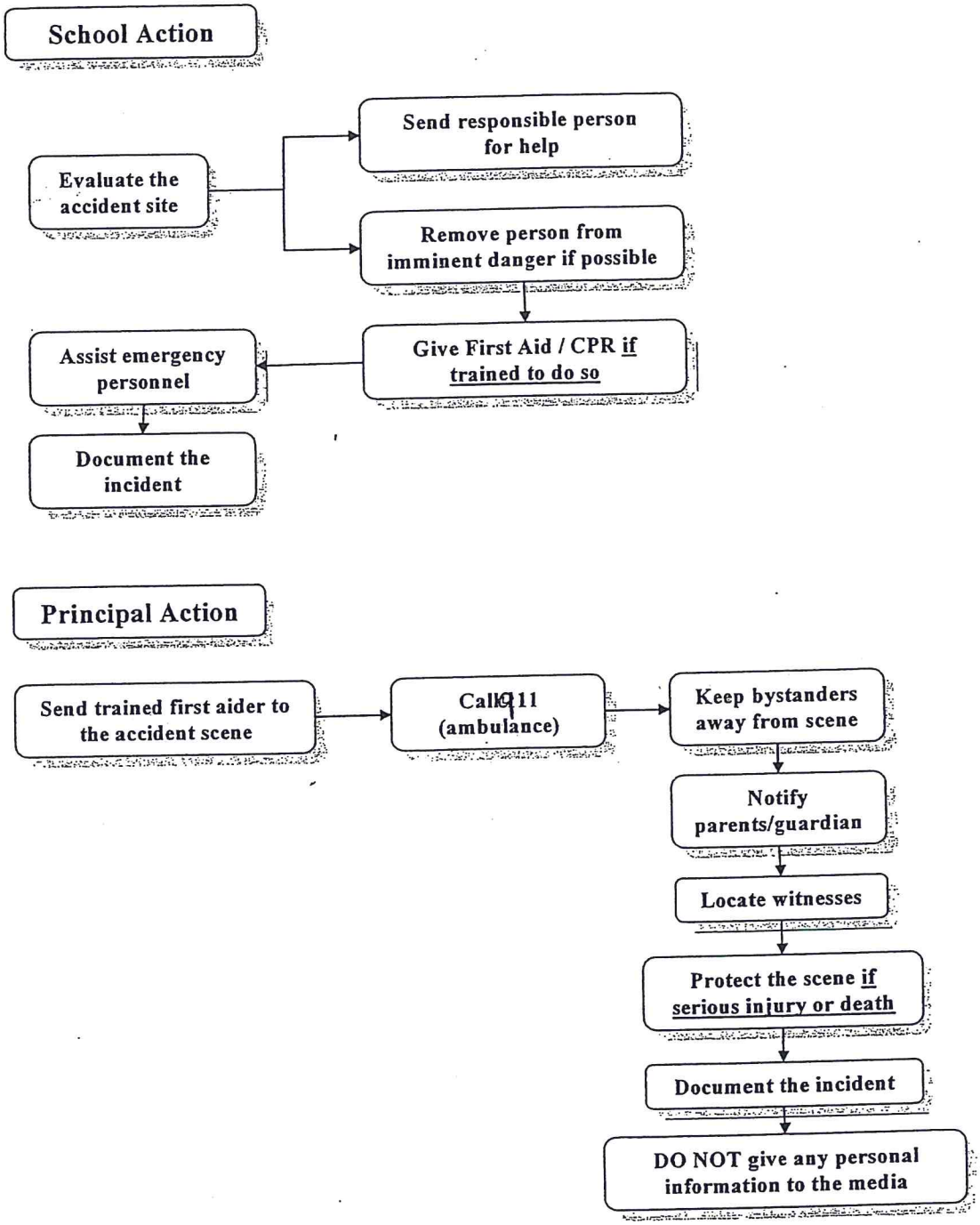
Fire Emergency Response

Earthquake Emergency Response

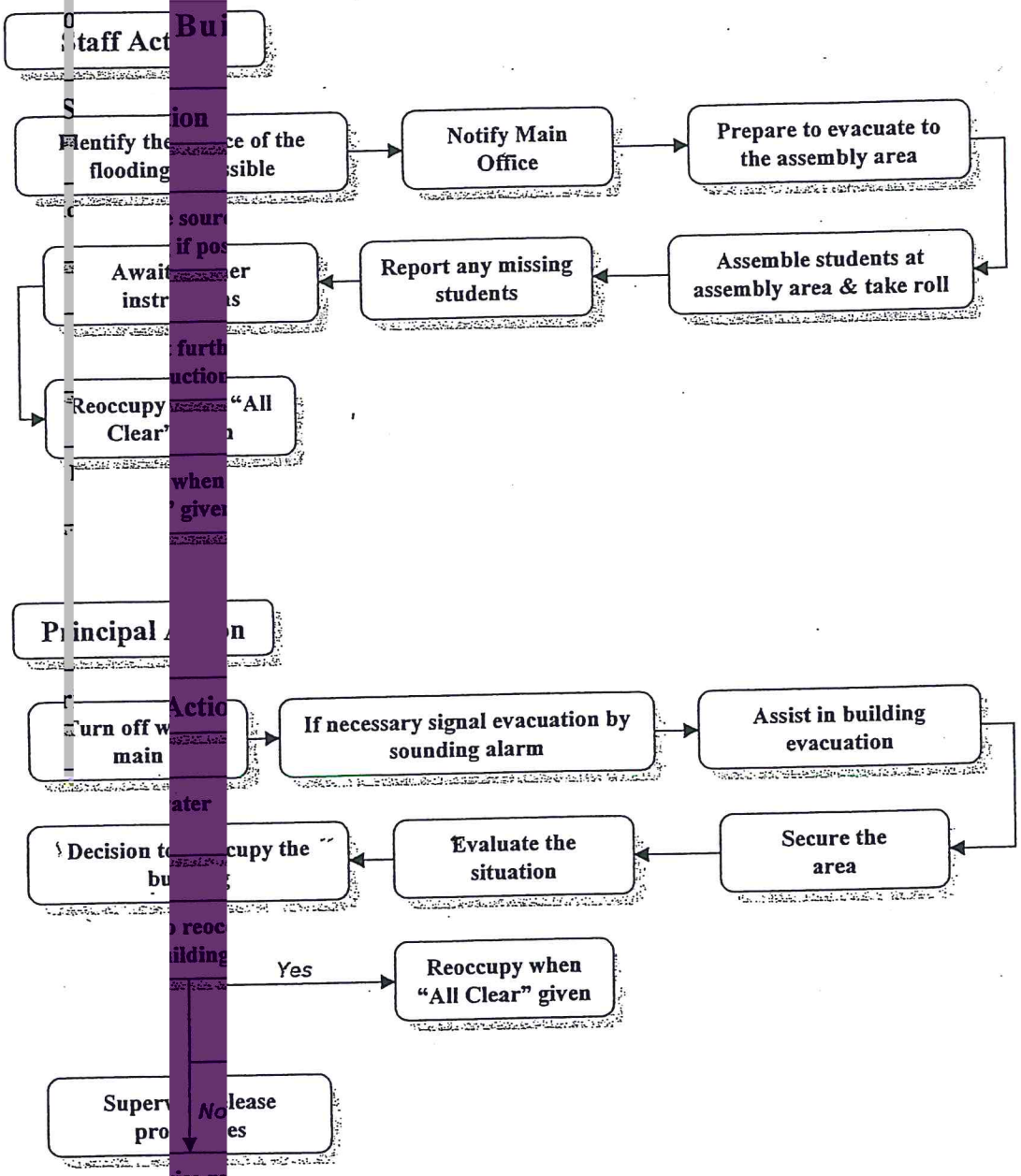
- Earthquake Emergency Response





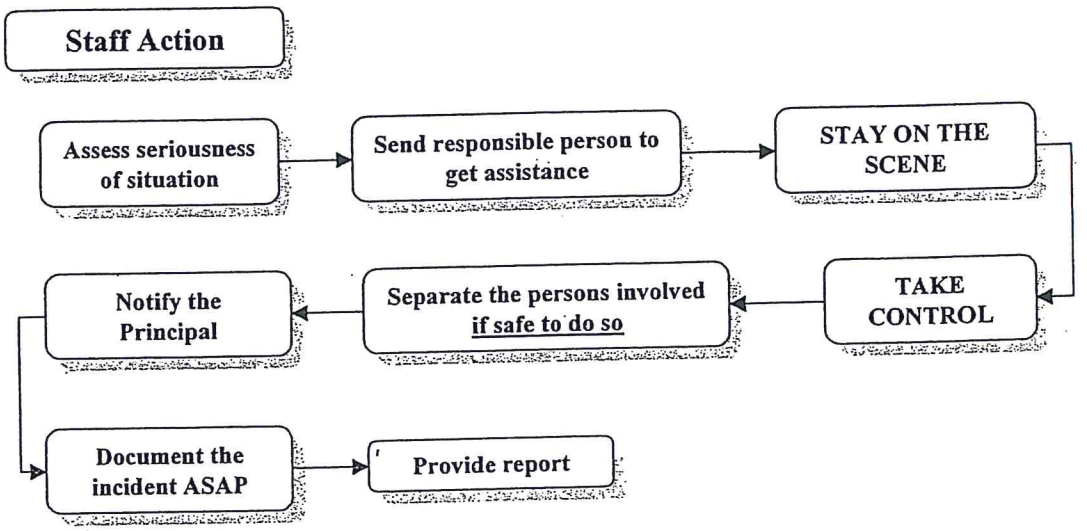

School Action
Evaluate the accident site
Send responsible person for help
Remove person from imminent danger if possible
Give First Aid / CPR if trained to do so
Assist emergency personnel
Document the incident
Principal Action
Send trained first aider to the accident scene
Call 911 (ambulance)
Keep bystanders away from scene
Notify parents/guardian
Locate witnesses
Protect the scene if serious injury or death
Document the incident
DO NOT give any personal information to the media

