



## Safe Schools Resource Guide & Activities

### Information on Known Planned Demonstrations and Walkouts

#### **March 14: #EnoughNationalSchoolWalkout:**

The Women's March's Youth EMPOWER group is planning a National School Walkout on March 14 to protest gun violence in schools and neighborhoods, according to the group's [website](#) and [@womensmarch](#). At 10 a.m. in every time zone, organizers are encouraging teachers, students, administrators, parents and supporters to walk out of school for 17 minutes — one minute for every person killed at Marjory Stoneman Douglas High School.

#### **March 24: #MarchForOurLives:**

On March 24, organizers of March for Our Lives are planning to march in Washington, D.C., to call for school safety and gun control. Organizers also are encouraging marches in local communities. Read more [@AMarch4OurLives](#) and at the group's website: [www.marchforourlives.com](http://www.marchforourlives.com).

#### **April 20: #NationalSchoolWalkout:**

A National Day of Action Against Gun Violence in Schools is being planned for 10 a.m. on April 20, which is the 19th anniversary of the Columbine shooting. Plans and updates are currently being housed on Twitter at [@schoolwalkoutUS](#) and the National Network for Public Education [website](#).

## Tips & Guidelines for School Leaders

If/when you learn about student-led efforts, here are some quick tips for support:

- Remind Certificated & Classified personnel of district and site expectations for employees.
- Create a daily event schedule so when the anticipated protest day arrives, students will feel as if they have already achieved their activist goals.
- Meet with student leaders to assess needs and any plans.
- Remind students that counseling and guidance support are available to any student and that Fontana Unified encourages students to reach out.
- Remind students that Fontana Unified supports their rights to peaceful assembly and free expression, but that school is about teaching and learning as priority, and that the Fontana Unified Student Code of Conduct remains in place and will be enforced.
- With student input, provide space on campus for students to assemble peacefully, but also ask students not to move off campus for their own safety and security.
- Help ensure that any efforts to invite participation are open and that the events be inclusive of ALL students.
- Ask students to be respectful of students on campus who may not wish to participate, and/or students who may hold opposing views to those being shared during the event.
- Tell students that there may be increased staff or police presence, and that this presence is for student and staff protection and safety, not to quell their expression.
- Assess if there are teachable moments that could be relevant to class instruction or lessons.
- Invite student ideas for improving campus safety, security and culture.

## Tips & Guidelines on School Safety

1. Create a safe, supportive school climate (e.g., school-wide behavioral expectations, caring school climate programs, positive interventions and supports, and psychological and counseling services).
2. Encourage students to take responsibility for their part in maintaining safe school environments, including student participation in safety planning.
3. Reiterate the school rules and request that students report potential problems to school officials.
4. Remind students of the importance of resisting peer pressure to act irresponsibly.
5. Create anonymous reporting systems (e.g., student hot lines, suggestion boxes, and “tell an adult” systems).
6. Control access to the school building (e.g., designated entrance with all other access points locked from the exterior).
7. Monitor school guests.
8. Monitor school parking lots and common areas, such as hallways, cafeterias, and playing fields.
9. Develop crisis plans and provide preparedness training to all staff members.
10. Develop threat-assessment and risk-assessment procedures and teams for conducting the assessments.
11. Hold regular school-preparedness drills (e.g., intruder alerts, weather, fire, lockdown, evacuation).
12. Create school-community partnerships to enhance safety measures for students beyond school property.
13. Continually address with parents how the school is addressing school safety.
14. Cite school safety incident data. Many school districts have local data that support a declining trend in school violence. When possible, citing local data helps families and students feel more at ease.
15. Be a visible, welcoming presence at school, greeting students and parents and visiting classrooms.
16. Conduct an annual review of all school safety policies and procedures to ensure that emerging school safety issues are adequately covered in current school crisis plans and emergency response procedures.
17. Review communication systems within the school district and with community responders. This should also address how and where parents will be informed in the event of an emergency.
18. Highlight violence prevention programs and curricula currently being taught in school. Emphasize the efforts of the school to teach students alternatives to violence including peaceful conflict resolution and positive interpersonal relationship skills

# Fontana Unified Classroom Discussions, Forums, and Activities

## Elementary School

While we understand our elementary students might not have the understanding of what a walkout during this time means, they do have an understanding of what school safety means. This period of time can be used as a learning experience to educate our students on the importance of school safety. The following are activities sites can utilize at with their students:

- **Wear Orange:** Wearing orange can signify the importance of ending violence in our schools. This color stems from the death of 15-year-old Chicago student Hadiya Pendleton was killed at a park with a group of friends after school. Orange is also used as the universal color of caution so you will see many different workers wearing orange so they are visible.
- **Review Safety Drills:** It's important students know what to do in the event of an emergency. What should they do during a fire drill? What about a lockdown? What about an earthquake? What happens if they aren't in a classroom when the emergency is presented? How should students react and what should they do? Review these with your students, both at the classroom level and as a school wide drill.
- **Safety Discussions:** Discuss with students what to look for when it comes to safety. What are areas of concern? How should students react? What are the proper steps for them to notify someone of a concern?
- **Have Students Pledge Against Violence:** Share with students the definition of the word pledge, which means "a solemn promise or undertaking". Discuss when it is appropriate to make a pledge. Have students sign the School Pledge (Attached) and display throughout the school in a prominent place.
  - What does it mean to go "on the record?" What does a vow or pledge mean to you? What does it mean to take a stand? Is it hard? Is it important?
  - Is "giving your word" and keeping it a matter of honor to you? Does having friends who keep their word mean something to you?
  - What kinds of vows or promises have you made?
  - What kinds of vows and commitments do people make to each other?
- **Take the Pledge (Employees):** Utilize your time with employees to discuss the climate and culture of your school site. Remind them schools should be safe havens. Yet students are reporting, not only in our district, but our state and nation, that they feel scared, anxious, and unsafe. Talk with your employees about taking the School Pledge (Attached) and display throughout the school in a prominent place.
- **Art Activities:** Display throughout the classroom and school site.
  - Think about the students' hands as a starting point. "The hand is our connecting tool, to each other, to the world we grasp..."
  - Ask students to think about all the good things that hands make such as music and paintings.

- **Writing Prompts and Classroom Discussion Starters regarding School Violence:** Can be modified for appropriate grade level discussion.
  - What acts of service can students offer to recognize and honor the victims?
  - Brainstorm ways you may be able to offer condolences to the families or the community of Parkland, Fla.
  - What are your thoughts and feelings about violence in schools, the needs of school communities, or actions you can take to prevent tragedies like this in the future?
  - What do you think our lawmakers need to know about school safety?
  - If you became superintendent of the school district, what are 3 – 5 things you would do (and why) to increase safety at our schools?
  - Do you think our school and community are doing enough to prevent school shootings? If not, what else do you think we should do? What do you think individual students can do, if anything?
  - Do you agree with some teenagers that, “We are rapidly becoming detached to the horror,” of school shootings? Why or why not?
  - Do you think the fact that your generation is so fluent in social media gives you a voice previous generations did not have? What might be the benefits and drawbacks of that if so?
  - What do you think should be done to stop gun violence in schools? How and why? What can each of us do as individuals, and what can people your age do together?
  - Do you think the attack at Stoneman Douglas High School could have been prevented? If so, how? If not, why not?
  - What might school administrators, teachers, and students be able to learn from this attack to prevent others like it from happening?
  - Write a letter to elected officials articulating your emotions and views regarding school shootings. (FUSD is providing a link for this activity)
  - Write a letter and create a card for a survivor (of a school shooting) to lift their spirits.
- **Marjory Stoneman Douglas High School Victims:** Can be used to call out the names of the victims during a 17-minute reflection time. Honor those who died at Marjory Stoneman Douglas High School in Parkland Florida on February 14.
  - Alyssa Alhadeff, age 14, soccer player, honors student, leaves behind her mom, dad, and two younger brothers
  - Scott Beigel, age 35, geography teacher, unlocked his door to let students inside his classroom for shelter
  - Martin Duque, age 14, born in Mexico, his brother said, “words cannot describe my pain,” attended church regularly
  - Nicholas Dworet, age 17, swimming scholarship to University of Indianapolis, his brother was grazed by a bullet but survived
  - Aaron Feis, age 37, football coach, shielded students from the shooter, leaves behind his wife and daughter

- Jaime Guttenberg, age 14, her brother survived the shooting at the school, she was compassionate and was probably kind to the former student who shot her, loved to dance
- Chris Hixon, age 49, athletic director, Iraq war veteran, ran towards the shooter and tried to disarm him, leaves behind his wife and two children
- Luke Hoyer, age 15, loved macaroni and cheese and McDonald's Chicken McNuggets, always smiling, never causing any trouble, loved basketball and video games
- Cara Loughran, age 14, loved the beach and her family, an Irish dancer
- Gina Montalto, age 14, freshman on the winter guard team, volunteered to work with students with special needs
- Joaquin Oliver, age 17, born in Venezuela, became a citizen in January 2017, loved basketball, last Instagram post was a tribute to his girlfriend
- Alaina Petty, age 14, helped those who were devastated by Hurricane Irma in Florida last year, member of ROTC
- Meadow Pollack, age 18, senior, planned to attend Lynn University after graduation
- Helena Ramsey, age 17, "smart, kind hearted, and thoughtful person," loved to travel and read
- Alex Schachter, age 14, played trombone and baritone in his high school marching band and orchestra, older brother survived the school shooting, father volunteers at the school
- Carmen Schentrup, age 16, National Merit Scholarship Program finalist, piano player, hoped to attend college in Washington
- Peter Wang, age 15, part of ROTC, last seen holding the door open so others could escape, leaves behind two younger brothers

