

SOUTH FORK UNION SCHOOL DISTRICT

COMPREHENSIVE SAFE SCHOOL PLAN

2021/2022

South Fork Union Elementary School District

5225 Kelso Valley Road

Weldon, CA 93283

Superintendent/Principal

Kim Kissack

Board of Education

Dale Creighton, President

Michael Morgan

Tony Cain

Eric Hafenfeld

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South Fork Elementary Fay Ranch Campus

6401 Fay Ranch Road

Weldon, CA 93283

South Fork Elementary Kelso Campus

5225 Kelso Valley Road

Weldon, CA 93283



## SOUTH FORK UNION SCHOOL DISTRICT

### TABLE OF CONTENTS

- I. The Comprehensive School Safety Plan Overview
- II. Vision and Mission Statement
  - a. SSC make up/ Safety Plan committee/Law enforcement contact
  - b. Notification and Communication
- III. Safe Schools Report
  - a. SARC
  - b. Attendance Summary Report
- IV. 2021-2022 Safe School Action Plans
  - a. Component 1: People and Programs
  - b. Component 2: Places
- V. School Safety Practices, Policies and Procedures
  - a. Child Abuse Reporting Procedures
  - b. Notification of Dangerous Pupils to Teachers
  - c. District Rules and Procedures on Discipline/Suspension & Expulsion Policies
  - d. Bully Prevention
  - e. Mental Health Professionals
  - f. Suicide Prevention
  - g. Hate Crime Reporting Procedures
  - h. Safe Ingress/Egress Procedures
  - i. Nondiscrimination/Harassment Policies
  - j. Schoolwide Dress Code
  - k. Visitor and Emergency Policy
  - l. Emergency and Disaster Preparedness Plan/Procedures for use by a Public Agency
  - m. Earthquake Preparedness
  - n. Infectious Disease Plan
  - o. Current California Dashboard Data
  - p. Emergency Evacuation Handbook
  - q. Approval signature page

## I. COMPREHENSIVE SAFE SCHOOLS PLAN STATEMENT OF BACK GROUND

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

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



## SOUTH FORK UNION SCHOOL DISTRICT

### II. VISION AND MISSION STATEMENT

#### VISION

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

#### MISSION STATEMENT

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

#### a. School Site Council and Safety Committee Members

Kim Kissack

Stephanie Holman, President

Anita Harwell, Vice President

Kris Depew, Secretary

Dianna Hinkey

Annette Thomey

Dr. Reese Weltman

Corrin Hayes

Sgt. Ryan Pitcher- Kern County Sheriff Department (Lake Isabella Substation) Law Enforcement Contact

Justin Wilkins- Kern County Fire Department, Station 71 South Lake- First Responder Contact

#### b. Site Council and Safety Committee Meeting Dates

February 11<sup>th</sup>, 2021

January 31<sup>st</sup>, 2022

### III. Safe Schools Report (SARC)

#### a. Attendance Summary Report

In the 2020-2021 school year South Fork Union School District reported:

- ADA of 268.383
- Attendance rate of 92.96%
- Enrollment: 289
- SARB: First Letters: 6, Second Letters: 3

### IV. 2021-2022 Safe Schools Action Plans

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

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

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

**1. Evaluation of Previous Year's Goals:**

In the 2020-2021 school year South Fork Schools worked to further implementation of PBIS principles. A school psychologist was available on both campuses to assist students with their mental health and behavioral needs with the ongoing Covid-19 pandemic. Students and staff implemented health and safety measures while on campus throughout the year.

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

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

**1. Evaluation of Previous Year's Goals:**

South Fork Schools continue to improve on safety and modernization. A new kindergarten facility was built. We have updated door locks on the Fay campus and both campuses continue to be cleaned and sanitized to maintain the health and safety of both staff and students. Creating a safe atmosphere with updated facilities and being prepared for emergencies continues to be a foremost goal for South Fork Schools.

<b>Component 1: People and Programs</b>		
<b>Goal #1:</b> <b>Provide students a safe, respectful, accepting and nurturing environment.</b>		
<b>Objective 1</b> Ensuring a positive and nurturing environment.	<b>Actions</b> Continue and update PBIS practices in the classroom and areas of the school. Teachers will continue to utilize Class Dojo in their own classrooms as a reward system. Quarterly and monthly behavior rewards will be implemented. As well as, random attendance rewards.	<b>Responsible Party</b> South Fork Staff/District Office

<b>Component 2: Places</b>		
<b>Goal #1:</b> <b>Keep facilities in good repair.</b>		
<b>Objective 1</b> Updating doors and windows on both campuses.	<b>Actions</b> Doors and windows will be replaced on both school campuses.	<b>Responsible Party</b> MOT/District Office
<b>Objective 2</b> Additional emergency training and designated evacuation sites for students outside of classrooms.	<b>Actions</b> Superintendent and MOT will create plan for evacuation to rooms when students are present outside of classrooms (recess). They will address the issue of how paraprofessionals have access to locked rooms if needed. District will also plan and provide emergency training for all staff that address various possible emergency scenarios.(ongoing objective)	<b>Responsible Party</b> Kim Kissack, MOT

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

**a. Child Abuse Reporting**

Board Policy 5141.4

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

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

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

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

**Reportable Offenses**

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

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

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

**Responsibility for Reporting**

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

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

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

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

**Reporting Procedures**

1. Initial Telephone Report
2. 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 Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [3515](#) - Campus Security)

(cf. [5131.4](#) - Student Disturbances)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code [48904](#), [48905](#))

(cf. [3320](#) - Claims and Actions Against the District)

(cf. [3515.4](#) - Recovery for Property Loss or Damage)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

(cf. [5125.2](#) - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code [48201](#), [49079](#); Welfare and Institutions Code [827](#))

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

(cf. [5141](#) - Health Care and Emergencies)

### Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code [22810](#). Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

### Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

(cf. [3515.7](#) - Firearms on School Grounds)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

### Legal Reference:

#### EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance



35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49330-49335 Injurious objects

## CIVIL CODE

51.7 Freedom from violence or intimidation

## CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

## GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

## PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, especially:

241.3 Assault against school bus drivers

241.6 Assault on school employee including board member

243.3 Battery against school bus drivers

243.6 Battery against school employee including board member

245.5 Assault with deadly weapon against school employee including board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

22810 Purchase, possession, and use of tear gas

## WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

## COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Management Resources:

## WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools and Violence Prevention  
Office: <http://www.cde.ca.gov/ss/ss>

Policy SOUTH FORK UNION SCHOOL DISTRICT

adopted: January 10, 2019 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 (i.e. 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 his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise, but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

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

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

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

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

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

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

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

Not meeting behavior expectations will lead to additional positive behavior practice, a teacher or student phone call to parent, being sent to partner teacher, extreme clause referrals, in school intervention, in school or out of school suspensions, assignment to Saturday School, or After School Intervention.

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 Slips = behavior practice and a phone call home.

Fourth blue slip/Behavior Practice Slips = Referral.

Consequences may include: Lunch time intervention for 1 – 5 days, community service, or intervention.

Continual infractions & disruptive behavior will result in intervention class, After School Intervention, Saturday School, or suspension.

**NO gum**

**NO seeds with shells**

**NO food taken out of cafeteria**

**NO Cell phones**

**Be respectful of your school and place all trash in the trash cans.**

## **CALIFORNIA EDUCATION CODE: Suspension and Expulsion**

### **EC §48900 - Grounds for suspension or expulsion; jurisdiction; legislative intent (*Amended by Assembly Bill 86 effective January 1, 2009*)**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

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

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

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

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

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

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

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

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

(h) Possessed or used tobacco, or products containing tobacco or nicotine

products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

2

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

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

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

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

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

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

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

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a

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

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

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

(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 school day; 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:

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

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

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

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

**48900.2.** In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

**48900.3.** In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

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

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

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

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

#### DEFINITIONS

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

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

**Committed:** to do; perform; perpetrate.

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

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

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

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

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

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

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

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

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

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



#### **d. Bully Prevention and Reporting**

##### **Board Policy 5131.2**

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

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

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

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

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

#### **Bullying Prevention**

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

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

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

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

#### **Intervention**

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

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

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

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

#### Reporting and Filing of Complaints

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

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

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

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

#### Investigation and Resolution of Complaints

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

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

#### Discipline

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

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

#### **e. Personal or Mental Health Counseling**

##### **Board Policy 5141.5**

The Governing Board recognizes that students' emotional well-being and mental health contribute to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to build students' resiliency skills, help students cope with life challenges, and reduce the stigma associated with mental illness.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

(cf. 6142.8 - Comprehensive Health Education)