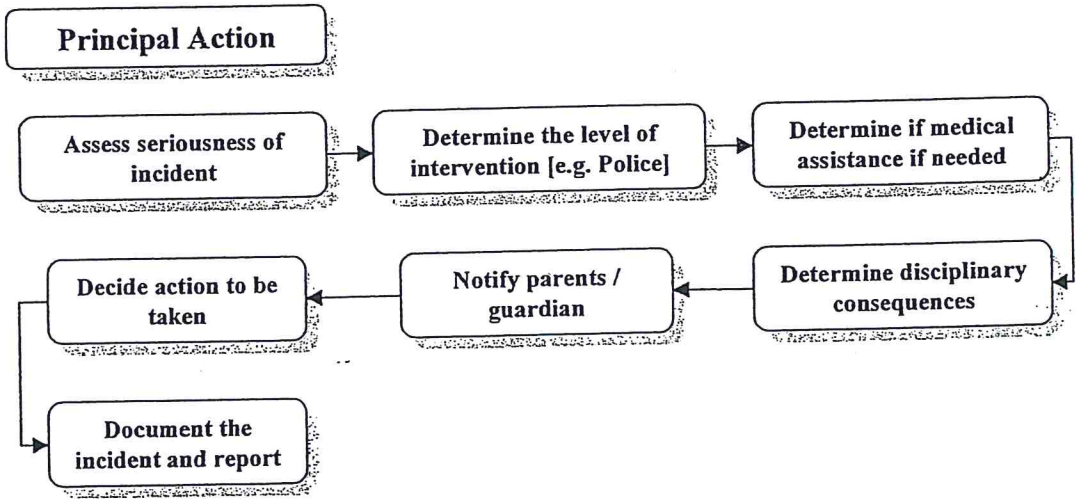
- Flood In Building Emergency Response



lood In Building Emergency Response

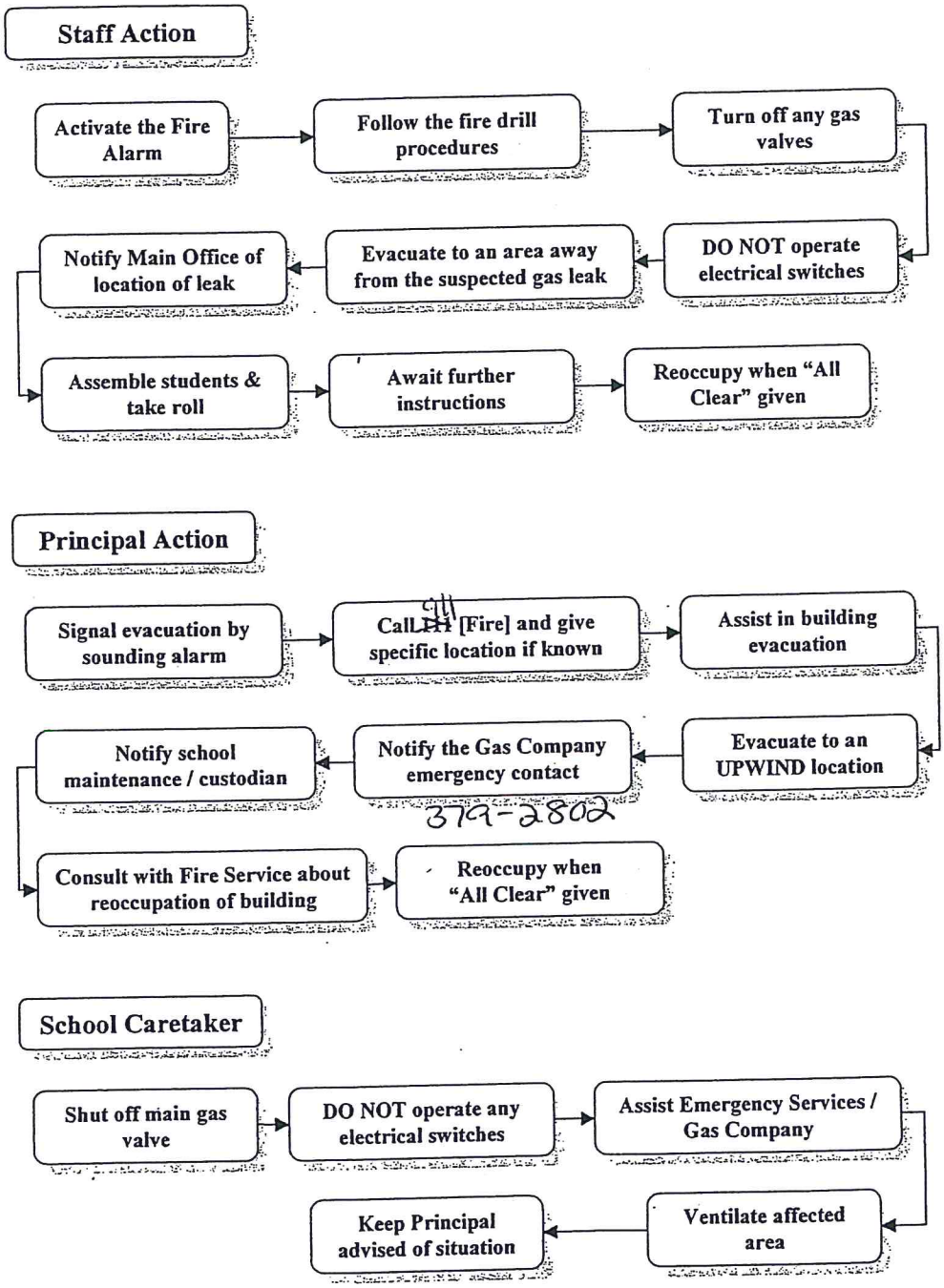
- Physical Assault Emergency Response



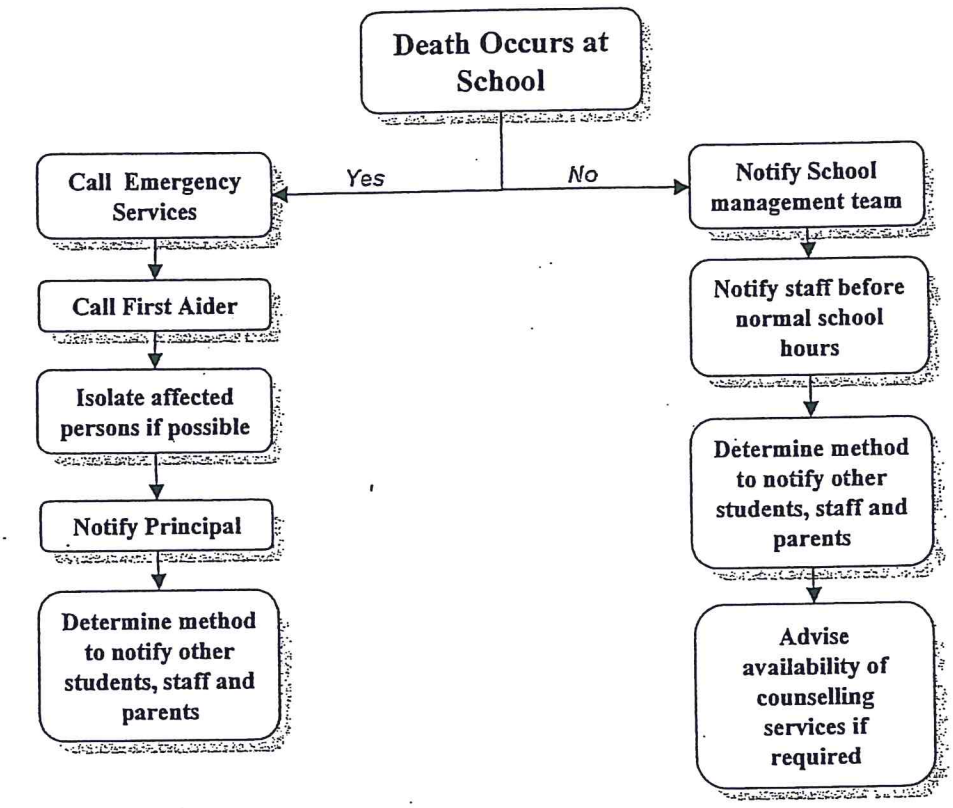


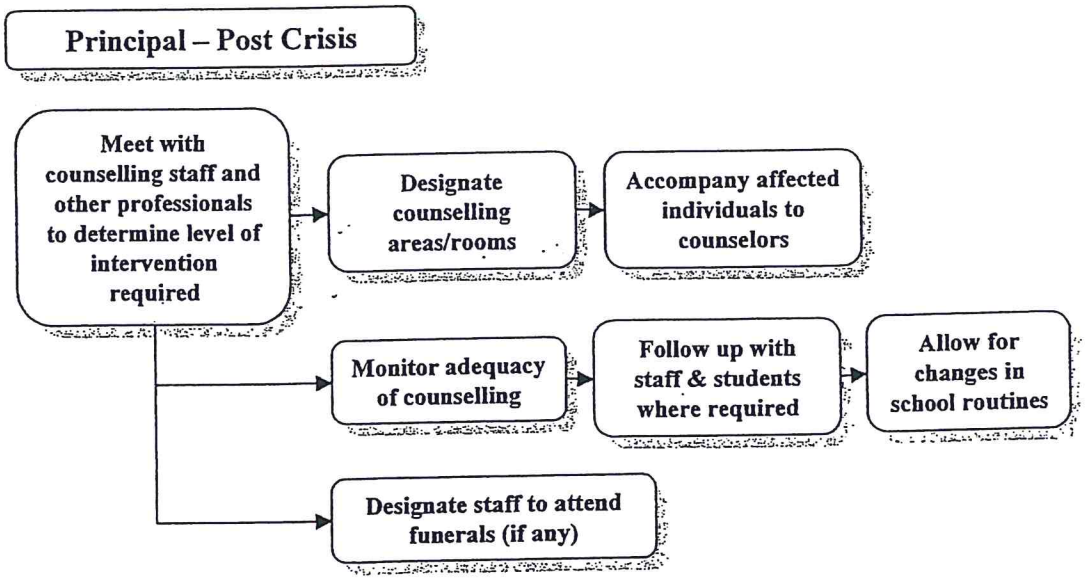
