

Fontana Unified School District

Date Elementary

Comprehensive School Safety Plan 2025-2026

Article 1, section 28(C) of the California Constitution, “Right to Safe Schools.”

“All students and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.”

Fontana Unified School District
Risk Management
Child Welfare and Attendance



Introduction

This plan, in compliance with California Government Code 3100, 8607 and Education Code 35294.2 is in five parts: **Part One--CSSP Overview & Safe School Planning Committee, Part Two--School Profile & Data, Part Three--School Emergency Response Plan, Part Four-- Progressive Discipline Guidelines & Safe School Policies and Procedures, and Part Five--Plan to Ensure Safety on School Campus.** With the increase of violence in our nation's schools, it has become apparent that local agencies initiate a safe school plan. Of utmost importance are the **Critical Incident Procedures** designed to utilize California's mutual aid process to implement specific actions basic in most emergency situations. By becoming familiar with the guidelines in this plan, followed by training, staff will be better prepared to deal with an emergency situation with less trauma and confusion.

Approvals

Pursuant to Ed Code 32281, this plan has been written and developed by a school site council or delegated the responsibility to a safety planning committee. The SSC/Planning Committee has consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP.

Safe School Planning Committee

Robert Soriano

Denysse Malfavon

Francisco Deserio

Mariza Estrada

Consulted Agencies

Fontana School Police Department (909) 357-7600 EXT 29060

Fontana Police Department (909) 350-7740

San Bernardino Sheriff's Department (909) 829-7311

Rialto Police Department (909) 820-2550

Legal References

California Government Code 3100 & 8607; California Education Code 35294

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Component #1 – The Social Climate

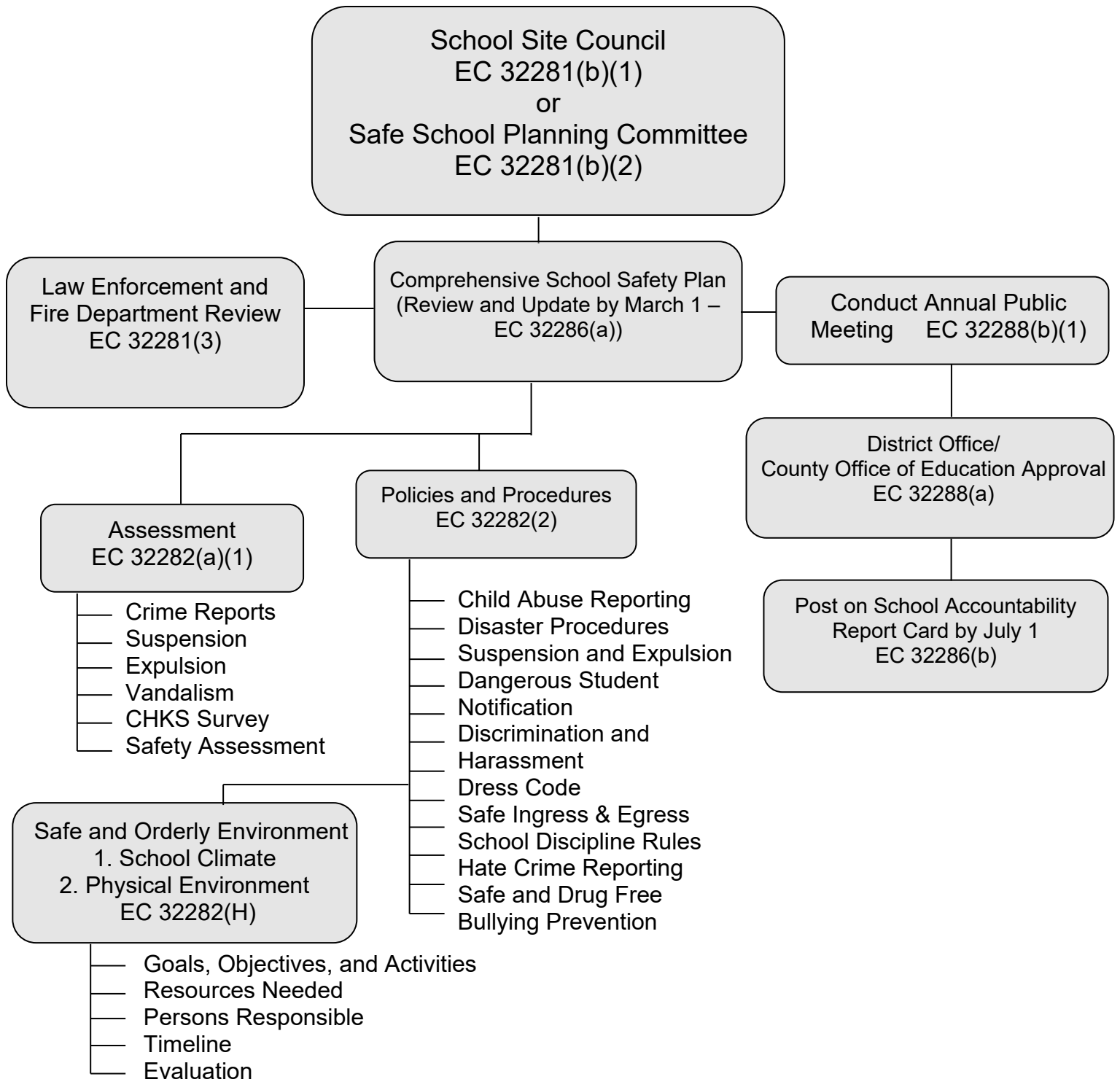
Component #2 – The Physical Environment

[Important Contacts](#)

SECTION 1

Safety Plan Flow Chart

EC 32280 et seq



Safety Plan Overview

Senate Bill (SB) 187 was signed into law in October 1997 and incorporated into Education Code § 35294.2. The law makes school districts responsible for developing “comprehensive school safety plans” for each school. It was intended to “unite all existing statutes that relate to school safety and ensure compliance with their provisions by including the requirements of school safety provisions in each school’s comprehensive school plan.”

Requirements of the Comprehensive School Safety Plan

Pursuant to SB 187, the plan requires, at a minimum:

- **Assessment** of the status of school and school-related crime;
- **Identification** of the school’s procedures for complying with existing laws relating to school safety, which shall include the following:

- | | |
|---|-------------------------------------|
| 1. Child Abuse Reporting; | PC § 11164 et seq. and EC § 35294.2 |
| 2. Dress Code Prohibiting Gang-Related Apparel; | EC § 35183; 48950 |
| 3. Notifying Teachers of Dangerous Students; | EC § 49079 |
| 4. School Discipline; | EC § 35291 et seq. |
| 5. Sexual Harassment; and, | EC § 212.6(b) |
| 6. Suspensions and Expulsions. | EC § 48900 et seq. |

The report shall also address procedures for:

- | | |
|--|----------------------|
| 7. Disaster Response, Routine and Emergency; | EC § 35294.2 et seq. |
| 8. Safe Ingress to, and Egress from School; | EC § 35294.2 et seq. |
| 9. Reporting Hate Crimes; and, | EC § 32223 |
| 10. A Safe and Orderly Environment. | EC § 35294 |

- A. School Climate
- B. Physical Environment

Compliance Issues of the Comprehensive School Safety Plan

A district team consisting of the Coordinator of Risk Management, CWA Director, Fire Department personnel and law enforcement will be responsible for verifying compliance. To be in compliance with SB 187, each school shall forward its completed plan to the Director of Child Welfare and Attendance for approval. The school shall meet all the following requirements:

1. The comprehensive school safety plan shall be written and developed by the school site council established pursuant to EC § 52012 or EC § 52852, unless delegated to a school safety planning committee.
2. A local law enforcement agency representative and Fire Department representative shall be consulted regarding the development and writing of the plan.
3. The school shall review, update, and submit the plan by **September** of each year.
4. Before final adoption of the plan, a public meeting shall be held at the school to allow for public input.
5. The school shall report on the status of the plan in the annual school accountability report card (SARC).
6. The comprehensive school safety plan shall be evaluated and amended, as needed, no less than once a year to ensure that the plan is properly implemented. An updated file of all safety-related plans and materials shall be maintained and readily available.

SECTION 2

Safe School Planning Committee

1. Committee Composition

Each site will form a Safe School Planning Committee comprised of the principal or his/her designee and at least three other members as specified in Ed Code 32281(b)(2).

- (A) The principal or the principal's designee.
- (B) One teacher who is a representative of the recognized certificated employee organization.
- (C) One parent whose child attends the school.
- (D) One classified employee who is a representative of the recognized classified employee organization.
- (E) Other members, if desired.
- School sites should hold elections within 30 days of the first day of school to select staff for the committee.
- When tallying the votes, the Administrator should utilize either the FTA School Representative, a Certificated staff member or a Classified staff member in the process.
- Once the ballots have been counted, the results should be emailed to staff members, identifying the Safe School Planning Committee.
- Principals should maintain the ballots until the following year.
- A form has been developed for each school site to complete annually and return to Student Services identifying the members of the committee.

2. Meeting Frequency

Following the selection of committee members:

- Meeting dates need to be established with a minimum of 4 dates per year
- Dates of the scheduled meetings will be communicated to Student Services on the same form identifying the members
- Meetings will occur whether members are present or not (i.e., would not be rescheduled because of absences) with the exception of the Principal or designee who acts as the Chairperson.

3. Agendas

- It is recommended that the agenda for each Safe School Planning Committee meeting be posted at least one day prior to the meeting.

4. Meeting Minutes

- Minutes of each meeting shall be recorded and maintained in a binder at each site, along with the agenda(s).

5. Standing Topics for Discussion

The following topics will normally be addressed at each Safe School Planning Committee meeting.

- Parking lot/Local area traffic
- School-wide discipline
- Playground/quad/lunch time rules
- General school safety

Safe School Planning Committee

SCHOOL: Date Elementary

DISTRICT: Fontana Unified School District

Personnel:

1. **Robert Soriano** Principal/Designee
2. **Francisco Deserio** Teacher
3. **Maria Martinez** Parent
4. **Martiza Estrada Cortez** Classified
5. **Denysse Malfavon** Other

Meeting Dates:

1. **08/21/25**
2. **11/14/25**
3. **1/30/26**
4. **2/27/26**

(ADD ADDITIONAL DATES, AS NEEDED)

SECTION 3

School Profile

Date Elementary is one of forty-five schools in the Fontana Unified School District. Date Elementary School serves a diverse population of 568 students this academic year school year.

The ethnic background of the 568 students comprise of 93% Hispanic, 1% Caucasian, 1% Asian, 4% African American, 0% Filipino, 0% Pacific Islander, 0% American Indian. Other significant subgroups include our English Learner (EL), Socio-Economic Disadvantaged (SED), and Foster Youth populations.

Date Elementary is located at 9011 Oleander Ave in the city of Fontana. It first opened in 1997.

Since its opening, Date Elementary School has continued to make great strides in curricular programs, student achievement, staff development and parent involvement. Teaching and support staff are highly dedicated individuals, focused on promoting and developing instructional strategies to ensure students acquire mastery and proficiency in all subject areas.

Date houses 24 general education classes TK – 5th grade, and 2 moderate to severe classrooms. Additionally, 1 of the general education classrooms is an inclusive setting for special education students and is co-taught by a general education teacher and a special academic instructor. There is one inclusion classroom per grade level. A state preschool program is available to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth.

All students participate in a rigorous curriculum as prescribed in the core curriculum for the Fontana Unified School District. State academic content standards form the foundation for teaching and learning. The staff works collaboratively to deliver the curriculum using a variety of effective instructional strategies. Teachers regularly evaluate each student's performance data to identify individual needs for intervention programs and to develop action plans. Instructional programs are modified based upon student learning levels, employing proven, research-based strategies focused on increasing proficiency in language arts and math and on closing the achievement gap.

SECTION 4A

School Data/Assessment

SCHOOL SITE SAFETY ASSESSMENT REPORT

SCHOOL: Date Elementary

DATE: 08/13/24

ADMINISTRATION: Robert Soriano – Principal and Denysse Malfavon – Assistant

SAFE SCHOOL PLANNING COMMITTEE MEMBERS:

1. Robert Soriano Principal/Designee
2. Francisco Deserio Teacher
3. Maritza Estrada Cortez Classified
4. Denysse Malfavon Assistant Principal/Other
5. Maria Martinez Parent

CAMPUS STAFF AND STUDENT POPULATION:

70 employees, 64 Pre-School students, 530 students TK-5

SECURITY CAMERAS:

1 camera on rotating axis posted in parking lot and one stationary camera at front desk

SECURITY FENCING (OPEN GATES, HOLES IN FENCES, ETC.):

Entire school is fenced in and is in good repair.

FACULTY/STUDENT PARKING:

Visitor parking along front of campus – approximately 30 spaces

Staff Rooftop Parking – approximately 70 spaces

CHALLENGES WITH SURROUNDING COMMUNITY (APARTMENT COMPLEXES, TRAFFIC, ETC.):

- Challenges with crime and trash from apartments located along the East side of the campus near playground
- Challenges with traffic due to 5 way stop at corner of Oleander, Merrill and Fontana Avenues
- Challenges with no crosswalk in front of school, leading to jaywalking

ARE DOORS LEFT UNLOCKED? NO

DOES THE SCHOOL HAVE UN-RESTRICTIVE ACCESS TO ROOMS OR OTHER BUILDINGS LEFT UNSECURED? NO

SECTION 4B

School Referral/Suspension/Expulsion Data

ENTER YOUR DATA FOR REVIEW BY THE SAFE SCHOOL PLANNING COMMITTEE IN THIS SECTION

SECTION 5 SCHOOL EMERGENCY RESPONSE PLAN

Date Elementary

On July 1, 2014, the Fontana Unified School District enhanced the School Emergency Response Plan. The School Emergency Response Plan is a comprehensive All-Hazards approach to emergency management. The enhanced plan addresses a total of 37 threats and hazards, which is an increase of 31 threats and hazards as compared to the previous plan. The plan is compliant with all local, state, and federal regulations, including the National Incident Management System, the Standardized Emergency Management System, and the Incident Command System. The plan is also aligned with the California Homeland Security Plan.

Plan Usage & Update

This plan requires an annual review and collaborative meeting of all the involved agencies. Updated revisions should occur annually prior to the beginning of each school year. At a minimum, the annual updates must include the items listed on the ‘Checklist for Implementing the School Emergency Response Plan’.