The Superintendent or designee shall provide school staff with information and training to recognize the early signs of an emerging mental health condition, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, and link students with effective services and supports. Such information may also be provided to parents/guardians and families.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5141.52 - Suicide Prevention)

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Legal Reference:

#### EDUCATION CODE

215-216 Student suicide prevention

234.6 Posting suicide prevention policy on web site

32280-32289.5 Comprehensive safety plan

49060-49079 Student records

49600 Responsibilities of school counselors

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

56171 Duty to identify and assess children in private schools who need special education services

56300-56385 Identification, referral, and assessment for special education

#### WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5840-5840.8 Prevention and early intervention programs



5850-5886 Children's Mental Health Services Act

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Nondiscrimination on the basis of disability

CODE OF FEDERAL REGULATIONS, TITLE 34

34 CFR 300.1-300.818 Individuals with Disabilities Education Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL CHILD TRAUMATIC STRESS NETWORK PUBLICATIONS

Child Trauma Toolkit for Educators, 2008

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <https://afsp.org>

American Psychological Association: <http://www.apa.org>

American School Counselor Association: <https://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Mental Health Services: <http://www.dhcs.ca.gov/services/MH>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <https://www.nasponline.org>

National Child Traumatic Stress Network: <https://www.nctsn.org>

National Council for Behavioral Health, Mental Health First Aid: <https://www.mentalhealthfirstaid.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>

Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration:  
<http://www.samhsa.gov>

Policy SOUTH FORK UNION SCHOOL DISTRICT

adopted: September 10, 2020 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. In an effort 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 policy and strategies for suicide prevention and intervention, the Superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians, and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code [215](#))

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code [215](#))

Measures and strategies for suicide prevention, intervention, and postvention 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, as described in the accompanying administrative regulation

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

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

(cf. [6142.8](#) - Comprehensive Health Education)

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

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, 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. (Education Code [215](#))

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code [215](#))

(cf. [5141.6](#) - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code [215](#))

The Board shall review, and update as necessary, this policy at least every five years. (Education Code [215](#))

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

234.6 Posting suicide prevention policy on web site

32280-32289.5 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

## GOVERNMENT CODE

810-996.6 Government Claims Act

## PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

## WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5886 Children's Mental Health Services Act

## COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

## Management Resources:

## CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

## CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

## NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

## U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

## WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <https://afsp.org>



American Psychological Association: <http://www.apa.org>

American School Counselor Association: <https://www.schoolcounselor.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Mental Health Services: <http://www.dhcs.ca.gov/services/MH>

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>

National Association of School Psychologists: <https://www.nasponline.org>

National Institute for Mental Health: <http://www.nimh.nih.gov>

Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>

Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>

Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>

Policy SOUTH FORK UNION SCHOOL DISTRICT

adopted: May 14, 2020 Weldon, California

## **g. Hate Crime Reporting Procedures**

### **Board Policy 5145.9**

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

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

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

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

### **Grievance Procedures**

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

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

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

**Policy SOUTH FORK UNION SCHOOL DISTRICT**

adopted: November 10, 2009 Weldon, California

## **h. Safe Ingress/Egress Procedures**

### **SCHOOL BUSES**

Busses are provided to transport Preschool through Eighth Grade students to and from school.

**RIDING THE BUS IS A PRIVILEGE AND MAY BE REVOKED AT ANY TIME FOR UNSAFE BEHAVIOR.** Each student is to get on and off, only at his or her assigned bus stop.

\*\*\*\*\*

### **No bus or bus stop changes**

\*\*\*\*\*

## **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 and/or parents are prohibited from changing bus stops.
- 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 or drinking of any kind on the bus.
- 10- Do not throw any debris on the bus floor. (Pick up your trash)
- 11- NO Cellphones allowed out or in use on the bus.
- 12- The bus driver has the right to assign seats.

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:

Ed Overholt

Transportation Supervisor

South Fork Union School District

760-378-4000 ext. 256



# **Bus Stop Safety**

## **Morning Bus Stop**

1. Have the students at the bus stop 5-8 minutes 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 \$1,500.00 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.
- 3- Wait until the bus has departed before driving vehicles onto the roadway.

## **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 and will be required to attend a Make-up Attendance day.

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 form.** 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. Neither the district nor school staff/coaches are responsible for lost or stolen items, i.e. cell phones.

If a student loses his/her bus privileges on the day of a field trip, parent or guardian may provide transportation to academic field trips, but students will not be allowed to participate in reward field trips or sporting events; they will be unable to participate and will be required to attend school on campus.

**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 district programs and activities. 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, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender 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.

(cf. [1240](#) - Volunteer Assistance)

(cf. [4030](#) - Nondiscrimination in Employment)

(cf. [4032](#) - Reasonable Accommodation)

(cf. [4033](#) - Lactation Accommodation)

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

(cf. [4161.8/4261.8/4361.8](#) - Family Care and Medical Leave)

(cf. [5131.2](#) - Bullying)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

(cf. [5146](#) - Married/Pregnant/Parenting Students)

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

(cf. [6145.2](#) - Athletic Competition)

(cf. [6164.4](#) - Identification and Evaluation of Individuals for Special Education)

(cf. [6164.6](#) - Identification and Education Under Section 504)

(cf. [6178](#) - Career Technical Education)

(cf. [6200](#) - Adult Education)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

(cf. [3540](#) - Transportation)

(cf. [3553](#) - Free and Reduced Price Meals)

(cf. [5145.13](#) - Response to Immigration Enforcement)

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

The Superintendent or designee shall annually 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.

(cf. [1330](#) - Use of Facilities)

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.

(cf. [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 the annual parental notification distributed pursuant to Education



Code [48980](#) and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

(cf. [1113](#) - District and School Web Sites)

(cf. [1114](#) - District-Sponsored Social Media)

(cf. [4112.9/4212.9/4312.9](#) - Employee Notifications)

(cf. [5145.6](#) - Parental Notifications)

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code [234.7](#))

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.

(cf. [6163.2](#) - Animals at School)

(cf. [7110](#) - Facilities Master Plan)

(cf. [7111](#) - Evaluating Existing Buildings)

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.

(cf. [6020](#) - Parent Involvement)

(cf. [9320](#) - Meetings and Notices)

(cf. [9322](#) - Agenda/Meeting Materials)

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 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.

South Fork Union School District

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination

48980 Parental notifications

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

##### GOVERNMENT CODE

8310.3 California Religious Freedom Act

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

##### PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

## CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

## UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

## UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

## UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

## CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

## CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

## CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

## CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

## CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

## U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter, May 26, 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

Nondiscrimination in Employment Practices in Education, August 1991

## U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

## WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

## WEB SITES

CSBA: <http://www.csba.org>

California Office of the Attorney General: <http://oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>



## **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 required 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, unless for special privilege or events.
6. No Racer-back tank tops; tank tops must be 2" (three fingers) in width.
7. No strapless tops, spaghetti straps, half shirts, tube tops and/or off the shoulder tops. No clothing that exposes the back, chest, cleavage, abdomen or undergarments. No sheer, see through or lace clothing that exposes the undergarments. 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.

\*\*\*\*\*

Please check clothing before you (or your child) leave home in the morning. If clothing is inappropriate, your child will call home or be given appropriate clothing to wear for the remainder of the day.

\*\*\*\*\*

**NOTE TO PARENTS:** If clothing would be inappropriate for your child to wear to school, we would prefer you, as a parent, not to wear it on campus. We, as parents, need to set an example of appropriate clothing.

\*\*\*\*\*

**k. Visitor and Emergency Policy**

**All Visitors**

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

## Emergencies

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

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

#### Emergency and Disaster Preparedness Plan

##### BP3516

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code [32282](#))

(cf. [0400](#) - Comprehensive Plans)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [3516.3](#) - Earthquake Emergency Procedure System)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [3513.3](#) - District Police/Security Department)

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

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

(cf. 1330 - Use of School Facilities)

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

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

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

Legal Reference:

#### EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

#### CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

#### GOVERNMENT CODE

3100-3109 Public employees as disaster service workers; oath or affirmation

8607 Standardized emergency management system

#### CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

#### CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

#### CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

National Incident Management System, 3rd ed., October 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

CSBA: <http://www.csba.org>

American Red Cross: <http://www.redcross.org>

California Attorney General's Office: <https://oag.ca.gov>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning: <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

U.S. Department of Homeland Security: <http://www.dhs.gov>

Policy SOUTH FORK UNION SCHOOL DISTRICT

adopted: January 10, 2019 Weldon, California



### **m. Earthquake Preparedness**

#### Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code [32282](#))

(cf. [0450](#) - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code [8607](#); 19 CCR [2400-2450](#))

(cf. [3516](#) - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code [32282](#))

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code [32282](#))

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

#### Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

#### Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

#### Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations)

#### Legal Reference:

##### EDUCATION CODE

32280-32289 School safety plans

##### GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System

##### CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized Emergency Management System

#### Management Resources:

##### CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty

Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

##### FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990



## WEB SITES

American Red Cross: <http://www.redcross.org>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes>

National Incident Management System: <http://www.fema.gov/emergency/nims>

Regulation SOUTH FORK UNION SCHOOL DISTRICT

approved: November 10, 2016 Weldon, California

- **Protective measures to be taken before, during and after an earthquake:**

- Before: Teachers/Staff should assess for any overhead hazards or other items that could become dangerous during an earthquake event.
  - 1. All campuses conduct an earthquake drill once a quarter. Staff and students are trained in appropriate procedures during such exercises and when otherwise appropriate.
- During: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris. (Also see previous board policy).
  - 1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
  - 2. Move away from windows and overhead hazards to avoid glass and falling objects.
  - 3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
- After: Superintendent/Designee will determine if any evacuation is needed and shall communicate with staff. Other procedures, see above board policy and page in Emergency Handbook.