## Secondary Schools

- **Wear Orange:** Wearing orange can signify the importance of ending violence in our schools. This color stems from the death of 15-year-old Chicago student Hadiya Pendleton who was killed at a park with a group of friends after school. Orange is also used as the universal color of caution so you will see many different workers wearing orange so they are visible.
- **Review Safety Drills:** It's important students know what to do in the event of an emergency. What should they do during a fire drill? What about a lockdown? What about an earthquake? What happens if they aren't in a classroom when the emergency is presented? How should students react and what should they do? Review these with your students, both at the classroom level and as a school wide drill.
- **Pledge Against Gun Violence:** The Student Pledge Against Gun Violence is a national program that honors the role that young people, through their own decisions, can play in reducing gun violence. This campaign against youth gun violence culminates each year on a Day of National Concern about Young People and Gun Violence. The program provides a means for beginning the conversation with young people about gun violence. It refers teachers, counselors, and community leaders to valuable resources, includes curriculum suggestions that can be integrated with existing academic programs, and contains information about how your school can participate. (Pledge for secondary students is attached)
- **Integrate into the Instructional Day:**
  - **The Arts:**
    - Think about the students' hands as a starting point. "The hand is our connecting tool, to each other, to the world we grasp..."
    - Ask students to think about all the good things that hands make such as music and paintings.
    - Discuss the song "Join Hands" (downloadable from the <http://www.pledge.org/music/>) and analyze its lyrics. Talk about other music in which hands are a central image: "I Wanna Hold Your Hand;" "Hold My Hand."
    - Get students to write down their thoughts as they listen to "Join Hands." Ask students to write a new verse for the "Join Hands" song.
  - **Social Studies Projects:**
    - Ask students to research violence in the US compared to that of other countries. Compile statistics for violence affecting young people under age 19.
    - Have a class debate on the 2nd Amendment.
    - Ask them to keep a log of incidents of violence seen by them: in the news, in movies, on television, in life. Are there patterns to this violence? How often are guns involved?
    - Students might bring in news stories about an act of violence that affected one life or the life of a whole nation. (Political assassinations come to mind: Gandhi,

Martin Luther King, JFK, etc. And there are thousands upon thousands of private stories.)

- Have a class brainstorming session in which each student generates 10 suggestions for reducing and avoiding violence. Discuss the lists.
- Create a message of nonviolence and "market" it as if it were an ad. Figure out how to spread this message in your school. Hand out a survey one month after your message goes up to see how effective it has been. Remember that it takes repeat exposure to have a message take root.
- **Literature:**
  - Invite students to bring in a story, poem, song, or film that says something about violence. Have a student lead the discussion.
  - Compare Romeo and Juliet with West Side Story. Rewrite the endings so that violence is avoided.
  - Talk about dreams, using Langston Hughes's poem, "Harlem." ("What happens to a dream deferred?")
  - Refer to Bobby Kennedy's use of the George Bernard Shaw quote: "Some men see things as they are and say why? I dream things that never were and say why not?"
  - Talk about Martin Luther King's "I Have a Dream" speech, and have students write their own.
- **Have Students Pledge Against Violence:** Lead-ins to the saying and/or signing of the Pledge - discussion with students (Attached)
  - What does it mean to go "on the record?" What does a vow or pledge mean to you? What does it mean to take a stand? Is it hard? Is it important?
  - Is "giving your word" and keeping it a matter of honor to you? Does having friends who keep their word mean something to you?
  - What kinds of vows or promises have you made?
  - What kinds of vows and commitments do people make to each other?
  - What are some examples of famous historical vows or pledges? Provide the words of Chief Joseph of the Nez Perce as an example: "I will fight no more forever." [You might also quote the last line from the Declaration of Independence: "With firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor." How important was it to our development as a country for the signers of the Declaration to be able to count on each other's word?]
  - Utilize the quote from JFK's inaugural address as a fitting lead-in to the Pledge: "This much we pledge and more ... In your hands, my fellow citizens, more than in mine, will rest the final success or failure of our course." (1961)
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**Student School Safety Pledge**



I pledge to make my classroom, school, and community a safe place for everyone.

I pledge to listen to those who are sharing their story with me.

I pledge to be respectful of everyone's opinions and beliefs.

I pledge to not use harmful words that will harm others.

I pledge that I will work to make everyone in my class, school, and community feel welcome and safe.

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Student Name

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Student Name

**Employee School Safety Pledge**



I pledge to make my classroom, school, and community a safe place for everyone.

I pledge to listen to those who are sharing their story with me.

I pledge to stand and speak up for my students, so that they all have a safe and affirming learning environment.

I pledge to take action with Fontana Unified, my school site, and our Fontana community to ensure EVERY student feels welcome and safe at school.

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Employee Name

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