08/12/25

Date

Annual Training Schedule

<i>Topic</i>	<i>Location</i>	<i>Date</i>
Active Shooter Training	Library	8/1/25
School Wide Expectations Review	Library	8/1/25
Safety & Security Policies Review	Library	8/1/25

Annual Drill Schedule

<i>Drill</i>	<i>Date</i>	<i>Time of Day/Period</i>
Earthquake ¹	August 27, 2025	8:30 AM
Earthquake	October 16, 2025	1:45 PM
Earthquake	December 9, 2025	8:30 AM
Earthquake	January 27, 2025	1:45 PM
Earthquake	March 10, 2025	8:30 AM
Fire ²	<i>(Within the first 10 days of school)</i> August 15, 2025	8:30 AM
Fire	September 19, 2025	1:45 PM
Fire	October 17, 2025	8:30 AM
Fire	November 21, 2025	1:45 PM
Fire	December 12, 2025	8:30 AM
Fire	January 16, 2026	1:45 PM
Fire	February 20, 2026	8:30 AM
Fire	March 27, 2026	1:45 PM
Fire	April 17, 2026	8:30 AM
Fire	May 21, 2026	1:45 PM

Lockdown – Announced	September 12, 2025	8:30 AM
Lockdown – Announced	November 14, 2025	8:30 AM
Lockdown – Unannounced	January 30, 2026	8:30 AM
Lockdown – Unannounced	February 27, 2026	8:30 AM

¹ Refer to www.shakeout.org/california for updated information on recommended drill date and resources for staff/student/community.

² The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes (CFC, Section 403.4.2). A fire drill shall be held at the secondary level not less than twice every school year. (CFC, Section 403.4.4).

Distribution of this Plan

School sites submit their School Emergency Response Plan as part of the larger Comprehensive Safe School Plan electronically to the district office. The plan is also reviewed the school site at the School Site Council or other appropriate meeting of stakeholders. School sites are encouraged to have their Safe School Planning Committees include public meetings to share information to stakeholders as well as be part of agendas at parent meetings at school sites such as, Coffee with the Principal, PTA, etc.

Each school must maintain the School Emergency Response Plan in a binder that will be kept in a prominent location in the main office, which is known to all staff members of the school.

How Parents Can Assist in Keeping Schools Safe

Parents are an integral component in assisting to keep schools safe. The district has provided resources for families at <https://www.fusd.net/Page/585> that can assist with safety at school and at home. Emergency information on the site provides parents information on what can be expected, as much as possible, in the event of an emergency on a school campus or a location near a school campus. The district encourages families to attend Community Safety Forum Presentations to come together with Fontana School Police personnel at various times throughout the year. In addition, school sites conduct Traffic and Safety Presentations to identify and address local concerns.

Active Shooter Preparedness Video

The principal is required to show the Active Shooter Training Video to all staff to increase their level of preparedness. The video can be accessed at [FUSD Armed Intruder Video \(G Rated\).wmv](#) or by contacting the Fontana Police Services Department. Principals are required to identify on the Comprehensive Safe School Plan the date and location of the viewing of the Active Shooter Training Video.

***It is the responsibility of the principal to assure all employees have reviewed the video. Any individuals that are absent at the time the video is shown are required to view it at their earliest convenience.*

General Information

California Government Code Section 3100

Oath or Affirmation of Allegiance for Disaster Service Workers and Public Employees

In furtherance of the exercise of the police power of the state in protection of its citizens and resources ----
ALL public employees are hereby declared to be disaster service workers subject to such disaster activities as may be assigned to them by their superior or by law.

This section means that in a major disaster, teachers, administrators, school site personnel, and district office personnel have important roles in assuring the safety of our students.

Authority & Responsibility

In the absence of orders from the Superintendent or his designee, each school principal is authorized and directed to implement the action necessary to save lives, mitigate the effects of the disaster, and to insure the welfare of the students.

A well prepared and tested plan for prompt and positive protective actions will minimize injuries and loss of life in a major disaster. Therefore, *all school staff members must be thoroughly familiar with the contents of district emergency plans that relate to their school site.*

Media Procedure

After calling emergency services and following safety procedures for your building, it is imperative employees IMMEDIATELY relay information regarding any emergency or disaster to the Superintendent's Office. The Public Information Officer (PIO) will handle the release of information. Please refer ALL media persons and calls to that office at (909) 357-5000 ext. 29409. Misinformation can create confusion. Isolated quotes from individuals are usually incomplete or misleading and, MUST BE AVOIDED.

Release of Students

During an emergency incident, students will only be released to the parent, guardian, or other adult specified on the emergency card. **THERE SHALL BE NO EXCEPTIONS TO THIS POLICY.** Students who are not picked up may be transported to another student shelter.

Dismissal of students following an emergency incident will follow the procedures outlined in the Comprehensive Safe Schools Plan. However, this procedure does not preclude the exercise of professional judgment by the Principal or designee when the circumstances of the situation indicate dismissal to be in the best interest of the students.

In the event of a disaster, all students within the school must be cared for and closely supervised until an ALL CLEAR has been sounded or the proper authorities have announced transportation by bus or pedestrian travel can be resumed.

This may be as long as 72 hours.

Identification of Students

Few students will be wearing identification pins or bracelets. It is always important for teachers to keep their roll book with them. In the event one group of students is temporarily placed in the care of another staff person, the enrollment register will accompany that group of students.

Depending on the time and circumstances, roll will be taken periodically. This will help the teacher maintain close contact with authorities in locating students and provide officials with necessary data.

Visitor Sign-In Procedures

All school sites will develop and utilize a Visitor Sign-In Sheet. This document is always to be used when granting visitors access to the site. Each school will provide guests with a "Visitor Badge" that must always be worn.

Staff members who observe visitors not wearing proper identification are to approach these individuals to determine their purpose on campus and direct them to the office to sign in and obtain a visitor badge.

Employee Badges

All employees should wear a school issued I.D. badge properly identifying them as staff members at their respective school site. Principals will be required to ensure employees comply by this rule. Badges should clearly identify the individual, their name, and association with the school site.

****Principals should identify employees who have received First Responder (First Aid/CPR) training.**

Immediate First Aid/Guidance Support

Medical

Prior to medical teams arriving staff members in charge will:

1. Set up first aid area in a safe place away from students and parents, with access to emergency vehicles.
2. Collect student's emergency card. Emergency cards must accompany students removed from campus to receive advanced medical attention.
3. Make sure accurate identification records are kept.
3. Keep site incident commander informed of overall status.

Guidance

As a result of almost any disaster, individuals who experience a crisis are likely to present a variety of psychological reactions. Once the major crisis has subsided and the immediate physical safety needs have been met, the psychological needs of these persons must be addressed. School staff may be left alone to handle guidance needs for the **first 72 hours** before additional help arrives. **Staff should be aware of the following to assist during and immediately after a crisis.**

Students and Adults Need Facts:

Explain the disaster- what it is, and how and when it happened. Prepare students for aftershocks or other effects. Remind students that only certain areas may have been affected.

Students Need to Be Engaged in Activities:

Activities are important to help gain some control over the situation. For example, encourage students to straighten up the room, arrange tables, etc., for greater safety during aftershocks. Use classroom materials and recreational games to structure time.

General School Crisis Information

A. Chain of Command - Crisis Response Team (CRT)

The following are personnel assignments in the event of a crisis/disaster:

1. Principal	Robert Soriano	Incident Commander/District Liaison
2. Assistant Principal	Denysse Malfavon	Logistics/Facilities
3. Principal	Robert Soriano	Operation/Personnel
4. Student Advisor	Francisco Deserio	Operations/Personnel
5. School Resource Officer	School Police Officer Mory	Operations/Personnel
6. Head Custodian	Robert Garcia	Facility Resources
7. Counselor	Devin Torrez	First Aid/Guidance

B. General Expectations

- All District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.
- Roll book: it is the official record. Anytime students are evacuated, roll will be taken to identify students who are missing.
- Staff's responsibility is to the students assigned to them until released by the principal/designee.
- Each classroom/student assembly room will have an evacuation route posted by the doorway.

C. Staff assignments for disaster when students are to remain in their classroom

- Students and teachers are to remain in their classrooms and await instructions via the P.A.
- Teachers and other staff members who have prep periods are to report to the principal or administrative designee to await assignment.
- Other staff members who do not have specific assignments are to remain at their workstations.
- The disaster plan is a holding pattern; all personnel are to remain in assigned areas until the situation is assessed by the administration and a course of action can be determined.

D. Staff assignments for disaster when students are assigned to large group areas

- If it becomes necessary to assign students to large groups, the students will be told to report to the areas designated on the disaster evacuation route. Teachers are to accompany their students to the assigned areas and remain supervising until relieved of their assignment.

E. Standing site operating procedures for emergency actions

- Fire alarms will be utilized to initiate evacuation procedures and notify all students and staff of the existence of an emergency. All personnel and students both during and after school hours must respond to all soundings of the alarm.
- Remain calm, size up the situation, and act based on known facts. Staff members should remember that in times of stress, students will look for leadership from those in authority.
- Transportation - as a rule, every attempt will be made to deliver students to their homes as safely and as quickly as possible. Students will be kept in a safe area until parental contact can be made. A written record of all students released to parents/guardians shall be maintained during an emergency.
- Notification of parents will be made by cell phone, personal contact, or through public wired information announcements to the media. No one is to use telephones and/or two-way radios until instructed.

Incident Command

At the site of the Emergency the Incident Commander manages the overall crisis and under the Incident Command System is supported by four primary functions:

- **Operations Officer:** Responsible for the site facility check and security. The Operations Officer coordinates search and rescue, medical needs, student care, and student release.
- **Logistics Officer:** Responsible for obtaining assistance, supplies, and equipment needed to support the emergency relief efforts. The Logistics Officer provides information to the District Level EOC and requests additional support as needed.
- **Planning/Intelligence Officer:** Responsible for analyzing the incident and the necessary documentation. The person assigned to this position evaluates the overall status of the incident and anticipates those actions, equipment, and support that will be needed.
- **Finance Officer:** Responsible for an accurate record of the damages and costs related to the incident. The information will be necessary for reimbursement requests after the incident.

The Incident Commander may also wish to make the following assignments to assist in the incident:

- **Safety Officer** who will assist the Operations Officer with school site safety.
- **Public Information Officer** will report directly to the Incident Commander and will at his/her direction, meet with members of the press. All press releases shall be directed to this person.

Follow Up Activities

Staff Meeting 1:

A facilitator from the Crisis Team must do the following at the first staff meeting after a crisis:

1. Review facts of crisis and dispel rumors.
2. Help staff members process their responses to the situation.
3. Describe the feelings that students may experience and suggest how teachers might handle specific situations.
4. Provide guidelines for helping students who are upset.
5. Encourage teachers to allow students to express grief, anger, etc.
6. Emphasize the acceptability/normalcy of range of expressions. The guiding principle is to return to normal as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
7. Encourage staff to dispel rumors whenever possible and discourage glorification of the event (especially in suicidal death).
8. Request staff to meet 30 minutes early the next school day to review the plan for the day.

Staff Meeting 2:

1. Assign a strong team in the class where the tragedy occurred or in the classes where the student(s) are in attendance.
2. Determine the need for law enforcement personnel, and their locations for the day.
3. Questions to be considered in classroom discussion include the following: Are students sleeping? Eating? This may determine the level of stress they are experiencing.
4. Provide stress reduction techniques to teachers to share with students.
5. Prepare students for the injured visiting or returning to school.
6. Encourage teachers to put structure back in the classroom.
7. Place "high risk" students and teachers on a list so they may be monitored.
8. Set up regular meetings with teachers and staff.
9. Stick to the program schedule that will be provided; have teachers offer grief activities. In case of death, provide funeral and visitation information.

Debriefing Format for Teachers and Staff:

1. Review intervention process and events of the day. This should be daily.
2. Ensure key school personnel attend debriefing.
3. Review status of referred students and staff that required follow up attention.
4. Identify and prioritize needs for the following day.
5. Provide opportunities for staff to express feelings and provide support.

Debriefing/Wrap-up for Crisis Team:

1. Brainstorm ways to meet identified needs
2. Provide mutual support
3. Identify who will contact victim's family
4. Write a detailed summary report of events of the day to present to administrators.

Damage Assessment:

Critical incidents which resulted in physical damage to school/district property will have all disaster related costs identified using appropriate FEMA (Federal Emergency Disaster Assistance) forms. The assistant superintendent of business shall be contacted to have proper facilities personnel available to estimate damage.

Recommendation for Future:

After-event critique:

The Crisis Response Team staff will conduct a debriefing following a major emergency to address deficiencies in current plans, procedures, and the emergency management organization. Any deficiencies noted will be corrected in the incident plan.

Plan Review and Update:

The first draft of the School Safety Plan will be submitted by March 1, _____. After submission of the first plan, school sites are to conduct a review and update the draft. The final plan is due on August __, _____.

SITE OPERATIONS CENTER

SCHOOL: Date Elementary

LOCATION: 9011 Oleander Ave Fontana Ca 92335

Personnel:

1. Robert Soriano Principal, Incident Commander
2. Denysse Malfavon
3. Francisco Deserio
4. Deanna Coleman
5. Ana Gutierrez-Ramirez

Responsibilities:

- Implements and coordinates the emergency operations plan
- Accounts for the presence of all students and staff
- Controls internal and external communications
- Maintains contact with the District EOC and prepares reports for the Superintendent

Equipment and Supplies:

- Emergency roster and map identifying location of each teacher/staff station at the Staging area
- Hand-held radios, battery operated AM/FM radio, bullhorn, and extra batteries
- Triage kit
- Clipboards, pens, and additional lined paper
 1. Staff Roster
 2. Staff Roster
 3. Emergency Assignment List
 4. School Evacuation Map

FIRE TEAM

Personnel:

Team 1

1. Shonte Crump
2. Ana Gutierrez-Ramirez

Team 2

1. Marajah Dawson
2. Christine Haston

Responsibilities:

- Confirms fire and its location
- Notifies the Site Operations Center
- Rescues students and staff using appropriate fire control equipment
- Secures area

Equipment/Supplies:

1. CO2 Fire Extinguisher
2. Water Type Fire Extinguisher
3. Gloves
4. Goggles
5. Blankets
6. Fire Axe
7. Hand-Held Radio and extra batteries
8. Caution Tape

FIRST AID TEAM

Personnel:

1. Catherine Jauregui-Husung School Nurse/Health Clerk
2. Maritza Estrada Health Clerk
3. Julie Howarth

Responsibilities:

- Determines need for Medical Assistance
- Administers first aid and records information on extent of injuries and first aid administered
- Ensures that first aid supplies, emergency cards, and health card are at the Staging Area

Equipment/Supplies:

- First Aid Supplies
- Stretchers, blankets, and wheelchairs
- Clipboards, pens, and additional lined paper
 1. Staff Roster
 2. Emergency Assignment List
 3. School Evacuation Map
 4. Hand-Held Radio and extra battery

PARENTAL COMMUNICATION TEAM

Personnel:

Location 1 (Usually the Main Entrance)

1. Dawn Rhind
2. Melody Manzo

Location 2

1. Emily Campos
2. Karina Arteaga

Responsibilities:

Location 1

- Immediately begins the process of reuniting students with their parents or guardians by referring to:
 1. Emergency Cards
 2. Class Rosters
 3. Computer Printouts
- Dispatches student messengers to secure students and escort them to the selected location

Location 2 (Usually the Reunion Location/Gate)

- Confirms students recognize the requesting individuals and feel secure in their custody
- Requires requesting individuals show identification and sign for students
- Ensures all records are kept on students leaving campus

Equipment/Supplies:

- Clipboards, pens, and additional lined paper
 1. Staff Roster
 2. Emergency Assignment List
 3. School Evacuation Map
 4. Hand-Held Radio and extra batteries

PSYCHOLOGICAL FIRST AID TEAM

Due to a number of factors, there may be a need for more than one team

Personnel:

1. Nurse/Health Clerk Catherine Jauregui-Husung
2. Psychologist Alonzo Nevarez
3. Counselor Devin Torres
4. Teacher (if possible) Francisco Deserio

Responsibilities:

- Evaluate and provide support to students and staff
- Establish a structure to identify who does what under specific circumstances
- Establish a buddy system for staff and students that will encourage positive interaction
- Identify tasks that must be assigned to people during the period of the emergency
- Develop useful recreational and educational activities that can be used to maintain order

Equipment/Supplies:

- Clipboards, pens, and additional lined paper
 1. Staff Roster
 2. Hand-Held Radio and extra batteries
 3. Psychological First Aid Team Forms
 4. School Evacuation Map
 5. Emergency Assignment Lists
 6. Emergency Attendance Sheets

SITE SECURITY TEAM

Personnel:

1. Dee Alston
2. Juan Carlos Marlia
3. Robert Garcia

Responsibilities:

- Locks all external gates, doors, and secures school/site
- Team member is stationed at the Main Entrance to maintain security and to refer parents and members of the community
- Assists and routes all Emergency Responders to the area of need

Equipment/Supplies

1. Hand-Held Radios and extra batteries
2. Master Keys
3. Posted Signs
4. Caution Tape

STAGING AREA TEAM (EMERGENCY ASSEMBLY AREA)

Personnel:

1. Anna Arellano
2. Evelyn Aguilar

Responsibilities:

- Ensures all gates and entrances are open to the Staging Area
- Assists in the evacuation of students/staff to their specific station in the Staging Area

Equipment/Supplies:

- Keys to the Staging area
- Bullhorns
- Map of teacher/staff station at the Staging Area
- Clipboards, pens, and additional lined paper
 1. Staff Roster
 2. Emergency Assignment List
 3. School Evacuation Map
 4. Hand-Held Radio and extra batteries

SWEEP AND RESCUE TEAM

Meets at the Site Operations Center until deployed.