## **n. Infectious Disease Plan**

### **Introduction**

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

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

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

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

### **About this plan**

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

This plan includes:

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

### **Plan goals**

We will utilize this plan to achieve the following goals:

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

## Countywide response to illness outbreaks

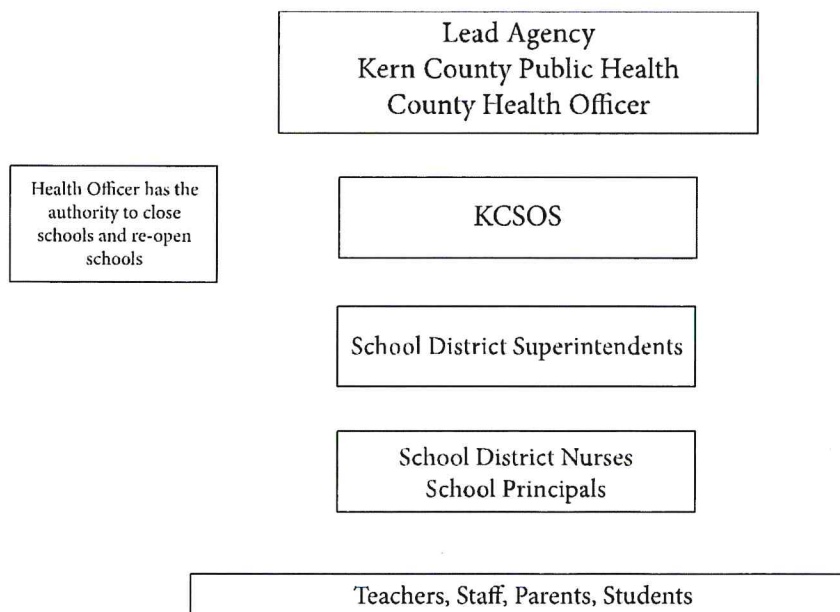
The Kern County Public Health Department is the lead agency during a public health emergency in Kern County, such as an infectious disease outbreak or pandemic. In a public health emergency, Public Health may direct specific actions to control the spread of disease in schools and in the community.

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

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

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

## Countywide response





## Strategies to prevent and reduce the spread of infectious diseases

### How Germs Spread

Illnesses such as the flu (influenza) and viruses such as Norovirus (sudden and violent nausea, vomiting and diarrhea) and the common cold are caused by viruses that infect the nose, throat, lungs and/or gastrointestinal tract. The flu and colds usually spread from person to person when an infected person coughs or sneezes and the virus is inhaled by another person.

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

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

### Disease Prevention & Education

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

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

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

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

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

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

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

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

- Wet hands, apply soap and scrub for at least 20 seconds.
- Focus between fingers, tops and bottoms of hands, wrists, around thumbs and fingernails.
- Thoroughly rinse under clean, running water.
- Dry hands completely with paper towel. Use paper towel to turn off faucet handles and open restroom doors.

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

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

- **Too sick policy**

#### **Staff and Students Stay home if the following occurs**

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

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

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

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

***Wear appropriate PPE (Personal Protective Equipment):*** During periods of suspected or identified infectious disease outbreaks, the school nurse or health assistants will protect themselves by wearing appropriate PPE when helping sick students; this includes gowns, gloves, eye protection and facial mask. Students who have a cough with a fever or are sneezing with a fever will be isolated and asked to wear a mask until parents pick them up. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. The use of a mask is common in health care facilities and helps to contain their

secretions until they are sent home. It does not mean they are infected with a specific virus. (Large quantities of medical masks are kept at each main school site with their emergency supplies and can be divided up and distributed to schools if needed.) If the student is unable or unwilling to wear a mask, the individuals helping the sick person will need to wear a mask in addition to any other appropriate PPE (gown, gloves and eye protection).

## **Disinfection & Cleaning Procedures**

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

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

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

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

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

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

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

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



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

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

### **Procedures for canceling school due to an infectious disease outbreak**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Procedures for reopening schools**

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

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

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



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

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

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

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

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

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

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

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

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

- Assess the economic and educational impact of the pandemic on the schools.
  - Evaluate the response actions taken by the school district as a result of the pandemic.
  - Determine effectiveness of existing plan to respond to similar events in the future.
  - Revise existing plan as necessary to address any deficiencies.
- o. Current California Dashboard Data**  
Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

# South Fork Union School District Emergency Handbook

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

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

# Table of Contents

<b>Communication Procedures.....</b>	<b>67</b>
Emergency Numbers.....	67
<b>Emergencies</b>	
Active Shooter/Intruder on campus.....	68
Bomb/Arson Threat.....	69
Emergency Evacuation/Assignments.....	70
Emergency Evacuation.....	71
Fire Emergency Response.....	73
Earthquake Emergency Response.....	74
Medical Emergency Response.....	75
Flood Emergency Response.....	76
Physical Assault Emergency Response.....	77
Gas Leak Emergency Response.....	78
Death Emergency Response.....	80
Missing Child Emergency Response.....	81
Cyber Threats.....	82
Bus Accident.....	84
Emergencies/Evacuating Students with Disabilities.....	85
Emergency Maps.....	86-87

## Communication Procedures

### Emergency Numbers

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

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

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

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

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

### Principal/Superintendent

Kimberly Kissack    Work Phone: 760-378-4000

Vice Principal: Annette Thomey    Work Phone: 760-378-1300

MOT: Ed Overholt        Work Phone: 760-378-4058

Active Shooter/Intruder on Campus  
ready.gov.