- Physical Assault Emergency Response

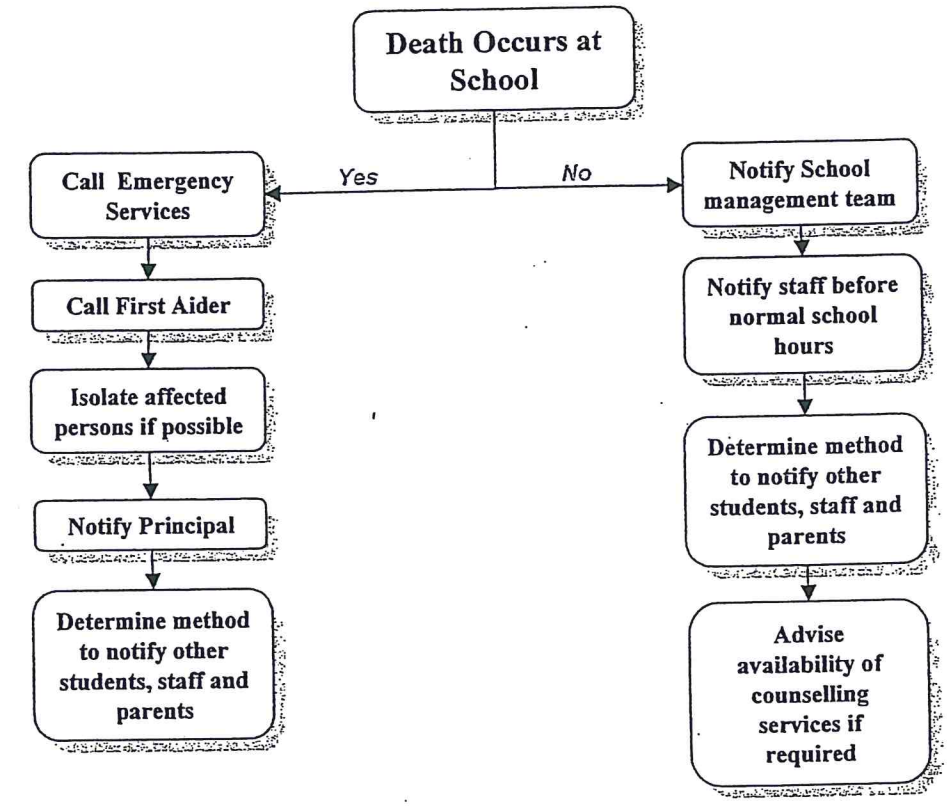
- Gas Leak Emergency Response



- Gas Leak Emergency Response


Death Occurs at School
Yes
No
Call Emergency Services
Call First Aider
Isolate affected persons if possible
Notify Principal
Determine method to notify other students, staff and parents
Notify School management team
Notify staff before normal school hours
Determine method to notify other students, staff and parents
Advise availability of counselling services if required