Personnel:

Team 1

1. John Isaacs
2. Jennifer McGowan

Team 2

1. Shannon Ponce
2. Claudia Taylor

Team 3

1. Victoria Koch
2. Ashlyn Parker

Responsibilities:

- Proceeds in an orderly and pre-established sweep pattern, checking each classroom, shop, office, storage room, auditorium etc., visually, vocally, and physically
- Reports the location of all injured students and staff to the First Aid Team

Equipment/Supplies:

- | | | |
|---------------------|-----------------------|--------------------|
| 1. Hand-Held Radios | 5. Fire Extinguishers | 9. Extra Batteries |
| 2. Master Keys | 6. Gloves | |
| 3. Bolt Cutters | 7. Goggles | |
| 4. Shovels | 8. Flashlights | |

SCHOOLS AS EMERGENCY SHELTERS

All schools, in direct cooperation with the Riverside Chapter of the American Red Cross, have been designated as possible community shelters during times of emergency. Secondary Schools have a higher probability of being used.

Due to limited personnel, the Red Cross will not be responsible for these shelters.

Personnel:

1. Principal Robert Soriano
2. Denysse Malfavon

Responsibilities:

- Opening and operating the school site as a community shelter
- Managing available school resources such as personnel, food, and supplies
- Liaison with the Red Cross as an additional resource
- Keeping record of all expenditures and staff time

Equipment/Supplies:

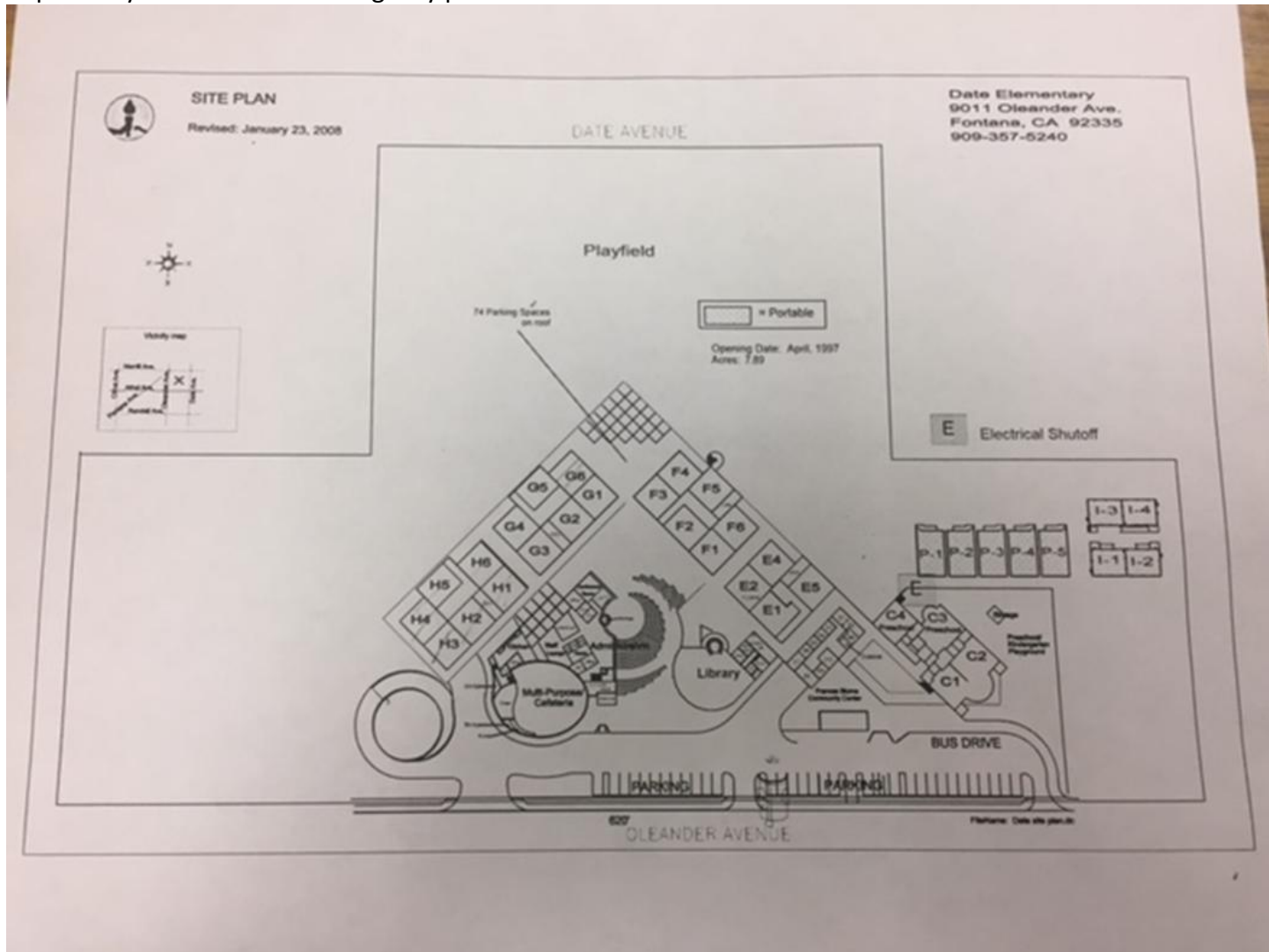
1. Hand-Held Radios and extra batteries
2. Blankets
3. Food and Water

SCHOOL SITE MAP

- All fire hydrant locations (indicated by a colored dot that correlates to the hydrant color), as well as fire hose and fire extinguisher locations
- Knox Box and Knox Gate locations
- Stair locations
- All main shutoffs – Electrical, Water, Gas, Phone
- Fire alarm panels (main and sub panel locations)
- Location of the student/staff assembly area
- Emergency exit traffic patterns
- Location and alternate location of the Site Operation Center
- Update any design layout changes due to construction

Make more than one copy, as it will be needed in the event of an emergency.

Copies may be needed for emergency personnel.



Emergency Supplies/Tools Guideline

The following list is a *recommended guideline* of emergency supplies/tools based on 1000 students. Larger school sites should adjust accordingly. The emergency toolbox should be placed in a location that would be accessible during an earthquake or other crisis/disaster. All key staff members are to be knowledgeable of the emergency toolbox location.

Emergency water should be stored at each site to support all students and staff members. A minimum of 0.5 gallons of water per person per day for at least three days is recommended. Emergency food supplies may be located on-site for each school.

School Site Emergency Water, Food, and Sheltering

QTY	Description	QTY	Description
5	Large First Aid Kits (per building)	2	55 Gal. Container drinking H ₂ O (per day)
1	Ez-Up Tent		Emergency Drinking Water Case(s)
	Non-Perishable Food		

Recommended School Emergency Crisis Response Box

QTY	Description
1	Current Copy of the Safe School Plan
1	Current School Roster
1	Complete List of all Students, Emergency Contact Information (Emergency Cards)
1	Complete List(s) of all Staff, by Name and Assignments
1	Complete List of all Staff's Contact Information
1	Wheelchair
2	Stretchers
10	Blankets
6	Boxes of Latex gloves (3 Large / 3 med)
10	Heavy Duty Tarps 12'x12'
Assortment	Office Supplies (Pens, Pencils, Paper, etc....)
1000	6 oz. Paper cups
3	Trash cans on wheels
Various	Cardboard splints for arms and legs
10	Rolls of Paper towels
5	Boxes of zip lock bags

Large Mobile Search & Rescue Can.

QTY	Tools and Supplies	QTY	Tools and Supplies
(4) Man, Rescue Team		Emergency Hand Tools	
4	Hard Hats	1	Pipe Wrench 14"
12	Gloves (pairs)	1	Adjustable Wrench 10"
4	Safety Goggles	1	Screwdriver Set 8 pc
12	Dust Masks	1	Claw Hammer with Wooden Handle
4	Safety Vests	1	Camp Axe
10	Flashlights + Batteries	1	Heavy Duty Sledgehammer
4	Whistles	1	Utility Knife
4	Lumber Crayons	1	Nylon Duffle Bag
8	120-hour Green Light Sticks	4	Pair Knee Pads
Entry & Debris Removal Tools		Other Emergency Gear	
1	Shovel	1	AM/FM Solar Crank Radio + Batteries
1	Fire Axe, 6lb	10	Heavy Duty Tarp 12'x12'
1	Hacksaw + Extra Blades	2	Rolls Duct Tape
1	Bolt Cutter 18"	1	120-hour Candle
2	Wrecking Bars 30"	1	Roll Barrier Tape (300 ft.)
1	Pick	1	Box Weatherproof Matches (50/box)
1	Rope, Poly (50'x3/8")	1	3-way Can Opener
1	55-gal Trash Can on Wheels	1	Portable Toilet w/ Plastics Bags
10	Trash Bags, 33 gals	1	Vinyl Bucket

School Site Supplies for Each Classroom

QTY	Tools and Supplies	QTY	Tools and Supplies
1	First aid kit or backpack	1	Pen/Pencil (one of each)
1	Emergency Response Guide, warehouse item #506-41	1	Flashlight w/batteries
2	Light Stick	3	Solar Emergency Blankets
1	Whistle	1	Case of water
1	Clipboard	1 box	Nonperishable food (granola bars)
1	Trash can w/ a minimum of 5 extra liners		

Emergency Supplies/Tools List

The Emergency Supplies/Tools List is a separate Excel Spreadsheet document included with the Comprehensive Safe School Plan. The inventory spreadsheet contains preset formulas that will help you determine the number of supplies you will need at your site based on your student and staff population.

PLEASE FILL OUT AND INCLUDE THIS DOCUMENT WITH YOUR SAFE SCHOOL PLAN.

Sample

Fontana Unified School District Earthquake/Disaster/Preparedness Plan Emergency Supplies/Tools List Members of First Aid Team must review this list to assure their knowledge of all supplies and the methods for use.									
INSTRUCTIONS: 1. Identify the number of students enrolled. 2. Identify the total number of staff members. 3. Conduct an inventory of first aid supplies and input data into each section. Make certain that each unit measurement is the same as stated below. 4. Order supplies.					Number of Students Enrolled: 2465 Number of Staff Members: 221 Total Number: 2686 Name of School: Fontana High School Date of Last Inventory: 10/8/2014				
Priority #1: School Site Emergency Water, Food and Sheltering									
Item Number	RECOMMENDED SUPPLIES	ALTERNATIVE SUPPLIES	DIRECTIONS FOR USE	Disaster First Aid Kit	First Aid Station	Classroom First Aid Kits	Inventory	Need to Order	
			Unit: Each						
1	Large First Aid Kits: with assorted first aid supplies, such as gauzes, scissors, tweezers, sterile dressings (to stop bleeding), sterile gloves, cleansing agent (soap and/or antibiotic towelettes to disinfect), antibiotic ointment, burn ointment, adhesive bandages, eye wash solution, thermometer, etc. Kits may vary and larger schools should adjust as needed.		NOTE: Kit is used by members of the First Aid Team (and any support persons) when initially responding to mass casualties. Arrange supplies so contents are in view and readily accessible when lid is opened. Use supplies for initial control of bleeding and immediate life sustaining first aid.	13	0	One basic kit per classroom	8	5	
			Unit: Each						
2	Ez-Up Tent		The First Aid Station may need to be located outdoors in an area least affected by inclement weather or extreme heat. If school/site has limited or no overhead protected area outdoors, consideration may be given for purchasing an	0	3	0	1	2	
			Unit: Each						
3a	Purified drinking water in 55 gallon drums and current purifier (with 5 year effectiveness). Calculate 0.5 gallons of water per person per day	Water, fruit juices, etc., from CNUSD food services.	Use to sustain life. Maintain water supply in 55 gallon drums (with pump, etc) using current purifier which maintains purification for 5 years. Label drum with month and year filled and anticipated expiration date. Note: If drums are opened before expiration, must empty						

STUDENTS & STAFF

(Example Form)

DATE _____

List ALL students who may require medical attention:

INJURED STUDENT & STAFF INFORMATION			INJURY	TIME	RELEASE	OUTCOME
Name	DOB	Student #	Possible Injury & Location on body	Time	Identify person released to:	Medical Office or Hospital transported to
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

EMERGENCY SITUATION GUIDES

In an emergency, a quick, orderly and calm evacuation to an area of safety is of paramount importance. It is important that students and staff be well versed in the Emergency Evacuation Procedures.

IN EVACUATION SITUATIONS:

- Evacuate the room as calmly and quickly as possible. Take the roll book with you.
- **DO NOT LOCK THE DOOR**
- Escort students to the Staging/Assembly Area and report attendance and any missing students to the Site Operations Center (SOC).
- Those with no duty station or class are to assist with crowd control.

SITE EVACUATION REMINDERS:

EVACUATIONS WILL BE AT THE DIRECTION OF THE PRINCIPAL OR DESIGNEE:

- Each teacher will be responsible for his/her students. Check attendance and group students by class. Remain calm and **DO NOT RUN**.
- Evacuate to the Staging/Assembly area. Take emergency cards/sheets with you.