**Initial Actions:**

**Intruder Response:**

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

**Staff Action**

**Run and escape if possible**

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

**Hide if escaping is impossible**

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

**Fight as an absolute resort**

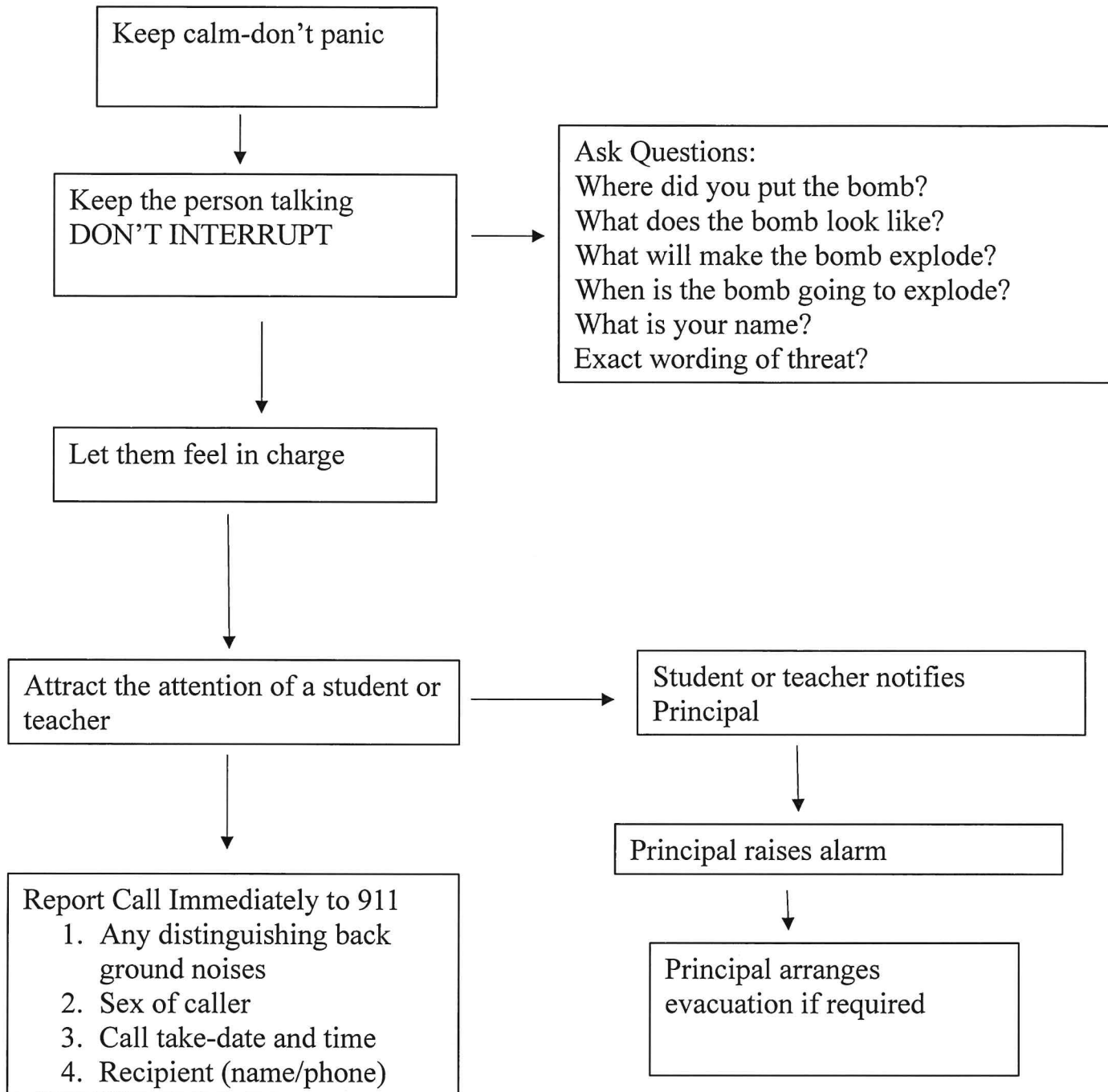
- Commit to your actions and act aggressively as possible against the shooter
- Throw items and improvise weapons to distract shooter
- Be prepared to cause severe or lethal injury to shooter

Active Shooter /Intruder on Campus  
ready.gov

**After**

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

## Bomb/Arson Threat on Campus



ASSIGNMENT OVERVIEW DURING EMERGENCY EVACUATION.  
WAIT FOR INSTRUCTIONS OR BELL THEN BEGIN EVACUATION

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

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

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

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

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



## **Evacuation Procedure South Fork Union School District**

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

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

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

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

### Incident Commander-Principal/Superintendent and/or MOT Supervisor

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

### Financial personnel-Administrative Assistant and Personnel

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

#### Maintenance-MOT crew

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

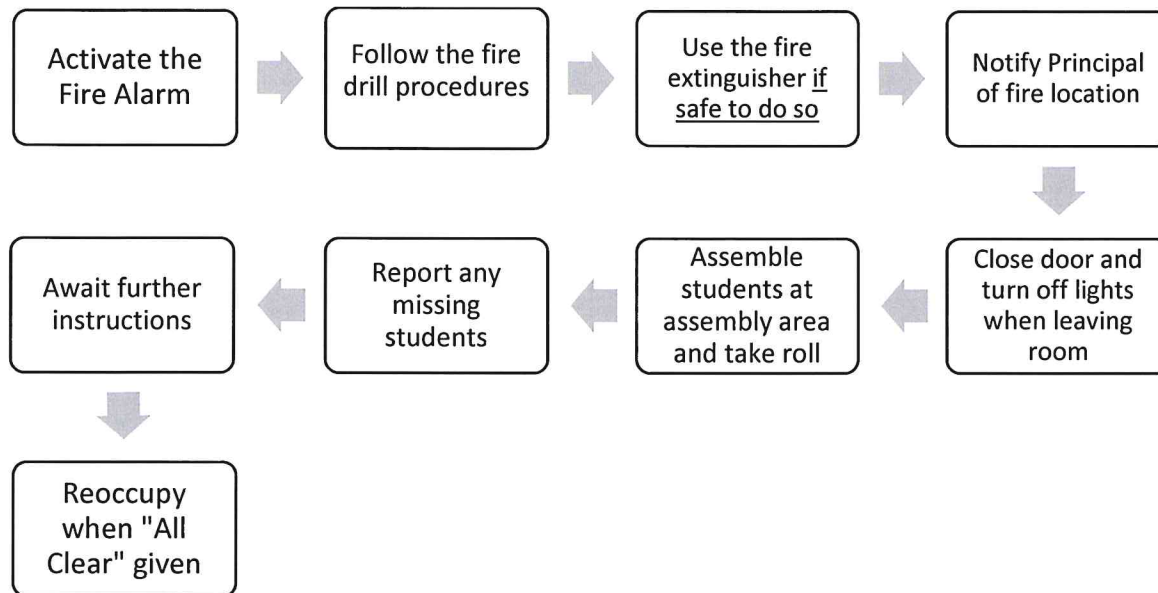
#### School secretaries and District Office personnel

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

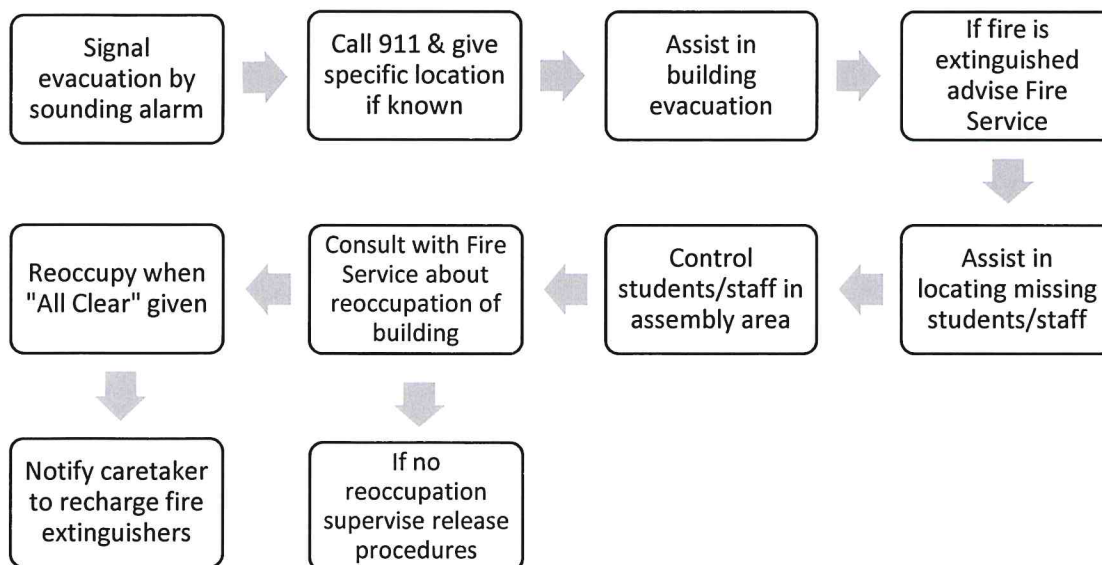
Administrative Assistant will turn in necessary form(s) and will compile the report for an incident report.