Principal – Post Crisis
Meet with counselling staff and other professionals to determine level of intervention required
Designate counselling areas/rooms
Accompany affected individuals to counselors
Monitor adequacy of counselling
Follow up with staff & students where required
Allow for changes in school routines
Designate staff to attend funerals (if any)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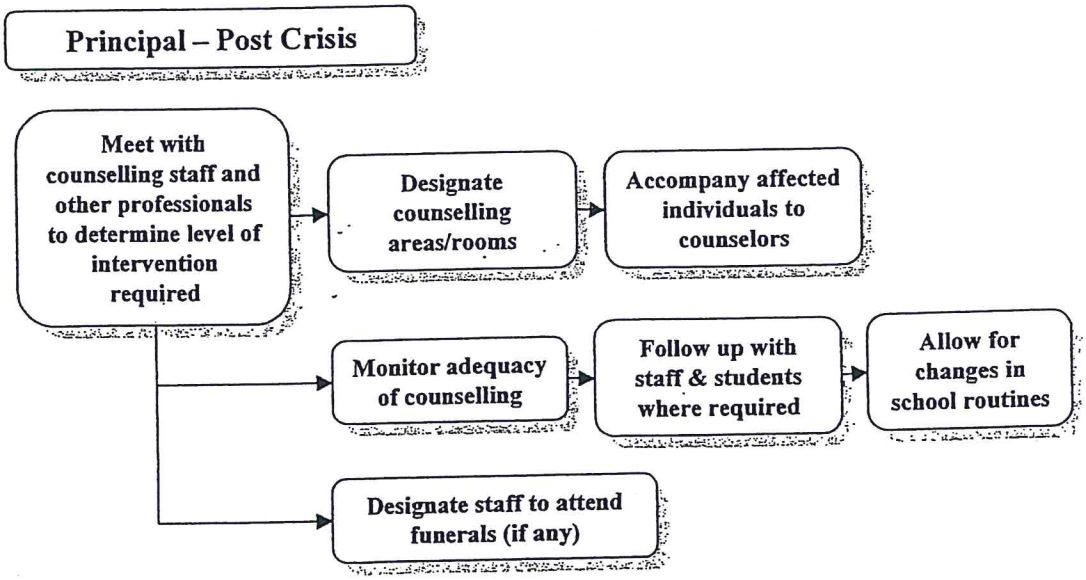
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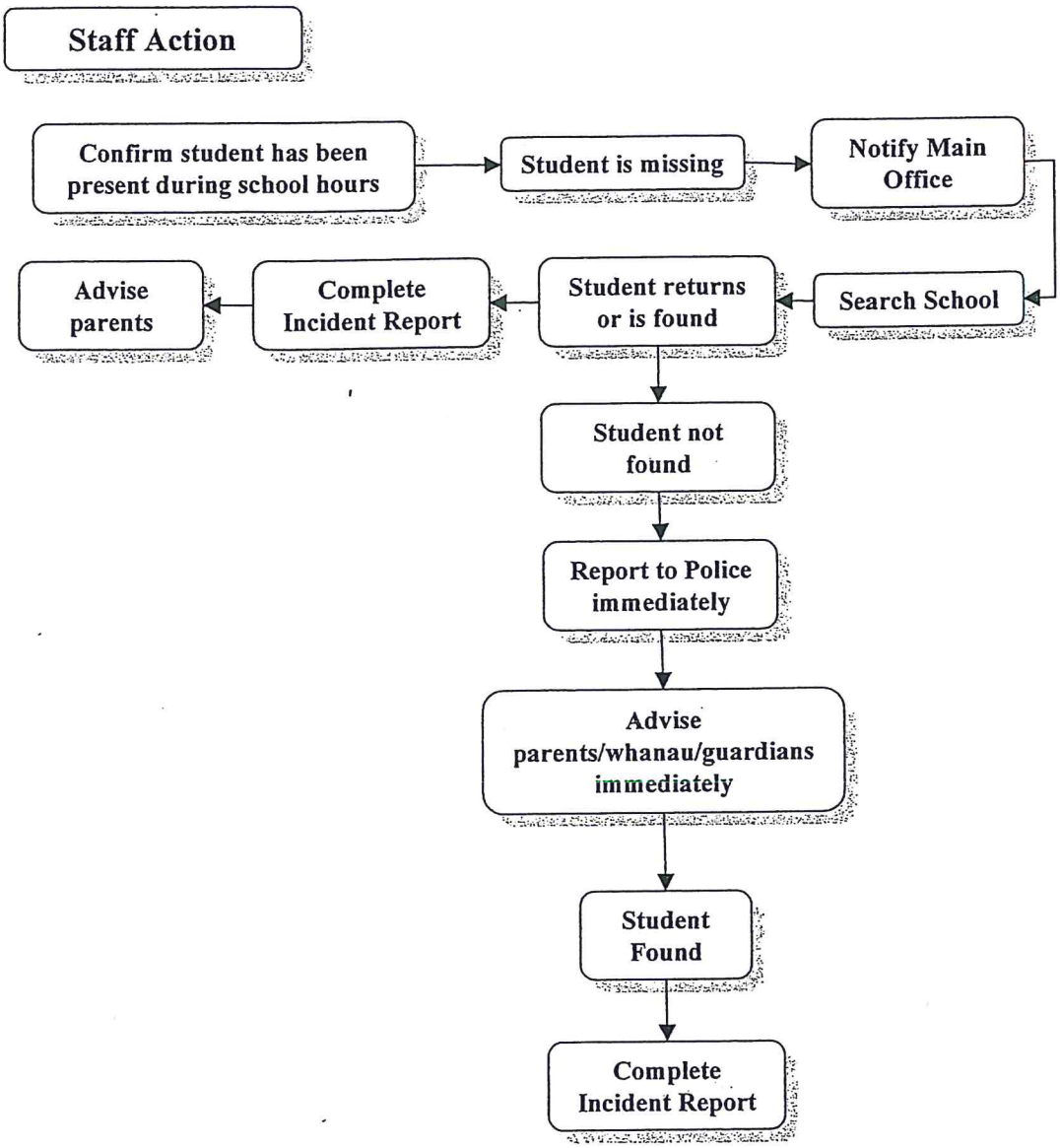
- Missing Child Emergency Response



- Missing Child Emergency Response