EVACUATIONS BY WALKING OR BUS:

- Walkers will stay on the sidewalk and observe pedestrian safety rules. Proceed to the **NEAREST ALTERNATE SITE. STAY TOGETHER.**
- Buses will provide transportation to the nearest alternate site

Students will be released per district policy

Information must be left at the school site indicating the address where the students have been relocated

Active Shooter Component

Definitions:

Active Shooter: One or more subjects who participate in a random or systematic shooting spree, demonstrating their intent to continuously harm others. Their overriding objective appears that of murder rather than other criminal conduct such as hostage taking or robbery.

Rapid Deployment: The swift and immediate deployment of law enforcement personnel in a crisis, where delayed deployment could result in death or injury to innocent persons. The goal of rapid deployment is to gain control, contain, neutralize threat(s) if necessary, and bring order to the situation.

Law Enforcement Response: During an active shooter incident, it is critical that the rapid deployment team (law enforcement) focus on their sole mission to locate and stop the threat(s). It may be necessary for the rapid deployment team to bypass wounded and/or fleeing bystanders/victims to gain stabilization that will allow the rendering of medical aid and evacuation. The rapid deployment team may direct fleeing persons to a safe area.

Immediate Deployment: The swift and immediate deployment of law enforcement resources to an on-going, life threatening situation where delayed deployment could otherwise result in death or great bodily injury to innocent persons.

Dynamic Situation: The situation is evolving very rapidly along the suspect(s) actions. An example of this would be if the suspect(s) is shooting a moving target.

Static Situation: The situation is not evolving or in motion, and the suspect(s) actions appear to be contained. An example of this would be if the suspect(s) is barricaded in a room.

School District Response

The most important factor in an active shooter situation is: DO NOT PANIC. Be alert to what is happening around you.

- Initiate Lockdown procedures; call 911
- If inside a building, stay inside and implement the following actions: Lock ALL doors and do not allow anyone in for any reason. Keep students away from windows and out of the line of sight. Cover windows if possible (blinds, curtains, etc.)
- If outside a building, get students to a safe and secure area immediately.
- Alert the Superintendent's Office (x29109)
- Do not move until directed by an authorized official.
- During a major emergency incident, students will only be released to the parent/guardian, or other adult specified on the emergency card who has proper identification. There shall be no exceptions to this policy. Students who are not picked up by their parents may be transported to a student shelter.

Keep in Mind that the suspect(s) may have placed bombs or other devices in or on vehicles and around the parking lot, entrances, or other avenues of approach. While some suspect(s) may be actively shooting in the school, other suspect(s) may be waiting across the street for law enforcement to arrive.

Animal Threats

- Africanized Honeybees
 - Fire Ants
 - Animals Wandering onto Campus
1. Students and staff shall stay away from the threat
 2. Immediately contact the Principal or designee

Africanized Honeybees:

Call:

School Police Services (x29060)

Superintendent's Office (x29109)

Risk Management (x29089)

Fire Ants:

Notify Maintenance & Operations at (909) 357-7600 ext. 29412

Animals Wandering onto Campus:

Call Animal Control to remove the animal.

Fontana Animal Control (909) 350-7700

San Bernardino County Animal Control (909) 384-1304

Bomb Threat

The safety of students and personnel has the highest priority when dealing with a bomb threat.

When a bomb threat is received, the person receiving the call is to keep the caller talking as long as possible and IMMEDIATELY refer to the THREATENING CALL CHECKLIST to obtain crucial information.

- DO NOT HANG UP THE PHONE, have someone else use another phone to call 911
- Notify Principal or designee immediately.
- The Principal or designee will notify the Superintendent's Office (x29109) and the Sr. Executive Director of Student Services (x29194).
- The Principal or designee should not evacuate the school. In consultation with law enforcement, determine the severity of the threat and the extent to which a search should be conducted. Any further action should be at the direction of law enforcement.
- If a bomb threat is received, sites may continue to use radios, bell signals, or the intercom to communicate within the school.
- If a suspicious device or package is located, sites should discontinue use of radios, bells, or the intercom within 300 feet of the device or package.
- If determined necessary, evacuate the buildings by sending runners to each classroom to verbally notify personnel of the evacuation. Evacuate personnel at least 300 feet from the site. It may be necessary to move students to an alternative location.
- REMEMBER, a bomb can be disguised to look like almost anything and can be left in an unlikely place. Look for an object that **does not belong**.
- If a suspicious object is located, **DO NOT TOUCH** it; notify law enforcement immediately.
- Take attendance and report the findings to the Principal or designee as soon as it is safe to do so. An absent student may have phoned in the bomb threat.

BOMB THREAT THREATENING CALL CHECKLIST

- When is the bomb going to explode? _____
- Where is the bomb right now? _____
- What does the bomb look like? _____
- What kind of a bomb is it? _____
- What will cause the bomb to explode? _____
- Did you place the bomb? _____
- Why did you do this? _____
- What is your name? _____
- What is your address? _____
- Where are you right now? _____

IMPORTANT INFORMATION:

- Exact wording of the bomb threat. _____

- Date: _____ Time: _____ Length of call: _____
- Number where call was received: _____
- Sex of the caller: _____ Age: _____ Race: _____

Criminal Incidents

Law enforcement will respond to almost every emergency at a school site. In many cases this is to provide assistance to school personnel and other agencies.

In other cases, law enforcement will be responding to a CRIME IN PROGRESS where life and property is threatened. When this occurs, the following are important considerations:

- When you call 911 it is important you remain calm and provide as much information as possible. **Stay on the line** as long as it is safe to do so or until directed by the dispatcher.
- Accurate information is very important to the responding officers. Please try to provide the 911 operator with the following information:
 1. Type of emergency
 2. Number and description of suspect
 3. Need for medical aide
 4. Location of suspects and anyone injured
 5. Is the act still in progress? (e.g. are people still fighting, are shots being fired, or is someone still being threatened)
 6. Based on the location of the threat, what is the best access point to the school site for the responding officers?
 7. Who will meet the officers when they arrive?
 8. Any other information that may be significant to officers.
 9. Have others provide updated information whenever possible; relay this information to the officers or dispatcher.

Remain calm and take action to protect yourself and others until the situation is resolved.

District Influenza Readiness Plan

Critical Planning Issues:

1. May have a mild outbreak in our schools at the current time
2. May have a severe outbreak during winter
3. May hit secondary students harder
4. Students may shed the virus for up to 10 days or longer (Infants and toddlers)
5. Keep lines of communication open to and from the District Office and school sites

Warning Signs Similar to Seasonal Influenza:

- | | | |
|---------------------|-----------------|-------------|
| 1. Fever/Chills* | 4. Coughing* | 7. Nausea |
| 2. Lethargy | 5. Runny Nose | 8. Vomiting |
| 3. Lack of Appetite | 6. Sore Throat* | 9. Diarrhea |

* Denotes critical symptoms

Immediate Actions:

1. Check and monitor surveillance reports
2. Continually update staff and parents
3. Alert staff of warning signs
4. Send information to parents via the county letter which will be posted on district homepage with each site providing a link to the main page
5. Provide school sites with posters, lesson plans and reminders
6. Public Information Officer (PIO) to monitor information from Federal, State and County – Michael Garcia, PIO

Prevention/Mitigation:

1. Information to parents on warning signs and reminders to keep sick children home
2. Staff on high alert for warning signs
3. Quick identification of illness in students and staff
4. Isolate potentially sick students in health office away from other people
 - a) Students to wear masks if they have fever/chills, coughing with sore throat
5. Immediately clean areas the students were in (Classroom, desk, doorknobs, etc.)
6. Teachers to remind students of cleanliness:
 - a) Cough or sneeze into arms
 - b) Wash Hands Frequently
 1. Elementary – schedule time throughout the day to wash hands when leaving or returning to the classroom
 2. Secondary – remind students to wash hands during breaks, lunch, etc.
 - c) If sick stay home!
7. Increase cleaning of surfaces under the request of the health office

Preparedness:

1. Supplies of hand soap and cleaning supplies
2. Supply and make available hand sanitizers with lotion (Must be hypo-allergenic)
3. N-95 masks will be distributed to school sites

4. Business Continuity Plan/Continuity of Operations Plan in Place

Response:

1. Call to shut down

Option One – Immediate Release

Message Broadcast to parents of effected school

Release students to go home

Identify any students exhibiting symptoms

Call buses for students (Students exhibiting symptoms will not ride bus)

Open safe room for students that can't be picked up

Clean buses before resuming schedule at other sites

Option Two – Delayed Release at End of School Day

Message Broadcast to parents of effected school

Parents can immediately pick up or instruct their students to go home

Release at end of school day

2. Message Broadcast/web site district-wide information
3. Cancel extracurricular activities for the effected site(s)
4. Try to identify student through the school nurse
5. Identify Siblings
6. Monitor Siblings
7. Support Services protocol for shutting schools & cleaning of hard surfaces
8. Monitor situation for reopening of school site(s)
9. Notification of reopening
10. Meeting with school staff
11. Classroom discussions or assemblies with school nurse and local doctors to assure students and staff
12. Mobilize additional counseling staff
13. Safe rooms for students, staff and parents
14. Assess social culture of the school site
 - A. Racial tensions due to swine flu initiating in Mexico
 - B. Animositities toward students that may be perceived to have transmitted H1N1 or caused the cancellation of classes & extra-curricular activities.

Recovery:

1. Communication with Leadership to Confirm Date
2. Communication with Site Administrators
3. Communication with All Staff
4. Communication with Parents
5. Establish hotline for questions and concerns
6. Support Services to Clean Buildings (Note: This may just be a precautionary measure)
7. Mental Health Rapid Response Teams mobilized
8. Classroom Meetings/Presentations on Pandemic as Appropriate
9. Work to reduce bias or discrimination if the outbreak is tied to a specific group, country or religion.

Earthquakes

Earthquakes usually strike without warning. The immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremors subside. **DO NOT PANIC!** If protected from falling objects, the rolling motion of the earth is frightening but not necessarily dangerous.

The initial earthquake is usually the most severe and aftershocks are less violent.

INSIDE A BUILDING:

- Immediately “DUCK, COVER, and HOLD”. Move away from and do not face windows.
- Protect yourself from falling objects.
- Get under a desk or table or other sturdy furniture with your back to the windows. Protect your head with items of clothing, a notebook, or other item that will protect your head from falling objects.
- Stay away from windows, bookcases, hanging light fixtures, or other heavy objects that might fall.
- Maintain cover until the shaking stops, then LEAVE THE BUILDING IMMEDIATELY.
- Go immediately to the Staging/Assembly area for your class or report to the nearest teacher.
- Remain in control, **DO NOT RUN**
- Do not enter a building until it has been declared safe

OUTSIDE:

- Immediately “DUCK, COVER, and HOLD”. Move away from buildings, utility or light poles, and other objects that might fall. Move to an open area if possible being careful to avoid down wires and metal objects such as a chain link fence.
- When the shaking stops proceed immediately to the Staging/Assembly
- Remain in control, **DO NOT RUN**

STAGING/ASSEMBLY AREA:

- Take attendance and report findings to the Principal or designee.
- Assess the need for Police, Fire, and Medical assistance.
- Request assistance as needed.
 1. The District Office will act as the Emergency Operations Center (EOC) for the District. District representatives will be able to communicate School District needs by means of hand-held radios to the City EOC. The City EOC will have the ability to contact and request assistance from County, State, Federal and other resources.
 2. The School District EOC, after the shaking ends, will begin contacting all schools in alphabetical order, beginning with Elementary Schools to ascertain damage and needs requirements.
 3. If the School District cannot dispatch help, then the City EOC will be contacted to request assistance.

In the event of a major earthquake or other event, emergency services may not be available. On site personnel will have to provide for the immediate needs of all involved. Remain calm, follow procedures, and make decisions based on your knowledge and abilities and you will achieve the best possible outcome.

ON A SCHOOL BUS:

- After the earthquake, the driver will contact the Transportation Department.

ON WAY TO SCHOOL:

- Students should seek shelter at the school site when it is safe to do so.
- Upon arrival, students should report to the office or classroom and await instructions from staff.
- All school sites have been retrofitted to withstand an earthquake. School may be the safest place for students during such an event.

DURING NON-SCHOOL HOURS:

If an earthquake occurs during non-school hours and the earthquake is of a magnitude 6.0 or greater, the following applies.

- It is the responsibility of all Senior Custodians to immediately visit their schools and check for damage. Site principals should be notified following the assessment. The district will authorize overtime pay.
- Determine what type of damage has occurred.

No damage - No action required.

Minor damage - (Can wait for repair) Call Maintenance and Operations the next day and request repair.

Major damage - (Broken water or gas main) Turn off the main shut off valves and contact a Maintenance and Operations Supervisor.

Emergency damage - (Fire, electrical poles down, building collapse) Turn off main gas, electrical, and water shut off valves. Call Emergency Services and a Maintenance and Operations Supervisor.

Explosions

An explosion will be identified by an intense light, loud blast noise, and a shock and blast wave. The effects of the explosion will depend on the intensity of the blast and the blast's distance. After the initial explosion the greatest threats are falling debris and fire.

At the first indication of an explosion:

IN A BUILDING:

- **DROP, COVER, HOLD**
- Take cover under a desk, table or other sturdy furniture with your back to any windows. Cover your head with an article of clothing, a notebook, or object that will protect your head.
- If cover is not available drop to your knees and protect your face and head as much as possible. Any item can be used to protect the head from falling objects.
- Stay away from windows, bookcases, hanging light fixtures, and other heavy objects.
- When the debris has settled and it appears safe, leave the building immediately.
- Proceed to the Staging/Assembly Area or report to the nearest teacher.
- Remain calm: **DO NOT RUN**

OUTSIDE:

- **DROP, COVER, HOLD**
- Protect yourself from falling debris.
- After the debris has settled, move away from the blast area.
- Proceed to the Staging/Assembly Area
- Remain calm, **DO NOT RUN**

Teachers are to report the names of students that are missing due to absences, injury, or death as soon as possible. All administrators and teachers are responsible for obtaining this information and reporting to the Site Operations Center.

DO NOT RETURN IF A BELL RINGS. WAIT UNTIL THE BUILDING HAS BEEN INSPECTED AND DECLARED SAFE BY AN ADMINISTRATOR.

Fire

When a fire is discovered the first available person will:

- Pull the fire alarm
- Call 911
- Notify site administrator

Sound of the fire alarm:

- Remain calm, **DO NOT RUN**, quickly evacuate the building and proceed to the Staging/Assembly area as directed by the evacuation map posted in the room.

Staging/Assembly Area:

- Fill out emergency attendance sheets and send to the Site Operations Center.
- Alert the Superintendent's Office.
- Keep access roads open for Emergency Vehicles.
- Students and staff should not return to class until the Fire Department has declared the area safe.

Fire – Wild Land

When a wild land fire is detected, an administrator or designee will call 911.