## -Fire Emergency Response

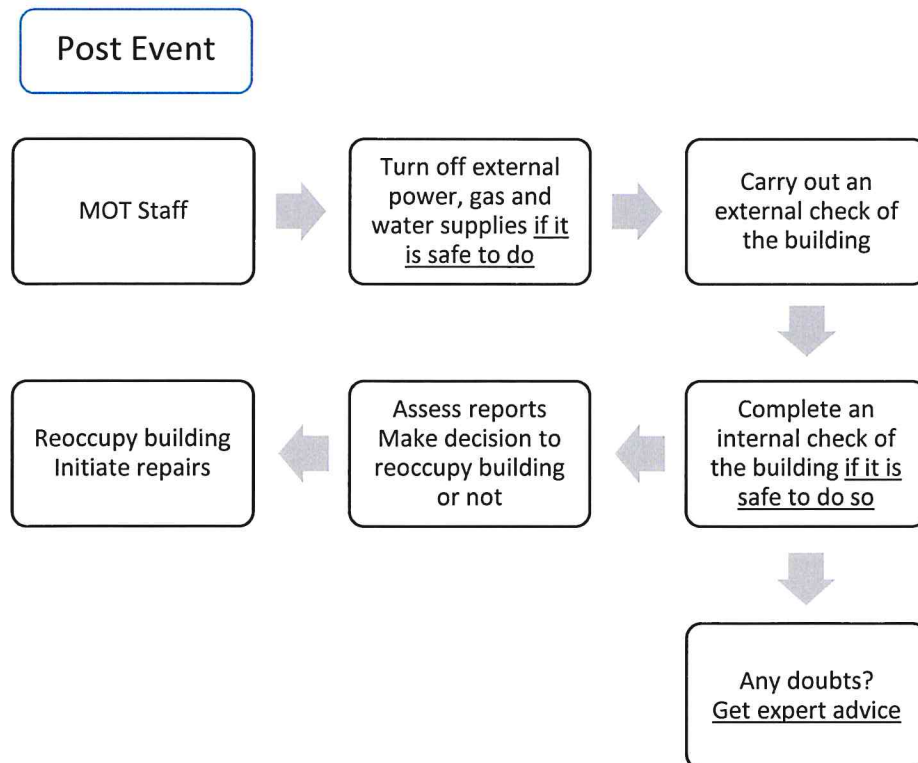
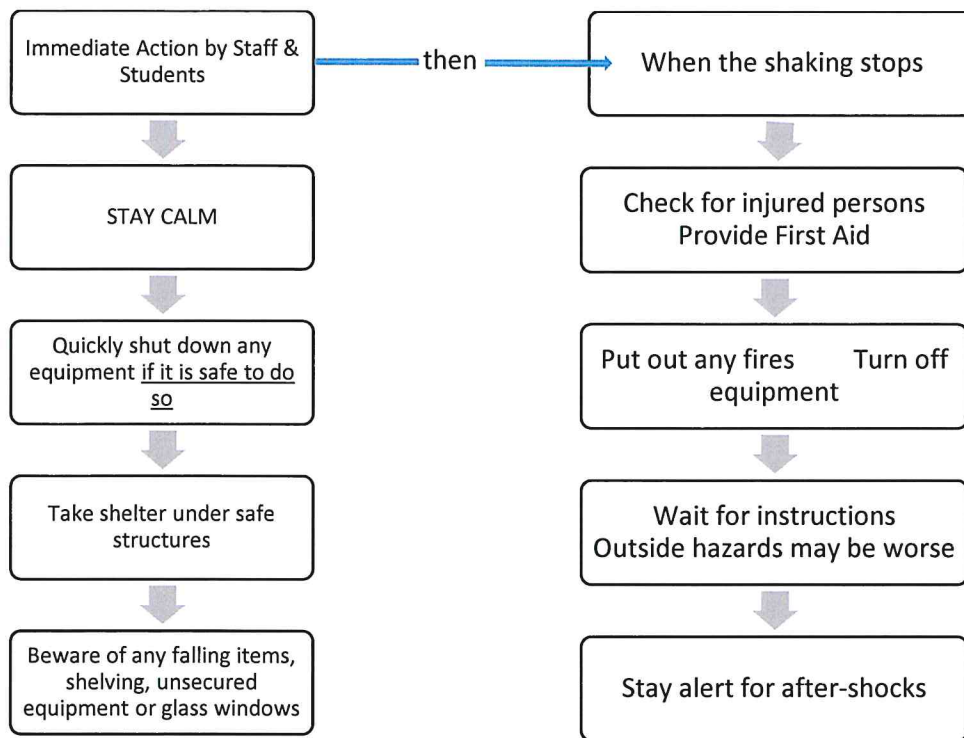
### Staff Action



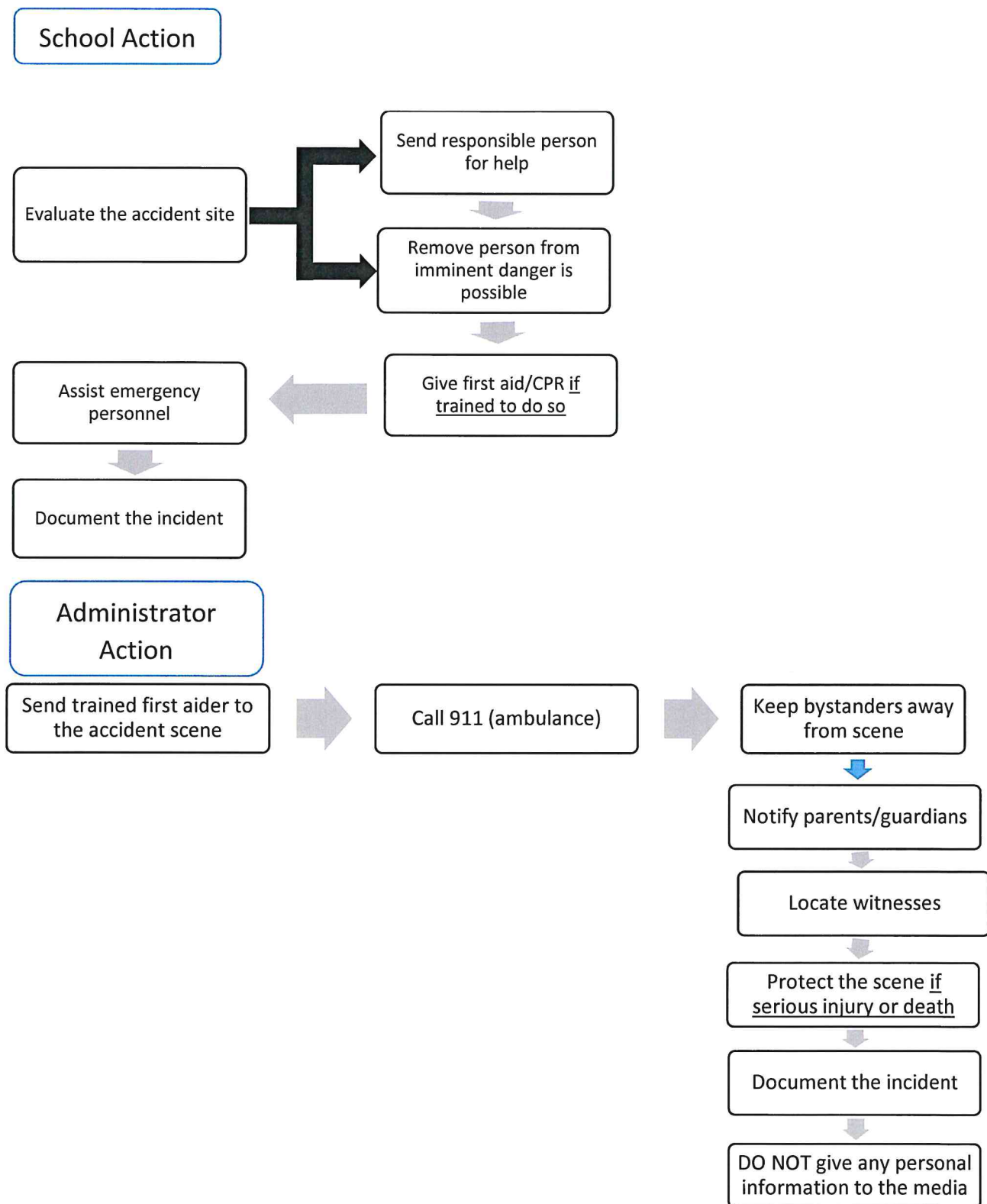
### Administrative Action



## -Earthquake Emergency Response

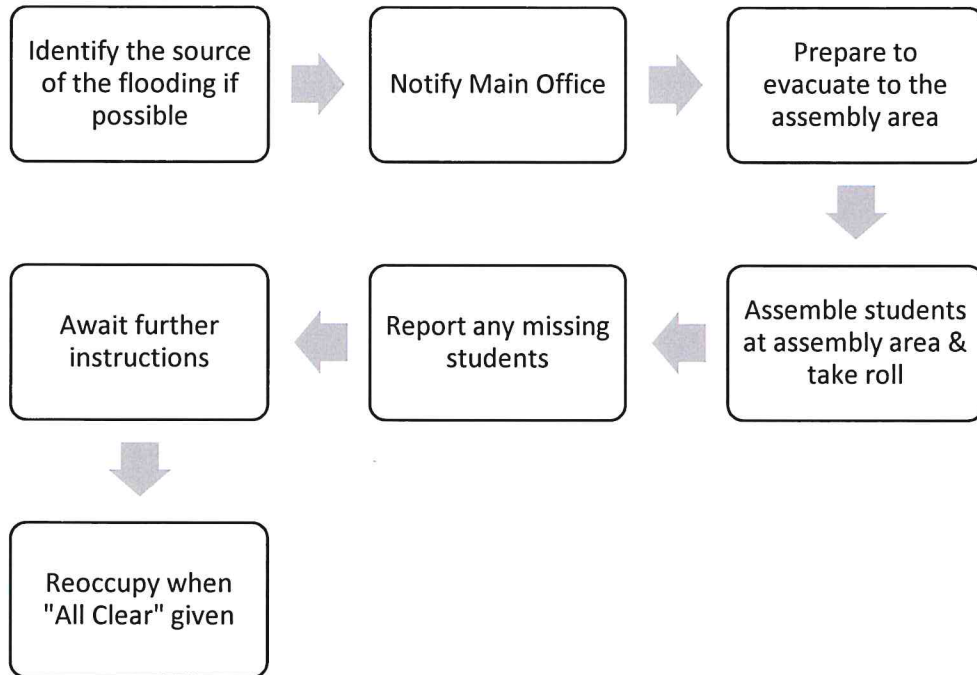


## -Medical Emergency Response

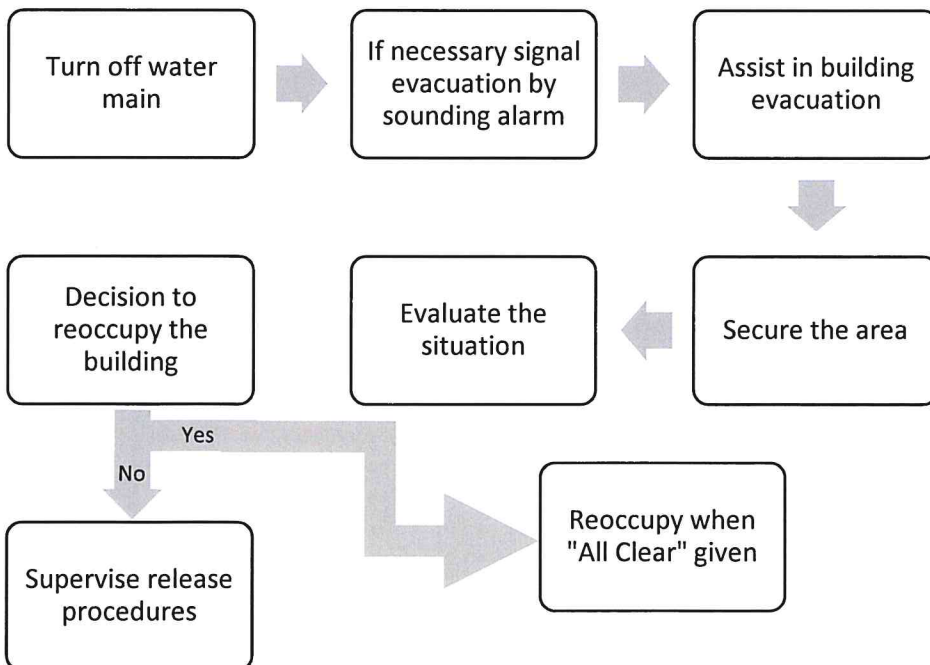


## -Flood In Building Emergency Response

### Staff Action



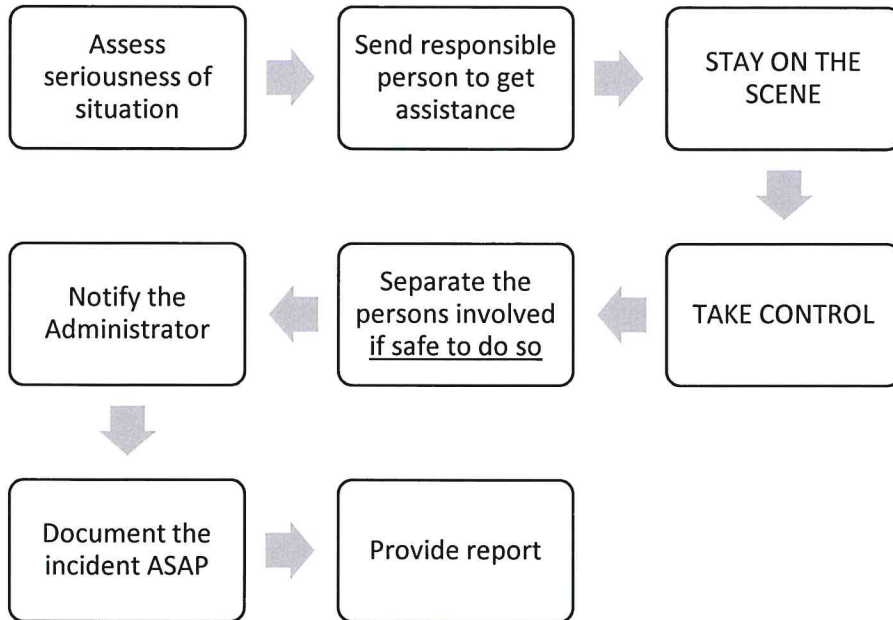
### MOT/Administrative Action



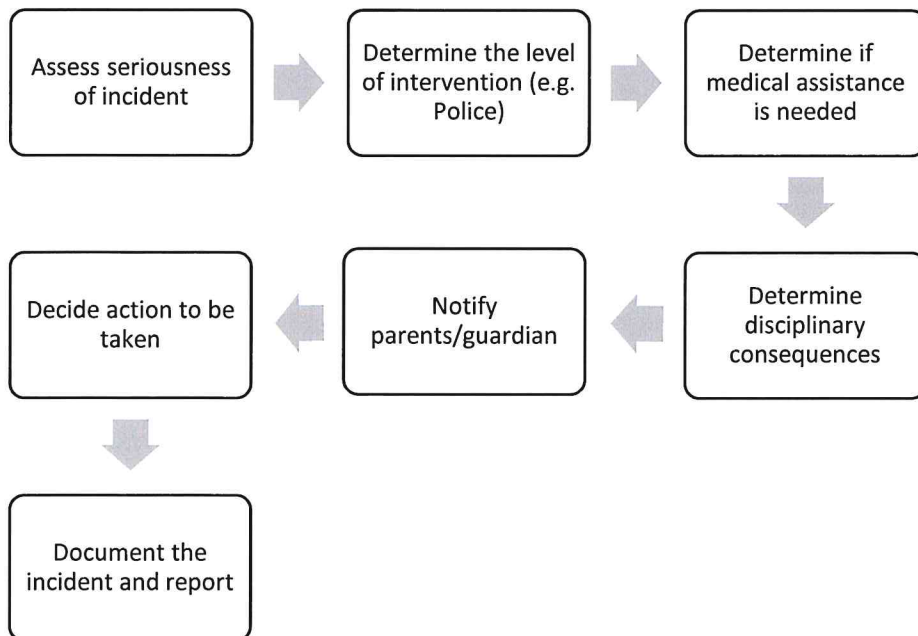


## -Physical Assault Emergency Response

### Staff Action

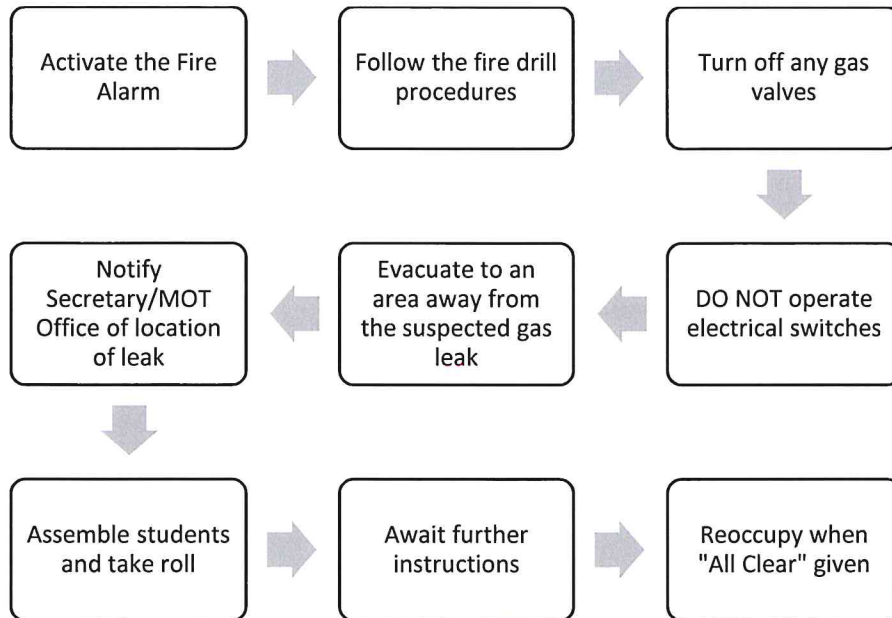


### Administrator Action

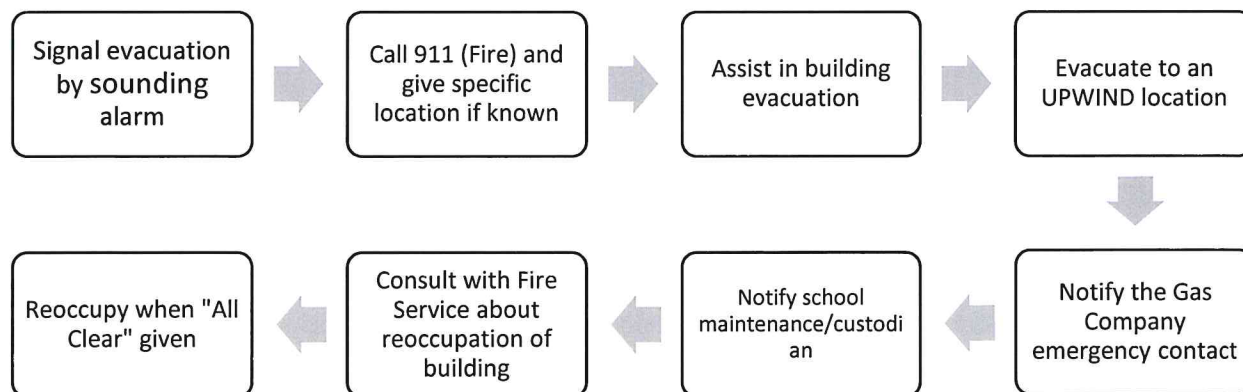


## -Gas Leak Emergency Response

### MOT/Staff Action

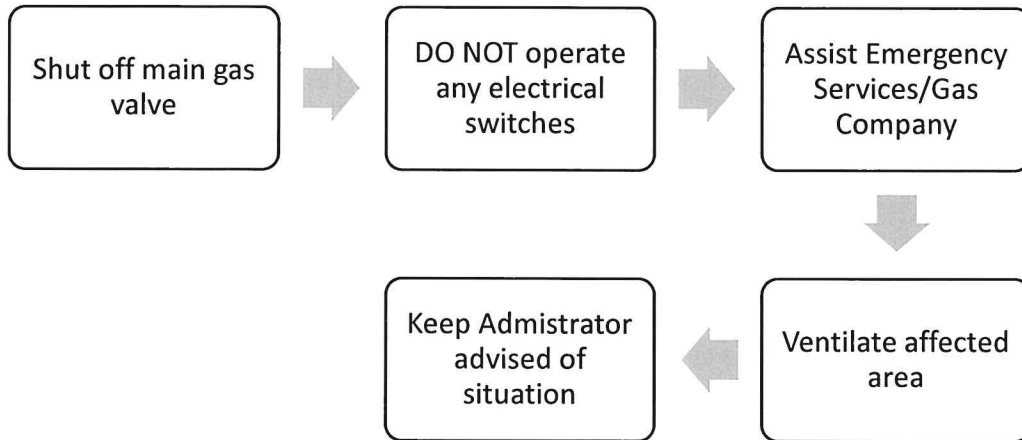


### Administrator Action

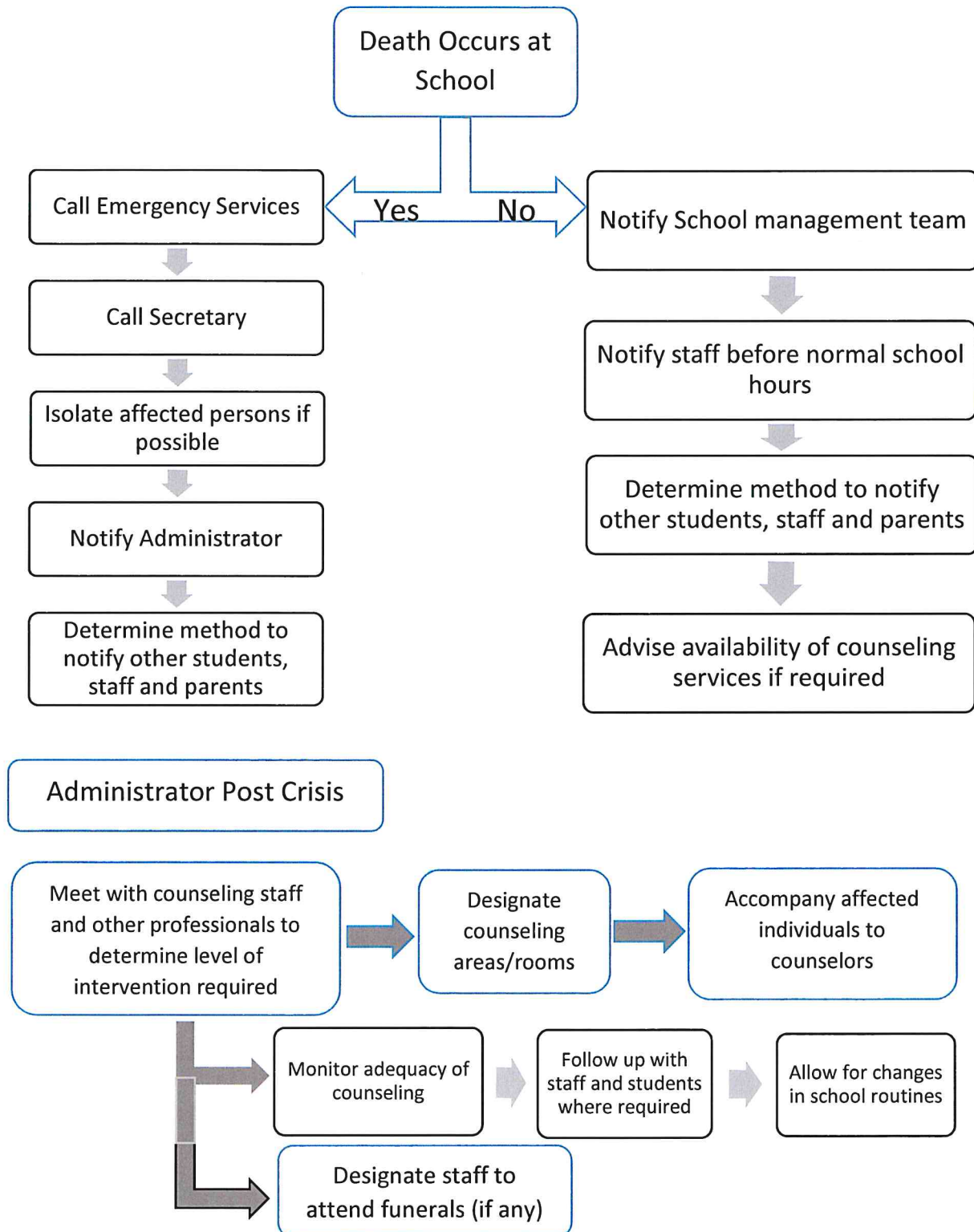


\*Gas Leak Emergency Response continued on next page

MOT

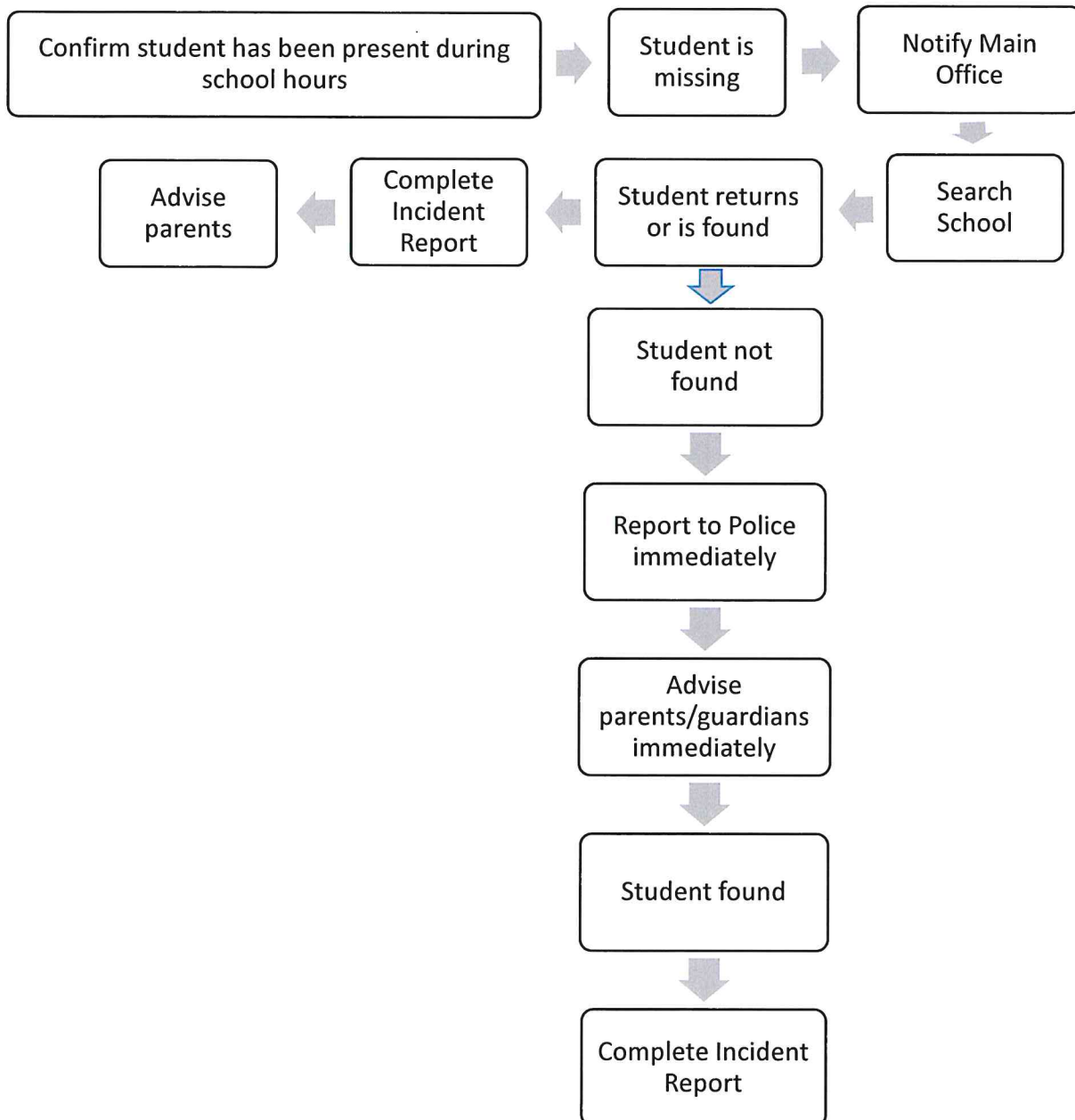


## -Death Emergency Response



## -Missing Child Emergency Response

### Staff Action



# Cyber Threats

## Readiness and Emergency Management for Schools

rem.s.ed.gov

### Online Threats to Students

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

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

### During and After an Incident

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

- They can be encouraged to report threats to a teacher, a school counselor, another trusted adult, and the online service provider, if appropriate.