Fire and Police Departments are a source of information as well as local news channels.

Based on circumstances the Principal or designee will need to decide if an evacuation is appropriate.

A wild land fire needs fuel: therefore, a large open space, free of vegetation like an athletic field, could be a safe place for staff and students. Caution should be given to the direction of the smoke. It may be safer to “shelter-in-place”.

Hazardous Materials Spills

The main threat is toxic fumes. Keep students away from the area where the spill has occurred.

IF INSIDE:

1. Notify the school office of the hazardous materials incident.
2. The office will call 911.
3. Remain inside until directed to evacuate.
4. Take attendance and report findings to the Principal or designee as soon as it is safe to do so.
5. Close windows to reduce exposure (turn off A/C unit).
6. Determine if students require medical aid.

IF OUTSIDE:

5. Notify the school office of the spill.
6. The office will call 911.
7. Move **UPWIND and UPHILL** of the spill.
8. Do not step in or handle any spilled material.

WHEN EVACUATING:

1. Only evacuate upon command.
2. Avoid affected spill area.
3. During a major emergency incident, students will only be released to the parent, guardian, or other adult specified on the emergency card with proper identification. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.** Students who are not picked up by their parents may be transported to another student shelter.

REMEMBER: IDEA

- I Isolate
- D Deny Entry
- E Evacuate
- A Assess

Hostage Situation

The greatest danger in a hostage situation is the actual process of being taken hostage and the first fifteen minutes afterward. If the hostage survives during this time, the probability of survival is good.

If a hostage situation occurs or is suspected, **immediately call 911**.

IF TAKEN HOSTAGE:

- Do exactly as the suspect demands. **DO NOT RESIST!** Avoid antagonizing the suspect.
- Avoid eye contact and do nothing to appear obvious. If part of a group, try to blend in and do nothing to draw attention to yourself.
- If a staff is present, he/she should assure the suspect(s) that everyone will cooperate in every way. Staff must establish her/himself as understanding and humane. Be cautious that this tact does not antagonize the suspect.
- If possible, move the students to the side or the end of the room. Have them stay low to the floor and remain quiet. It may be necessary to ask the suspect's permission to move the students.
- Try to practice "peer counseling" and try to reassure students that are experiencing extreme distress.
- Ignore all conversations between negotiators and the suspect(s).
- Be prepared for the utilities being turned off, stay quiet, and remain in place should this occur.

IF A HOSTAGE SITUATION IS OCCURRING AT A SCHOOL SITE:

Have someone meet responding law enforcement.

- The most important thing is the protection of the students and staff and to prevent the suspect(s) from taking additional hostages.
- Avoid moving students where they can be seen or are near the suspects. In some cases, it may be safer to have the students and staff remain in a locked classroom/building until law enforcement personnel can safely evacuate them.
- Keep telephone lines open. Alert Superintendent's Office (x29109) and the Student Services (x29194).
- When safe, take roll and report findings to the Principal or designee.
- Secure the school site and **do not** allow anyone other than emergency responders and district administrators/police on campus.
- Refer calls from parents and others to the designee (Community Relations and/or Student Services Division).

Lockdown

A lockdown announcement will be made.

A lockdown is implemented only when an extraordinary event occurs. This may include.

- A major fight or near riot situation
- A dangerous unauthorized person on campus
- Police or fire activity in the immediate area of the school

UPON NOTIFICATION OF A LOCKDOWN:

- Immediately report to your room allowing ALL students in the area into the room (this may include students not assigned to your class).
- LOCK ALL DOORS
- DO NOT allow anyone in the room once the doors have been locked, NO EXCEPTIONS!
- If you hear shots fired, have students lie on the floor away from the windows.
- DO NOT allow anyone to leave the classroom until you are notified by law enforcement it is safe to do so.

Poisons

If a staff member or student ingests or is exposed to poison or a poisonous substance, follow the section below that most closely corresponds to the incident.

A. SWALLOWED POISONS

1. Call 911
2. Notify health office
3. Report the incident to the Principal or designee.
4. Call the Poison Control Center: 1-(800) 222-1222.
5. DO NOT INDUCE VOMITING, IF:
 - a. Victim is unconscious or in a coma
 - b. Victim is having convulsions
 - c. Victim has ingested a corrosive substance
 - d. Poison Control, Material Safety Data Sheets (MSDS), or product label advises against inducing vomiting
6. Alert the Superintendent's Office (x29109) and Student Services (x29194).

B. INHALED POISONS

1. Call 911
2. Carry the victim to fresh air immediately, if safe do so without exposing yourself to the vapor.
3. Notify health office
4. Report the incident to the Principal or designee
5. Call the Poison Control Center: 1-(800) 222-1222.
6. Loosen all tight clothing
7. Prevent chilling (wrap in blankets, if necessary)
8. Keep person as quiet as possible
9. Do not give alcohol or liquids in any form. **NOTHING BY MOUTH!**
10. Alert the Superintendent's Office (x29109) Student Services (x29194).

C. SKIN CONTAMINATION

1. Call 911
2. Remove affected clothing and flush skin with copious amounts of water (shower, hose, or faucet) for 15 minutes in a direction away from affected parts. If poison is in powder form, brush off before flushing skin.

3. Notify health office
4. Report the incident to the Principal or designee.
5. Cleanse skin thoroughly with soap and water. Rapidity and duration in washing is most important in reducing extent of injury.
6. Alert the Superintendent's Office (x29109) and Student Services (x29194).

D. EYE CONTAMINATION

1. Call 911
2. Hold eyelid(s) open and immediately wash eye(s) with a gentle stream of running water (a delay of even a few seconds greatly increases extent of injury).
3. Notify health office
4. Report the incident to the Principal or designee.
5. Continue washing for 10-15 minutes.
6. Do not use chemicals; they may increase extent of injury.
7. Have victim's eye(s) examined by medical personnel.
8. Alert the Superintendent's office (x29109) and Student Services (x29194).

E. CHEMICAL BURNS

1. Call 911
2. Remove affected clothing and wash contaminated area with large quantities of running water. **DO NOT DO THIS STEP IF THE CHEMICAL BURN IS CAUSED BY PHOSPHORUS.**
3. Notify health office
4. Report the incident to the Principal or designee.
5. Immediately cover area with loosely applied clean cloth.
6. Do not use ointments, greases, powders, or other drugs in first aid treatment of burns.
7. Treat victim for shock by keeping him/her flat and warm. Try to reassure the victim until medical help is available.
8. Alert the Superintendent's Office (x29109) and Student Services (x29194).

Riot or Civil Disorder

In the event of a Riot, a near Riot or Civil Disorder at or near the school, observe the following procedures. In most cases this will be a fight or disturbance between students. It may involve a few students or be much larger in number.

ON SCHOOL CAMPUS:

- Call 911 immediately. Have someone meet the responding units to provide information on what is occurring.
- Implement LOCKDOWN procedures and get as many students as possible into classrooms or buildings.
- Administrators, security personnel, and teachers will attempt to gain control of the situation. If this cannot be done safely, wait for law enforcement.
- Separate any combative students and hold in different locations.
- Alert the Superintendent's Office (x29109) and Student Services (x29194).
- Take attendance and report findings to the Principal or designee as soon as it is safe to do so.

IF OUTSIDE THE SCHOOL SITE:

- Implement **LOCKDOWN** procedures and report to classrooms/buildings.
- Close the entrances and have staff observe campus perimeter.
- Contact law enforcement for a situation report and advise them of your current status.
- Alert the Superintendent's Office (x29109) and Student Services (x29194)
- Do not remove the lockdown or release students until advised by law enforcement that it is safe to do so.

Severe Weather

If weather is severe and has hit the area, the Board of Education and the Superintendent of Schools will determine if the school will remain open for the day.

Under all circumstances the **student release policy** will be followed.

Local radio stations may provide emergency reports (AM KTIE 590/FM KLYY 97.5 (Spanish))

Heat Wave

If extremely high temperatures are present during school hours the following procedures will be followed:

- Students and staff remain inside building when possible
- Exercise should be limited—reduce physical activity
- Close windows to keep cool air in the room
- If air conditioners are not working, if possible, move students to another area on campus

Windstorm

If high winds develop during school hours, the following actions will be observed.

- Contact the Superintendent's Office (x29109)
- Students and staff should remain indoors near an inside wall and away from windows.
- Close windows and blinds/curtains.
- Evacuate classrooms bearing the full force of the wind.
- Take attendance and report the findings to the Principal or designee.
- Notify the District of any break in utility services, call 911 if necessary.

Thunderstorms

If a storm develops during the day, the primary warning for a severe storm or other weather-related emergency would be through the Weather Alert Warning System. The Incident Commander (Superintendent's Office or assigned designee) will notify the site Principal or designee of the action to be taken. The Principal or designee will be responsible for notifying school site personnel.

Floods

Slow-rise floods may require sandbagging and possibly evacuation.

Flash floods will usually occur with very little warning. Flash floods usually require immediate evacuation.

- If building is in danger of flooding, immediately leave the building and move to higher ground.
- Take attendance and report findings to the Principal or designee
- Report Student Accountability information to the Site Operations Center
- Remain in communication with the Principal or designee for further instructions

Tornado

Information regarding tornadoes will be broadcast through the Weather Alert Warning System.

Tornado Watch means that a tornado may occur. Be prepared to take emergency action quickly.

Tornado Warning means that a funnel cloud has been sighted. The approximate location and direction of travel is usually given when the warning is broadcast.

The best shelter from a tornado is a specially constructed fallout shelter. If this is not available, a reinforced concrete structure is best. If this type of structure is not available, take the following precautions.

- Stay away from windows
- Get beneath heavy furniture. If heavy furniture is not available, lie face down with your head covered as close to an un-windowed wall as possible.
- Avoid auditoriums, gyms, or any large room with a wide, free roof span.
- When the tornado has passed you may be directed to evacuate your location. Proceed to the Staging Area in a safe, controlled manner.
- Do not touch fallen wires, light fires, or enter any other buildings until they have been declared safe.
- At the Staging Area take attendance and report the findings to the Principal or designee.
- Check for injuries requiring medical aid.
- Remain in communication with the Principal or designee for further instructions.

Students with Suicidal Ideation

Suicide rarely happens without some warning. It is important to take all indications of suicidal thoughts seriously. As such, become familiar with the following warning signs as identified by the National Association of School Psychologists (NASP) in *Save a Friend Tips for Teens to Prevent Suicide, 2019*, and risk factors associated with suicide.

Warning Signs

- Suicide notes
- Depression
- Hurting oneself
- Having a plan, method and access
- Threats
- Masked Depression
- Inability to concentrate
- Previous attempts
- Final arrangements
- Dramatic changes

Risk Factors

- Behavioral Health Issues
- Adverse Life Experiences
- Personal Characteristics
- Family Characteristics
- Risky Behaviors
- Environmental Factors

Often these thoughts are shared with others and it is important to create an environment where students will share this information with school staff.

Trust your instincts. If you believe a student is at risk of suicide, **get help immediately** and **DO NOT leave the student alone!**

Notify a(n) Administrator, School Counselor, or Other Designated Staff member who will complete a Suicide Risk Assessment to determine the level of risk using the protocols outlined in the Youth Suicide Prevention and Procedures handbook.

Generally speaking, there are four levels of risk for suicide:

- Non-Existent Risk- The student does not have an intent to act, a plan, or means
- Low Risk- The student is demonstrating warning signs with NO intent to act
- Moderate Risk- The student has some suicidal thoughts with NO plan or means
- High Risk- The student is actively suicidal with a plan and means

If a student is at high risk of suicide, notify Fontana School Police at (909) 357-5000 EXT 29060 immediately.

Be mindful that suicidal individuals are a danger to themselves and are often a danger to others. Individuals who are threatening suicide and are determined to be at High Risk can be taken into custody for up to 72 hours for posing a threat to themselves or others under 5150 of the Welfare and Institutions Code.

SECTION 6A

Progressive Discipline Guidelines

ELEMENTARY SCHOOL

The Progressive Discipline Guidelines were developed for all schools within the Fontana Unified School District and outlines corrective measures for inappropriate student actions that have been referred to site administration. Infractions or possible corrective measures may not be limited to those found in the Progressive Discipline Guidelines. It should be noted that although the Progressive Discipline Guidelines afford a framework for addressing inappropriate student behavior in a comprehensive and consistent manner, each disciplinary issue should be reviewed within the context of its unique circumstances and the educational needs of the student. Each administrator must use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in this plan, or unusual or extreme cases will be dealt with in accordance with District Policies and the California Education Code 48900. All means of correction, behavior interventions and consequences must be documented by the school site.

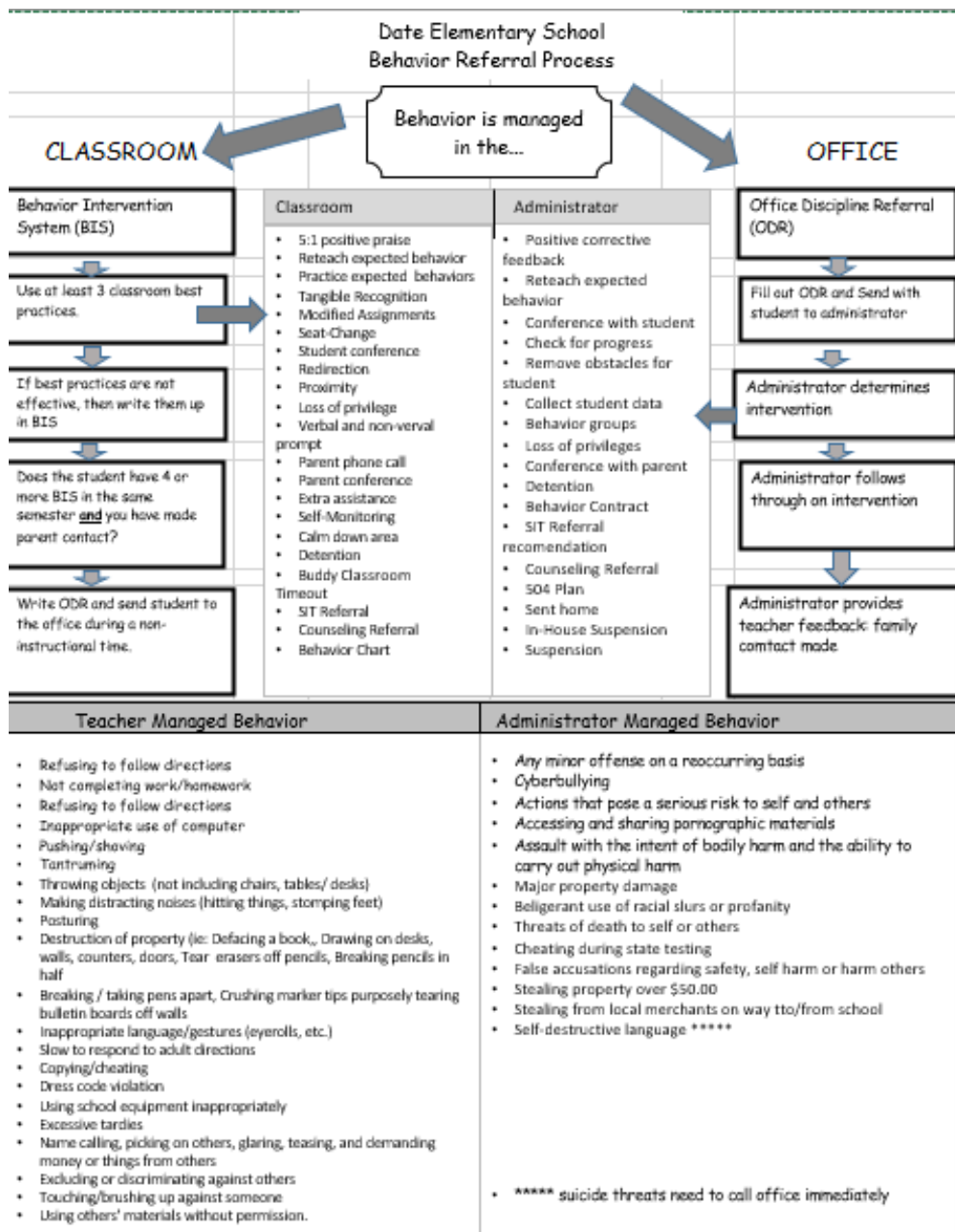
School administration reserves the right to determine the means of correction and corrective measures based on the seriousness of an infraction and/or previous disciplinary history of the student who commits the offense. *In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal corrective measures may result. EC 48902.*

Background

In January 2013, SB 1729 became California Law. The intent of SB 1729 was to improve the suspension and expulsion process while keeping students in school and in class so they would not lose valuable instruction time. The U.S. Department of Education in January 2014 released a report, *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. The report uses research and best practices to describe principles and actions steps to guide locally controlled efforts to improve school climate and school discipline. The 2019-2020 FUSD Local Control and Accountability Plan (LCAP) identifies school culture and a positive learning environment as a priority, which includes school connectedness, student suspension and expulsion. The document identifies annual measurable outcomes and actions/services to meet State and local priorities designed to improve school culture and positive climate. All three of these aforementioned documents were taken into consideration in the development of the FUSD Progressive Discipline Guidelines.