- Students, teachers, and other members of the public can also contact NCMEC's CyberTipline to report a concern by submitting an online report at <https://report.cybertip.org/> or calling 1-800-843-5678.
- If somebody is in immediate danger or a crime may have been committed, students, teachers, and staff should contact the school resource officer, police officer, or local law enforcement.



# Bus Accident Procedure

## ACCIDENTS Bus Driver/ Monitor:

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

## District Office:

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

## Superintendent:

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

# Emergency Preparedness for Students with Disabilities

## Assisting Students with Special Needs during an Emergency

### Plan for Evacuation Assistance

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

### Mobility Disabilities Evacuation

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

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

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

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

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

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

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

## Blind/Low Vision Evacuation

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

## Deaf/Hard of Hearing Evacuation

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

## Cognitive Disability Evacuation

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

## Autism Spectrum Evacuation

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

## Medically Fragile/Special Healthcare Needs Evacuation

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

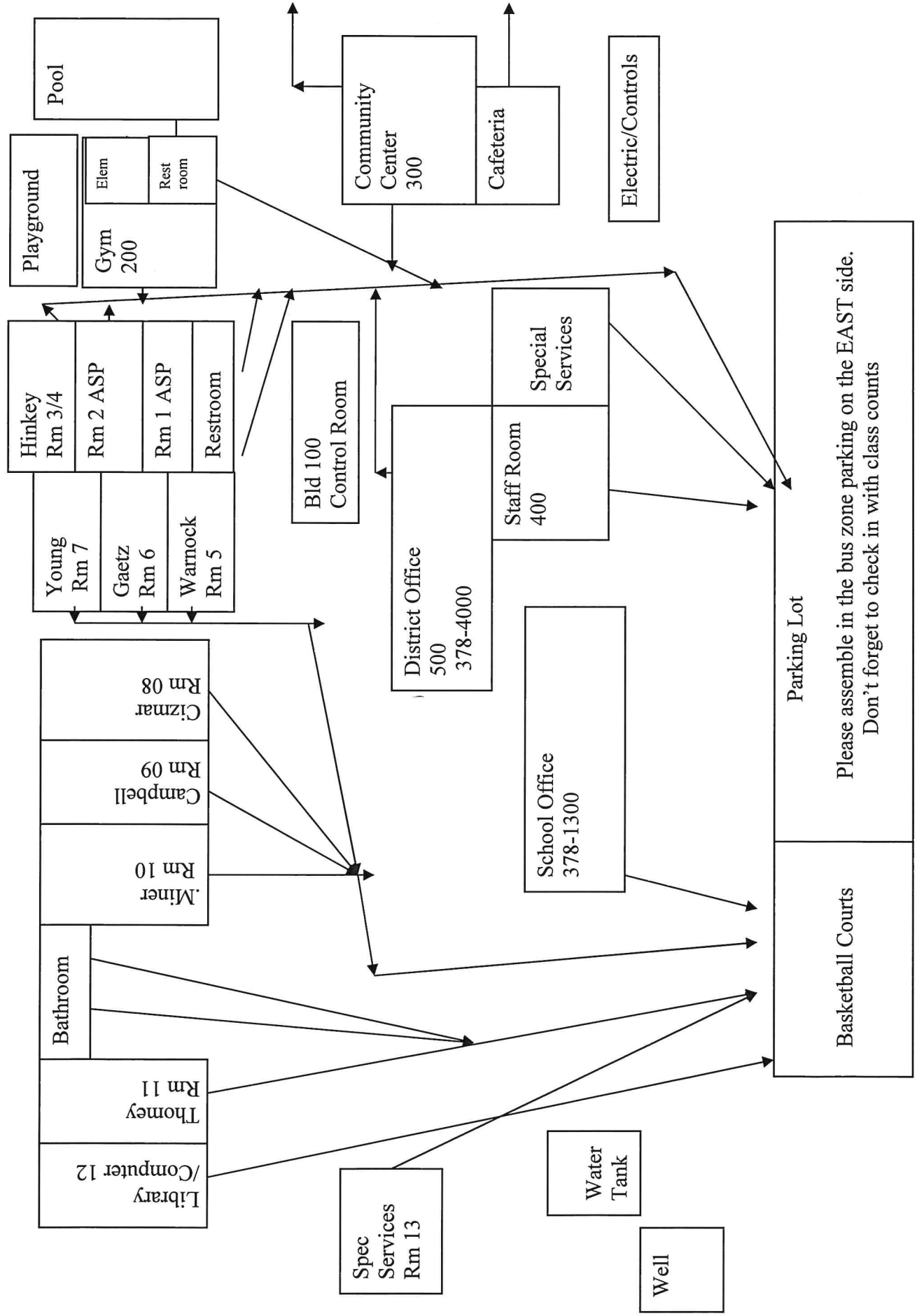
## Earthquake

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

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

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

# SOUTH FORK MIDDLE SCHOOL EVACUATION PLAN





Pump House

**SOUTH FORK  
ELEMENTARY**

Play Equip & Slide

Rm. 6

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

Swings

Basketball Court

Rm. 1

Library Rm. 2

School Office

Rm. 18

Rm. 17

Rm. 16

Room 15

Room 14

Rm. 13

Rm. 12

Kitchen

Cafeteria

Stage

Basketball Court

Rm. 20

Rm. 21

Staff Rm.

Supply Room

Shop

**p. Signature Page**

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**Prepared By: South Fork School Site Council**

**Reviewed and Approved by:**

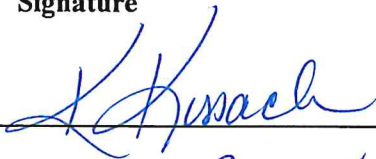
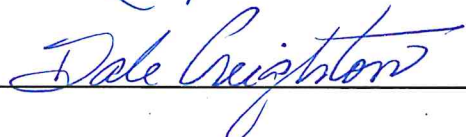
	<b>Date</b>	<b>Signature</b>
<b>Superintendent/Principal</b>	_____	_____
<b>South Fork Union School District School Board</b>	_____	_____

q. Signature Page

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	<b>Date</b>	<b>Signature</b>
<b>Superintendent/Principal</b>	<u>2/10/22</u>	<u></u>
<b>South Fork Union School District School Board</b>	<u>2/10/2022</u>	<u></u>