Behavior Expectations Matrix

Setting/Expectation	Respect	Responsibility	Engaged
Arrival	<ul style="list-style-type: none"> Listen to adults Walking 	<ul style="list-style-type: none"> Waiting quietly in line to be picked up by teacher Pick up trash after eating 	<ul style="list-style-type: none"> Standing in line or walking the perimeter of the field
Dismissal	<ul style="list-style-type: none"> Notifying your teacher when you leave (high five, fist bump, peace out, etc.) 	<ul style="list-style-type: none"> Adhering to the safety rules Waiting for parents to pull to curb 	<ul style="list-style-type: none"> Walking up the left-hand side of the ramp
Playground "Play safe" "Listen for the bells/whistle"	<ul style="list-style-type: none"> Use equipment properly Play fairly, following school rules for games. 	<ul style="list-style-type: none"> Stay in the designated playground boundaries Wait quietly for teacher when in line 	<ul style="list-style-type: none"> Use equipment as intended Line up immediately when bell rings/whistle blows
Cafeteria "Eat your food & clean your space"	<ul style="list-style-type: none"> Use table manners Wait until adult says you may leave 	<ul style="list-style-type: none"> Be quiet Keep all trash on tray until you are dismissed 	<ul style="list-style-type: none"> Stay seated the entire duration of lunch Wait your turn
Hallways/Walking in Line "Quiet Zone" "Walk quietly"	<ul style="list-style-type: none"> Walking silently Respect personal body space 	<ul style="list-style-type: none"> Going directly to destination 	<ul style="list-style-type: none"> Single file line Hands and feet to your self
Restrooms "Take care of business, flush, wash and leave"	<ul style="list-style-type: none"> Wait your turn Use manners 	<ul style="list-style-type: none"> Use the toilet and sink appropriately Wash hands 	<ul style="list-style-type: none"> Take care of personal business and leave Use the appropriate receptacle
Office "Wait patiently and quietly"	<ul style="list-style-type: none"> Be respectful to adults Use quiet voices 	<ul style="list-style-type: none"> Wait patiently Wait your turn 	<ul style="list-style-type: none"> Politely explain your purpose Read a book while waiting on the bench
Assembly	<ul style="list-style-type: none"> Listen quietly Eyes on the presenter 	<ul style="list-style-type: none"> Sitting quietly and attentively Hands and objects to self 	<ul style="list-style-type: none"> Clapping when it is appropriate Following instructions



Other Means of Correction (OMOC) ELEMENTARY SCHOOL

Alternatives to suspension or expulsion provided must be age-appropriate and designed to address and correct the student's specific misbehavior.

- Who Can Help?
 - Administrator
 - Club Advisor
 - Coach
 - Counselor
 - Culture/Climate Specialist/TOA
 - English Learner Coordinator/Specialist/Staff Member
 - Mentor
 - Outreach/CWA Liaison/Community Aide
 - Program Supervisor
 - Special Education Case Carrier/Staff/Specialist
 - SRO (Student Resource Officer)
 - Teacher
 - Team Leader
 - Tutor
- 504 Plan/IEP Meeting
- Alternative Class Placement
- Apology Letter
- Attendance Contracts (SART/LAMP/SARB)
- Behavior Improvement Plan (BIP – formerly BSP)
- Character Education
- Check-In/Out (CICO)-Monitoring of Progress
 - Grades, Attendance, Behavior, Social-Emotional
 - Student Planner
- Community Service
 - Campus Beautification (get parent permission)
 - School Function/Activity (get parent permission)
- Conferences (Student/Parent/Staff Member)
- Confidential Options (CPS Report – do not disclose in paperwork or notes)
- Contracts
 - Behavior
 - No-Contact/No-Fight/PC 415
 - LAMP (Liaison Attendance Mediation Program)
 - SART (Student Attendance Resource Team)
 - SARB (Student Attendance Resource Board)
- Counseling Individual/Groups
 - Anger Management
 - Conflict
 - Drug or Alcohol
 - Grief
 - Mental Health
 - Outside Agency
 - Peer/Support Group
- Prevention Education (i.e. bullying, conflict resolution)
- CWA Intervention Meeting
- Detention
 - After School
 - Lunch
- Fontana Leadership Intervention Program (Jr. FLIP)
- Home Visit
- Individualized Education Plan for Special Ed Students (IEP)
- Leadership Opportunities
- Level System
 - Color Coded Behavior Tracking
 - Level Reward System
- Loss of Privilege (recess, dance, extracurricular, etc.)
- Mediation
 - Conflict Mediation
 - Peer Mediation Group
- Mentor/Mentee Program
- Outside Agency Referral
- Parent
 - Meeting
 - Request Parent to Attend Classes/Shadow Student (*Labor Code 230.8*)
 - Training/Support
- Psychologist
- Relationships
- Removed from Program/Sport/Activity
- Restitution
- Restorative Practices
 - Community Building/Restorative Circles
 - Peer Court
 - Restorative Dialogue
 - Student/Faculty/Staff Mentoring
- Reward System
 - Positive Reinforcement (calls/notes home)
- Response to Intervention (RTI)
- Schedule Change
- Social Worker
- Saturday School
 - Academic Tutoring
 - Discipline/School Beautification
- Student Success Team (SST)
- Time Out/Buddy Room
- Tutoring
- Warning

Suspension

Notifying Teachers of Students’ Past Discipline History (AB 29, EC 49079)

- Teachers must be notified of students’ suspension and expulsion history for the last 3 years of students in their classes.

Due Process (14th Amendment; Goss v. Lopez)

- Required for students facing temporary suspension from school because of their alleged violations of school discipline rules.
- Requires “oral or written notice of the charges against him/her and, if s/he denies them, an explanation of the evidence the authorities have and an opportunity to present his/her side of the story.”

Documentation

- All incidents need to be documented in writing. Get statements from student, witnesses, staff members, security, resource officer and provide photographs of evidence.

Parental Involvement (Required)

- Parent meeting
- Suspension details in writing
- Provide policy and procedure to request and issue work from classes while on suspension

Suspension

- Suspension, including supervised suspension, shall only be imposed only when other means of correction fail to bring about proper conduct. Refer to list of Other Means of Correction (OMOCs).
- A student may be suspended for an act described in EC 48900 (a) – (e), except (k) on a first offense if determined that the student’s presence causes a danger to persons. (AB 1729, EC 48900.5)

As Needed

- May report to CPS or Law Enforcement. Any evidence should be turned over to Law Enforcement or parent if appropriate.

Expulsion

	Permissive Expulsion	“The Little 5” Mandatory Recommendation for Expulsion UNLESS Principal Determines Circumstance Warrants Other Means of Correction	“The Big 5” Mandatory Expulsion
Language in Ed Code	“May” = Not Required	“Shall” = Unless Other Findings/Circumstance	“Shall” = Mandatory
Ed Code(s)	<ul style="list-style-type: none"> • 48900(a)-(m), .2, .3, .4 along with a finding of 48915(b1) or (b2) (<i>no expulsion for 48900(k)</i>) • 48900(n)-(r) • 48900.7 	48915(a1) A. Causing serious physical injury B. Possession of knife, dangerous object C. Possession of a controlled substance D. Robbery or extortion E. Assault or battery upon any school employee	48915(c) 1. Firearm 2. Brandishing a knife 3. Unlawful sales of a controlled substance 4. Committing or attempting sexual assault 5. Possession of an explosive
Where Offense Takes Place	On School Grounds At School Function To/From School/School Activity	On School Grounds At School Function To/From School/School Activity	On School Grounds At School Function To/From School/School Activity
Maximum # of Days for accompanying suspension	5 Days *20-day limit on suspensions	5 Days *20-day limit on suspensions	5 Days
Special Ed or 504-Plan	Must complete Manifestation	Must complete Manifestation	Must complete Manifestation

SECTION 6B

Progressive Discipline Guidelines

MIDDLE/HIGH SCHOOL

The Progressive Discipline Guidelines were developed for all schools within the Fontana Unified School District and outlines corrective measures for inappropriate student actions that have been referred to site administration. Infractions or possible corrective measures may not be limited to those found in the Progressive Discipline Guidelines. It should be noted that although the Progressive Discipline Guidelines afford a framework for addressing inappropriate student behavior in a comprehensive and consistent manner, each disciplinary issue should be reviewed within the context of its unique circumstances and the educational needs of the student. Each administrator must use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with District Policies and the California Education Code 48900. All means of correction, behavior interventions and consequences must be documented by the school site.

School administration reserves the right to determine the means of correction and corrective measures based on the seriousness of an infraction and/or previous disciplinary history of the student who commits the offense. *In addition to any school action, suspected criminal activity will be reported to the police and appropriate legal corrective measures may result. EC 48902.*

Background

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Other Means of Correction (OMOC) MIDDLE/HIGH SCHOOL

Alternatives to suspension or expulsion provided must be age-appropriate and designed to address and correct the student's specific misbehavior.

- Who Can Help?
 - Administrator
 - Club Advisor
 - Coach
 - Counselor
 - Culture/Climate Specialist/TOA
 - English Learner Coordinator/Specialist/Staff Member
 - Mentor
 - Outreach/CWA Liaison/Community Aide
 - Program Supervisor
 - Special Education Case Carrier/Staff/Specialist
 - SRO (Student Resource Officer)
 - Teacher
 - Team Leader
 - Tutor
- 504 Plan/IEP Meeting
- ALC (Alternative Learning Center)
- Apology Letter
- Attendance Contracts (SART/LAMP/SARB)
- Behavior Improvement Plan (BIP – formerly BSP)
- Character Education
- Check-In/Out (CICO)-Monitoring of Progress
 - Grades, Attendance, Behavior, Social-Emotional
 - Student Planner
- Community Service
 - Campus Beautification (get parent permission)
 - Outside Agency (parents to seek out)
 - School Function/Activity (get parent permission)
- Conferences (Student/Parent/Staff Member)
- Confidential Options (CPS Report – do not disclose in paperwork or notes)
- Contracts
 - Behavior
 - No-Contact/No-Fight/PC 415
 - LAMP (Liaison Attendance Mediation Program)
 - SART (Student Attendance Resource Team)
 - SARB (Student Attendance Resource Board)
- Counseling Individual/Groups
 - Anger Management
 - Conflict
 - Drug or Alcohol
 - Grief
 - Mental Health
 - Outside Agency
 - Peer/Support Group
- Prevention Education (i.e. bullying, conflict resolution)
 - Truancy
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- Detention
 - After School
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- Fontana Leadership Intervention Program (FLIP)
- Home Visit
- Individualized Education Plan for Special Ed Students (IEP)
- Leadership Opportunities
- Level System
 - Level Reward System
- Loss of Privilege (athletics, dance, extracurricular, etc.)
- Mediation
 - Conflict Mediation
 - Peer Mediation Group
- Mentor/Mentee Program
- Outside Agency Referral
- Parent
 - Meeting
 - Request Parent to Attend Classes/Shadow Student (*Labor Code 230.8*)
 - Training/Support
- Probation Officer (where applicable)
- Psychologist
- Relationships
- Removed from Program/Sport/Activity
- Restitution
- Restorative Practices
 - Community Building/Restorative Circles
 - Peer Court
 - Restorative Dialogue
 - Student/Faculty/Staff Mentoring
- Reward System
 - Positive Reinforcement (calls/notes home)
- Response to Intervention (RTI)
- Schedule Change
- Social Worker
- Saturday School
 - Academic Tutoring
 - Discipline/School Beautification
- Student Success Team (SST)
- Time Out/Buddy Room
- Tutoring
- Warning

Suspension

Notifying Teachers of Students' Past Discipline History *(AB 29, EC 49079)*

- Teachers must be notified of students' suspension and expulsion history for the last 3 years of students in their classes.

Due Process *(14th Amendment; Goss v. Lopez)*

- Required for students facing temporary suspension from school because of their alleged violations of school discipline rules.
- Requires "oral or written notice of the charges against him/her and, if s/he denies them, an explanation of the evidence the authorities have and an opportunity to present his/her side of the story."

Documentation

- All incidents need to be documented in writing. Get statements from student, witnesses, staff members, security, resource officer and provide photographs of evidence.

Parental Involvement (Required)

- Parent meeting
- Suspension details in writing
- Provide policy and procedure to request and issue work from classes while on suspension

Suspension

- Suspension shall only be imposed only when other means of correction fail to bring about proper conduct. Refer to list of Other Means of Correction (OMOCs).
- Must count the day that the student was suspended as the 1st day of suspension (even if it occurs at the end of the day)
- A student may be suspended for an act described in EC 48900 (a) – (e), except (k) on a first offense if determined that the student's presence causes a danger to persons. (AB 1729, EC 48900.5)

As Needed

- May report to CPS or Law Enforcement. Any evidence should be turned over to Law Enforcement or parent if appropriate.

Expulsion

	Permissive Expulsion	"The Little 5" Mandatory Recommendation for Expulsion UNLESS Principal Determines Circumstance Warrants Other Means of Correction	"The Big 5" Mandatory Expulsion
Language in Ed Code	"May" = Not Required	"Shall" = Unless Other Findings/Circumstance	"Shall" = Mandatory
Ed Code(s)	<ul style="list-style-type: none"> • 48900(a)-(m), .2, .3, .4 along with a finding of 48915(b1) or (b2) <i>(no expulsion for 48900(k))</i> • 48900(n)-(r) • 48900.7 	48915(a1) A. Causing serious physical injury B. Possession of knife, dangerous object C. Possession of a controlled substance D. Robbery or extortion E. Assault or battery upon any school employee	48915(c) 1. Firearm 2. Brandishing a knife 3. Unlawful sales of a controlled substance 4. Committing or attempting sexual assault 5. Possession of an explosive
Where Offense Takes Place	On School Grounds At School Function To/From School/School Activity	On School Grounds At School Function To/From School/School Activity	On School Grounds At School Function To/From School/School Activity
Maximum # of Days for accompanying suspension	5 Days *20-day limit on suspensions	5 Days *20-day limit on suspensions	5 Days
Special Ed or 504-Plan	Must complete Manifestation	Must complete Manifestation	Must complete Manifestation

SECTION 6C

Site-Based Discipline Matrix

Date Elementary

PROGRESSIVE DISCIPLINE MATRIX

TO BE USED BY SITE ADMIN AND THE SAFE SCHOOL PANNING COMMITTEE TO DISCUSS APPROPRIATE RESPONSES TO STUDENT BEHAVIOR THAT TAKE INTO ACCOUNT EDUCATION CODE AND OTHER RELATED REGULATIONS. ENTER BOTH CLASSROOM INTERVENTIONS (TEACHER-DRIVEN) AND DISCIPLINARY MEASURE (ADMIN-DIRECTED) THAT UTILIZE OTHER MEANS OF CORRECTION THAT ARE AGE-APPROPRIATE AND DESIGNED TO ADDRESS AND CORRECT THE STUDENT'S SPECIFIC MISBEHAVIOR AS SPECIFIED IN EC 48900.5.

Students may only be suspended for committing one or more of the acts described in EC 48900 *et seq.*, as listed in the matrix below. Suspension, including in-school suspension, shall be imposed only when other means of correction have failed to correct the student's specific misbehavior. A student may be suspended on a first offense only for committing an act described in EC 48900(a) – (e), or if determined that the student's presence causes a danger to persons. Each incident must be considered on a case-by-case basis, and depending on the severity of the incident and documented alternatives to discipline utilized previously, actions taken can range from classroom interventions to a recommendation for expulsion.

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person	Appropriate for mutual combat	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Expulsion 	Permissive: (a)(1)(A); (b)(1) and/or (b)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Alternate break/recess areas 		
(a)(2) Willfully used force or violence upon the person of another, except in self-defense	Appropriate for one-sided assault	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Expulsion 	Permissive: (a)(1)(A), (a)(1)(E); (b)(1) and/or (b)(2)
(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object	Knife is defined in EC 48915(g)	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer 	<ul style="list-style-type: none"> ▪ Contact law enforcement ▪ In-house suspension ▪ Suspension ▪ Expulsion 	Permissive: (a)(1)(B), (b)(1) and/or (b)(2) Mandatory: (c)(1), (c)(2), or (c)(5)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
<p>(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled, an alcoholic beverage, or an intoxicant of any kind</p>	<p>Controlled substance is defined in HSC 11053 <i>et seq.</i></p>	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Contact law enforcement within 1 schoolday after suspension/expulsion ▪ Expulsion 	<p>Permissive: (a)(1)(C), (b)(1) and/or (b)(2); Mandatory: (c)(3)</p>

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished an imitation of it	Imitation substance (e.g. oregano instead of weed; rubbing alcohol instead of vodka)	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Contact law enforcement within 1 schoolday after suspension/expulsion ▪ Expulsion 	Permissive: (b)(1) and/or (b)(2)
(e) Committed or attempted to commit robbery or extortion	Involves causing or threatening to cause physical injury	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Expulsion 	Permissive: (a)(1)(D), (b)(1) and/or (b)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
48900.2. Committed sexual harassment	Only grades 4-12; sexual harassment is defined in EC 212.5	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Expulsion 	Permissive: (e)(1) or (e)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
<p>48900.3. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence</p>	<p>Only grades 4-12; hate violence is defined in EC 233</p>	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Expulsion 	<p>Permissive: (e)(1) or (e)(2)</p>

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
48900.4. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils	Only grades 4-12	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Expulsion 	Permissive: (e)(1) or (e)(2)
48900.7. Made terroristic threats against school officials or school property, or both	Not against students or their property	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations 	<ul style="list-style-type: none"> ▪ In-house suspension ▪ Suspension ▪ Expulsion 	Cannot be cited as the sole reason for recommending expulsion

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
<p><i>A student who commits any of the following acts for the first time may not be suspended unless it has been determined that the student’s presence causes a danger to persons. Other means of correction that are age appropriate and addresses the specific misbehavior must first be utilized. [EC 48900(v) and 48900.5]</i></p>					
(f) Caused or attempted to cause damage to school property or private property	Provide a cost estimate of the damage(s) and repairs	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior 	<ul style="list-style-type: none"> ▪ 	Permissive: (e)(1) or (e)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
(g) Stolen or attempted to steal school property or private property	Determine, if possible, the cost of the item(s) and cost of repairs	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ 	Permissive: (e)(1) or (e)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
(h) Possessed or used tobacco, or products containing tobacco or nicotine products	E-cigarette cartridges may contain nicotine products	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ 	Permissive: (e)(1) or (e)(2)
(i) Committed an obscene act or engaged in habitual profanity or vulgarity	Obscene matter is defined in PC 311	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations 	<ul style="list-style-type: none"> ▪ 	Permissive: (e)(1) or (e)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia	Drug paraphernalia is defined in HSC 11014.5; includes e-cigs, vapes, etc.	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ 	Permissive: (e)(1) or (e)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 			
(k) Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties	No out-of-school suspensions for grades K-12	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ 	Not grounds for recommending expulsion
(l) Knowingly received stolen school property or private property	Determine, if possible the cost of the item(s)	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to 	<ul style="list-style-type: none"> ▪ 	Permissive: (e)(1) or (e)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
(m) Possessed an imitation firearm	Imitation firearm is defined in EC 48900(m)	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference 	<ul style="list-style-type: none"> ▪ 	Permissive: (e)(1) or (e)(2)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
(n) Committed or attempted to commit a sexual assault or committed a sexual battery	Sexual assault is defined in PC 261, 266c, 286, 287, 288, or 289; sexual battery is defined in PC 243.4	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ 	Mandatory: (c)(4)

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding	Aiding and abetting is defined in PC 31	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ 	Cannot be cited as the sole reason for recommending expulsion
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma	Soma is a prescription muscle relaxant used as a short-term treatment for muscle pain and discomfort	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer 	<ul style="list-style-type: none"> ▪ 	Cannot be cited as the sole reason for recommending expulsion

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
(q) Engaged in, or attempted to engage in, hazing	Hazing is defined in EC 48900(q)	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity 	<ul style="list-style-type: none"> ▪ 	Cannot be cited as the sole reason for recommending expulsion

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		and expectations for needed areas or settings <ul style="list-style-type: none"> ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		
(r) Engaged in an act of bullying	Bullying is defined in EC 48900(r)(1); includes bullying by means of an electronic act (r)(2)	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 	<ul style="list-style-type: none"> ▪ 	Cannot be cited as the sole reason for recommending expulsion
(t) Aids or abets the infliction or attempted infliction of physical injury to another person	Aiding and abetting is defined in PC 31	<ul style="list-style-type: none"> ▪ Teacher and counselor provides parent with multiple district and community resources 	<ul style="list-style-type: none"> ▪ Prevention Program – targeted skill development with school counselor 	<ul style="list-style-type: none"> ▪ 	Cannot be cited as the sole reason for recommending expulsion

EC 48900 – Statutory Offenses	Considerations/ Examples	Classroom Interventions	Other Means of Correction (OMOC)	Disciplinary Measures (depends on severity)	EC 48915 Findings – Expulsion
		<ul style="list-style-type: none"> ▪ Teacher builds rapport with student ▪ In class check ins with work ▪ Strategic seating ▪ Parent attends school with student ▪ Academic and or social supports as needed ▪ Incentivize positive behavior with PBIS points/Dragon dollars ▪ Implement BSP and or behavior contract if assigned ▪ Review student understanding of rules and expectations for needed areas or settings ▪ Provide Structured choice ▪ Communicate with families ▪ Provide calming area in classroom 	<ul style="list-style-type: none"> ▪ Identify contributing functional and environmental factors to determine function-based intervention for example check in/check out, academic supports, peer mediation, accommodations ▪ Develop behavior contract ▪ Develop BSP ▪ Assign adult mentor ▪ Parent conference ▪ Administrator conference ▪ Teaching/modeling better alternate behavior ▪ Restrict activity ▪ Consider Tier Two and Three supports ▪ Refer to outside therapy services ▪ Restrict or modify activities ▪ Alternate break/recess areas 		

Note: When terms are defined in statute (e.g. knife, bullying, drug paraphernalia, sexual assault), a student’s misconduct must meet the definition and/or criteria provided in order to be suspended and/or recommended for expulsion. Students should not be suspended for being truant, tardy, or otherwise absent from school activities.

Recommendation for Expulsion:

<p><u>Mandatory</u> [EC 48915(c)]</p> <ol style="list-style-type: none"> (1) Possessing, selling, or otherwise furnishing a firearm. (Does not include imitation firearm.) (2) Brandishing a knife at another person. (3) Unlawfully selling a controlled substance. (4) Committing or attempting to commit a sexual assault or committing a sexual battery. (5) Possession of an explosive. 	<p><u>Mandatory unless determined inappropriate</u> [EC 48915(a)(1)]</p> <ol style="list-style-type: none"> (A) Causing serious physical injury to another person, except in self-defense. (B) Possession of any knife or other dangerous object or no reasonable use to the pupil. (C) Unlawful possession of any controlled substance. (Does not include first offense for the possession of less than one avoirdupois ounce of marijuana, or for possession of the student’s medication.) (D) Robbery or extortion. (E) Assault or battery upon any school employee. 	<p>Other than the EC 48915(c) violations, all other recommendations must meet one or both of the following criteria under EC 48915(b) or (e):</p> <ol style="list-style-type: none"> (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
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SECTION 7A

Policies and Procedures

Child Abuse Prevention and Reporting Procedures

If any staff has a reasonable suspicion of a child abuse or child neglect incident involving a student, they are to **immediately** first report the incident to at least **one** of the following agencies:

- Child Protective Services at (800) 827-8724
- City of Fontana Police Department at (909) 350-7740
- San Bernardino County Sheriff's Department at (909) 884-0156
- FUSD School Police Department at (909) 357-5020
(School Police will collaborate with Fontana PD)

It is **STRONGLY** recommended that initial contact be with Fontana Police Department, San Bernardino County Sheriff's Department, or FUSD School Police, as this will expedite the response times and quicker protection for students.

Staff should **NOT** conduct their own investigation. The agencies listed above will complete the investigation.

Additionally, within 36 hours of knowing or observing the information concerning the incident, staff is required to prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed [Suspected Child Abuse Report](#) (*Department of Justice Form - 8572*).

Once staff has complied with the mandated reporter protocol, if there is a reasonable suspicion of a child abuse or child neglect incident involving an employee, staff is encouraged to contact Human Resources at (909) 357-5000 extension 29035 or 29038. This is so the FUSD District ensures that it proceeds in the necessary lawful manner for the protection of the student and the employee.

Definition of Reasonable Suspicion

Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

For additional information, please review FUSD [Board Policy 5141.4](#) and [Administrative Regulation 5141.4](#). For an additional resource, visit [Child Abuse Identification & Reporting Guidelines - Child Abuse Prevention Training and Resources \(CA Dept of Education\)](#).

Should staff have additional questions, they may contact the Human Resources, Risk Management or School Police Departments.

SECTION 7B

Policies and Procedures

Suspension and Expulsion Policies

Board Policy 5144.1

Education Code 48925 defines suspension as the removal of a student from ongoing instruction for adjustment purposes.

Expulsion is defined as the removal of a student from the immediate supervision and control of school staff; or the general supervision of school personnel, as those terms are used in Education Code 46300.

Education Code 48900 states: A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district 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.
- (a)(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) Stole 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 the use or possession by a pupil of the pupil's own prescription products.

- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (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)(1) 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.
 - (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 - (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
 - (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
 - (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).
 - (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
- (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, 287, 288, or 289 of, or former Section 288a 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 purposes 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 preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that 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. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a 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 a school activity or school 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) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) (1) 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.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

48900.1 – (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 schoolday 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.

48900.2 – 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 – 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 – 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 classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7 – (a) 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 made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

SECTION 7C

Policies and Procedures

Dangerous Student Notification Procedures

The Fontana Unified School District recognizes its obligation to inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h) of Section 48900 (reasons for suspension and expulsion). The District will provide information to the teacher based upon any records that the District maintains in its ordinary course of business or receives from a law enforcement agency. Teachers shall obtain this information by reviewing the cumulative records of students in their classes or meeting with the site administrator. Likewise, teachers are obligated to report any such pupil conduct to the site principal immediately. No school district, school district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the District, District officer or employee knew that the information was false, or provided the information with reckless disregard for its truth or falsity (*FUSD Employee Handbook, p. 4*).

Confidential Memorandum

To: _____, Teacher
From: _____, Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

**NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS.
UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)**

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

SECTION 7D

Policies and Procedures

Discrimination and Sexual Harassment Policy

Board Policy 5145.7

For specific details, refer to the Riverside County Office of Education Board Policy. The Fontana Unified School District is committed to providing quality instructional services in a manner which affirms the dignity and self-worth of every student, regardless of their gender. Conduct which constitutes sexual harassment of students impairs the ability of students to make full and effective use of the instructional program due to embarrassment, feelings of powerlessness, reduced ability to perform schoolwork, and increased absenteeism and tardiness.

California Education Code section 212.5 defines “sexual harassment” as verbal, visual, or physical conduct of a sexual nature when:

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

For the purpose of this policy, and according to Education Code section 4890.2, 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 policy shall apply to students in grades K through 12.

Conduct which constitutes sexual harassment is prohibited and will not be tolerated at school or in connection with any school program or activity. Individuals who commit sexual harassment are subject to disciplinary action up to and including suspension and expulsion from the school district, dismissal from school district employment, the filing of criminal charges with the proper authorities, and liability through civil litigation as well. Suspension and expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive.

Any student of the school district who believes that he or she has been the victim of sexual harassment is urged to bring the problem to the attention of the proper school authorities so that appropriate action may be taken to resolve the problem.

Reporting of Sexual Harassment: Reports of sexual harassment should ordinarily be made to administrators of the school (principal, assistant principal). Administrators must complete approved District forms for this purpose. The District recognizes that, due to the nature of sexual harassment, students may instead choose to make a report to another trusted adult such as a counselor, nurse, or teacher. Employees who receive such reports shall take appropriate action to ensure that students are not subjected to sexual harassment. All incidents of sexual harassment shall be reported to the principal, or the principal's supervisor, by the employee.

Complaint of sexual harassment of student by District employee: A complaint of sexual harassment of a student by a District employee must also include a report of such allegations to the Superintendent/designee for appropriate investigation and action. When the complaint constitutes an allegation of child abuse or the Principal/designee taking the complaint suspects that child abuse may have occurred, a report must be filed with the appropriate law enforcement/child protective agency, as well. Allegations of sexual harassment of a student by an employee may not be dropped or dismissed, nor shall the investigation of such allegations be concluded, without the approval of the Assistant Superintendent of Human Resources or designee.

Disciplinary Action: Employees are reminded that employee conduct which constitutes sexual harassment will not only subject the employee to disciplinary action up to and including dismissal, but may be personally responsible for the costs of defending such action and for personally paying any judgments rendered.

Investigations of Sexual Harassment of Student by Another Student: Ordinarily, sexual harassment of a student by another student may be investigated and resolved at the school site by school site staff with assistance from central office staff. A complaint of sexual harassment of a student by another student must result in a report of allegations to the Superintendent's designee, and include a summary of the investigation and action. Allegations of sexual harassment of a student by a student may not be dropped, dismissed, nor concluded without the approval of the Superintendent's designee, the Administrative Director of Student Services.

Disciplinary Action for Students: Students who have been found to have sexually harassed other student(s) shall be subject to disciplinary consequences outlined in Board Policy 5211 and 5222, including, but not limited:

- (a) Disciplinary conferencing with the student and/or parent,
- (b) Suspension and referral for counseling,
- (c) Recommendation for expulsion for repeated violations.

Confidentiality Requirement: All District staff involved in the receipt of, or investigation of allegations of sexual harassment shall hold such information in confidence to ensure the privacy of the individuals concerned.

Civil Law Remedies: Nothing in this Policy and Administrative Regulation precludes a complaint from pursuing available civil remedies, such as medication centers, public/private interest attorneys, injunctions, restraining orders, etc. There are numerous free and low cost assistance agencies available locally. Please contact your school site or the District Office for a listing.

SECTION 7E

Policies and Procedures

Dress Code Policy

Board Policy 5132

Dress and grooming should fit in the school situation.

“A student who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself (herself) for the schoolroom before entering.”
(California Administrative Code, Title 5, Division 2, Section 302)

The following minimum standards shall be enforced in the Fontana Unified School District in order to meet the requirements of the California Administrative Code regarding grooming, dress, and appearance and the Education Code regarding free expression:

- A. Any clothing, makeup, hairstyle or wig that has been demonstrated to contribute to the substantial disruption of the orderly operation of the school is inappropriate/unacceptable for school attire. Dress should be suitable and comfortable for normal school activities. Clothing should correspond with the demands and purpose of the activity in which students participate. Clothing should be clean and in good repair.
- B. Skirts and shorts shall be worn at an appropriate/acceptable length for sitting as well as standing so that undergarments shall not show. Skirts and dresses may be of any style if all slits, openings and length are no higher than half the distance between the knees and waist and do not expose one’s underclothing. Shorts may be worn but must be in good taste. No undergarments or posteriors shall show.
- C. Pants must fit at the hip so they will stay on without a belt.
- D. Under garments shall not show.
- E. Footwear must be worn at all times and have hard soles. (Tennis shoes are appropriate/acceptable.)

Apparel with emblems, printing, etc., that are obscene, libelous, or slanderous, or that incite students as to create a clear and present danger are not permitted on campus and may not be worn. [Skin art, which is obscene or libelous or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, must be covered.] The following items of clothing are considered inappropriate/unacceptable for school attire:

- 1. Strapless, halter tops, or tube tops
- 2. Bare midriffs (no skin showing)
- 3. Undergarments showing
- 4. Chains or weapons (chains such as those attached to belts or wallets present a safety hazard.)

5. No Shirts
6. Lack of undergarments
7. Shirts, tops or sweaters unbuttoned below the sternum
8. Bathing suits (except in the swimming pool areas and locker rooms)
9. Hats**, visors of any kind, or sunglasses inside classrooms or office areas

Other items or manner of wearing clothing may be inappropriate/unacceptable according to A-E above.

SECTION 7F

Policies and Procedures

Bullying/Hazing/Hate Crime Complaint Procedures

Fontana Unified School District
STUDENT COMPLAINT OF HARASSMENT

Name: _____
School: _____

Date: _____
Student #: _____

INCIDENT INFORMATION

Sexual Harassment Racial Slur Harassing Comment/Behavior

Date of incident: _____ Time of occurrence: _____

Location: _____

Name of alleged perpetrator: _____

Description of incident: _____

FOR SCHOOL USE ONLY

Person taking report: _____ Case Carrier: _____

Date Report received: _____ Date investigation completed: _____

Findings: _____

INTERVENTIONS WITH PERPETRATOR:

DATE:

INTERVENTIONS WITH VICTIM:

Disciplinary conference

Administrative conference

Referral for counseling

Behavior contract

Class/Schedule change

Detention assigned

Saturday School assigned

Suspension

Rx. Alt. School Placement

School counseling

Parent conference

Outside counseling referral

P.S.# 854

White: Student Services

Yellow: School Administrator

Pink: Student W.H.#592-47 Rev. 07/05

SECTION 7G

Policies and Procedures

Bullying Prevention Policies and Procedures

Board Policy 5132.2

The Fontana Unified School District Board of Education is committed to providing all students with a safe and healthy school environment. To that end, the District, its schools, and the community have an obligation to promote mutual respect, tolerance and acceptance, and not tolerate behavior that infringes on the safety of any student, including bullying. Students and staff shall immediately report any suspected or observed bullying to site administration for investigation and appropriate action. **Bullying is defined as** the harassment of students, intimidation, a hazing or initiation activity, ridicule, extortion, or any other verbal, written, electronic communication, or physical conduct, repeated over time, that causes or threatens to cause bodily harm or emotional suffering, creates a hostile learning environment, or disrupts the normal operation of a school, classroom, or school related activity. **Bullying includes** cyber bullying, which involves the use of electronic communications to post harassing messages, threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies.

Students who engage in bullying (including cyber bullying) on campus, traveling to or from school, at school activities, or in a manner otherwise related to school attendance, shall be subject to school district disciplinary procedures. A student shall be subject to school district disciplinary action for off-campus expressions (including via electronic means), when such expressions are obscene, libelous, or slanderous, or when such expression poses a threat to the safety of other students, staff or school property, or disrupts the educational program. Education Codes 32261(f)(g), 48900, 48900.2, 48900.3, 48900.4, 48910, 48911, 48915, 48915.5, 48918, 48918.5

Anti-Bullying Policy

Fontana Unified School District

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying.

The Fontana Unified School District's Policy on Bullying can be accessed on the FUSD website. Copies are available at each school site.

- 1.** The Fontana Unified School District prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).
- 2.** School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so.
- 3.** Acts of discrimination or bullying should be brought to the attention of the principal.
- 4.** You may make an anonymous complaint by contacting the principal or the Fontana Unified School District's Nondiscrimination/Anti-Bullying Coordinator. If there is sufficient corroborating information, the Fontana Unified School District will commence an investigation.
- 5.** Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate.
- 6.** Students who violate the Fontana Unified School District's policies on bullying or discrimination may be subject to discipline, including suspension and expulsion.
- 7.** The Fontana Unified School District prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

SECTION 8

Ensuring a Safe and Orderly Environment

Fontana Unified School District
Comprehensive Safe School Plan
Ensuring a Safe and Orderly Environment, Component #1
EC32280

Component #1: The School Climate—People and Programs

Goal: Date Elementary will create and improve the disciplinary and communication procedures in order to create a positive school climate so that all students, teachers, and parents can work together to reinforce the process of student learning.

Objective #1	Activities	Person Responsible	Timeline	Completion Date	Evidence
The Safe School Committee will meet monthly with the PBIS committee to ensure that referral forms, discipline procedures, and incentive plans are clearly communicated with teachers, students, and parents.	School Site Safety Committee Meetings PBIS Meetings Tier I and II Weekly PBIS awards Monthly Dragon of the Month Awards Contacting/Informing Parents	Committee Members Francisco Deserio & Devin Torres, PBIS coaches Principal	Ongoing	Ongoing	PBIS Meeting Agendas/S PBIS Meeting Agendas/Sign-in Sheet Parent Meeting Sign-in Sheets/Agenda Assembly Schedule/Agenda

		Front Office Clerk			<p>PBIS Posters on campus and in classrooms</p> <p>Safe School Committee Meeting Agenda sign-in Sheet</p>
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Objective #2	Activities	Person Responsible	Timeline	Completion Date	Evidence
<p>The Safe School Committee will increase positive student behavior and social-emotional development by implementing schoolwide Positive Behavioral Interventions and Supports (PBIS) practices, targeted interventions and restorative approaches to reduce behavioral incidents and improve student engagement.</p>	<ul style="list-style-type: none"> Implement schoolwide PBIS expectations and behavior lessons. Proved Tier II interventions for students needing additional behavioral support. Review and analyze behavior data to identify trends and needs. Implement restorative practices and conflict-resolution strategies. Recognize and reinforce positive behavior through incentives and celebrations. 	Committee Members	Ongoing	Ongoing	PBIS Lesson plans, classroom schedules
		Principal & Assistant Principal	Ongoing		Intervention logs, referral data.
		Francisco Deserio & Devin Torres, PBIS Coaches	Monthly		PBIS data reports, meeting agendas.
		Teachers	Ongoing		Behavior tracking forms, teacher documentation
		Front Office Clerks	Weekly/ Monthly		Award logs, assemblies.
		Site Aides			

**Fontana Unified School District
Comprehensive Safe School Plan
Ensuring a Safe and Orderly Environment, Component #2
EC32280**

Component #2: The Physical Environment—Place

Goal: Date Elementary will maintain a safe, clean, secure, and welcoming campus that supports that supports student learning, promotes positive behavior, and strengthens partnerships with families and the community,.

Objective #1	Activities	Person Responsible	Timeline	Completion Date	Evidence
Date Elementary will maintain clean, orderly, and well-supervised classrooms, restrooms, eating areas, and campus grounds to promote student safety, health, and respect for learning	• Daily classroom and campus cleanliness checks.	Custodial staff/Teachers	Daily	Ongoing	Custodial logs, walkthrough notes
	• Routine restroom inspections and maintenance,	Custodial/Maintenance Staff	Daily	Ongoing	Inspection Checklist
	• Provide a sanitary eating area and healthy meals.	Nutrition Services/Admin	Daily	Ongoing	Cafeteria schedules
	• Maintain adequate lighting in all areas	Maintenance/Admin	Ongoing	Ongoing	Work Orders
	• Repair vandalism and safety hazards promptly.	Maintenance/Admin	As needed	Ongoing\	Maintenance request

Objective #2	Activities	Person Responsible	Timeline	Completion Date	Evidence
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<p>Date Elementary will ensure campus security by implementing supervision schedules, controlled access procedures, and collaboration with law enforcement to ensure safety and limit loitering.</p>	<ul style="list-style-type: none"> • Controlled entry points and visitor sign-in procedures. • Supervision before school, recess, lunch, and dismissal. • Monitor campus perimeter and address loitering. • Share information related to safety with law enforcement. • Provide safety and supervision training for staff. 	<p>Office staff/admin</p> <p>Custodial staff/Teachers/Site Aides.</p> <p>Admin/Custodial Staff</p> <p>Admin/Custodial Staff</p> <p>Admin.</p>	<p>Daily</p> <p>Daily</p> <p>Daily</p> <p>As needed</p> <p>Annually</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Visitor logs</p> <p>Duty Schedules</p> <p>Incident reports</p> <p>Communication logs</p> <p>Training agendas, sign-ins</p>
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Important Contacts

**WHEN CALLING 911 BE SPECIFIC AS TO THE TYPE OF EMERGENCY, INJURIES, ASSISTANCE NEEDED ETC. STAY ON THE LINE IF POSSIBLE.
HAVE SOMEONE MEET THE EMERGENCY RESPONDERS TO PROVIDE ADDITIONAL INFORMATION.**

**ALL 911 CELL PHONE CALLS GO TO THE HIGHWAY PATROL. REGULAR TELEPHONES GO TO THE PUBLIC SAFETY AGENCY THAT
SERVES YOUR AREA. FASTER RESPONSE CAN BE OBTAINED BY NOT USING A CELL PHONE.**

Fontana USD	Phone Number
Fontana Unified School District Office	909-357-5000 (Main Line)
Miki R. Inbody, Superintendent	909-357-5000 ext. 29109
Peter Daniels, Chief Communications and Community Engagement Officer	909-357-5000 ext. 29351
Leslie Barnes, Ed.D., Associate Superintendent Business Services	909-357-5000 ext. 29117
Carlo J. Granillo, Interim School Police Chief Fontana School Police Department	909-357-5000 ext. 29064
Douglas F. Staine, Ed.D., Associate Superintendent Human Resources	909-357-5000 ext. 29046
Craig Baker, Associate Superintendent Student Services	909-357-5000 ext. 29194
Jennifer Bourgeois, Ph.D., Associate Superintendent Teaching and Learning	909-357-5000 ext. 29258
Glenn Alegre, Chief of Technology & Digital Integration	909-357-5000 ext. 29009
Emergency Services	Phone Number
Emergency Services: Police/Sheriff/Fire/Medical	911
Fontana School Police Department	909-357-5000, ext. 29060
Fontana Police Department	909-357-7740 (Non-Emergency)
San Bernardino County Sheriff's Department	909-829-7311 (Non-Emergency)
Fontana Fire Protection District	909-428-8890
Rialto Police Department	909-820-2550
Child Protective Services	1-800-827-8724
Fontana Animal Control	909-350-7740
Kaiser Fontana	909-427-5000
National Suicide Prevention Lifeline	1-800-273-8255
Poison Control	1-800-222-1222
San Bernardino County Animal Control	1-800-473-5609

School Office Contacts

Name and Title	Phone Number
Robert Soriano, Principal	(909) 357-5240 ext. 53117
Denysse Malfavon, Assistant Principal	(909) 357-5240 ext. 53224
Robert Garcia, Head Custodian	(909) 357-5240
Dee Alston, Secretary	(909) 357-5240 ext. 53107

Local Radio Stations

AM		FM	
KTIE	590	KUCR	88.3
KEZY	1240 (Spanish)	KSGN	89.7
KKDD	1290	KVCR	91.9
KPWK	1350	KDEY	93.5
KWRM	1370	KJVA	94.3 (Spanish)
KCAL	1410 (Spanish)	KFRG	95.1
KFOO	1440 (Spanish)	KLYY	97.5 (Spanish)
KSPA	1510	KGGI	99.1
		KOLA	99.9