

Marsh Junior High School

Safe Schools Plan 2016-2017

Planning Committee Members:

Safety Team Members Signature Page:

School Principal: (Jay Marchant)

Assistant Principal: (Julian Howell)

Probation Officer: As appointed

Teacher in Charge: (Kelly Coombe)

Teacher: (Carrie McGarr)

Teacher: (Marty Dockendorf)

Teacher: (Courtney Connelly)

School Office Manager: (Alana Meline)

Campus Supervisor: (Elizabeth LaMusga)

IT Aide: (Erickson Montes)

Custodian: (Brooks Bingham)

Parent: (Joanna Allen)

The image shows a column of handwritten signatures in blue ink, each written over a horizontal line. The signatures correspond to the names listed in the table to the left. From top to bottom, the signatures are: Jay Marchant, Julian Howell, As appointed, Kelly Coombe, Carrie McGarr, Marty Dockendorf, Courtney Connelly, Alana Meline, Elizabeth LaMusga, Erickson Montes, Brooks Bingham, and Joanna Allen.

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Section 1: Incident Response Team, Disaster Procedures, Supervision Detail, Egress and Ingress

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System.

<p style="text-align: center;">Marsh Junior High School INCIDENT RESPONSE TEAM 2016-2017</p>

Incident Coordinator:	Jay Marchant/J. Howell
Incident Coordinator Assistant:	J. Howell /Alana Meline
Scribe(s):	Andrea Dempsey/Sonja Siri
Operations/Logistics:	Alana Meline/J. Howell
Operations/Logistics Assistant:	Pam Bodnar/Sheila Snyder
Safety:	Claudia Robbins/Diana Burdine/Pam Bodnar
Public Information:	District Office Personnel- John Bohannon/Dave McKay

Responsibilities of Incident Coordinator **J. Marchant/J. Howell**

- Notify 9-1-1 and district office
 - Take proactive action to stabilize the scene.
 - Assess potential danger and unsafe conditions.
 - Assume command; select and establish appropriate command post.
 - Establish communication with appropriate officials to determine specifics of location and threat level.
 - Classify threat level: Brief incident personnel.
 - Invoke EMERGENCY AUTHORITY to assert immediate action plan to correct unsafe conditions.
 - Supervise and direct the activities of all personnel.
 - Provide regular updates of the scope and size of the incident to Incident Command personnel.
 - Work with District Personnel to approve the release of all information to the news media.
 - Refer pertinent information to Operations/Logistics.
 - De-escalate process: Coordinate reports to all Incident Command personnel.
 - Set objectives and approve plans for return to normal operations.
 - Complete activity log, and after-incident reports for school debriefing.
 - Prepare plan of incident for debriefing.
-

Responsibilities of Incident Coordinator/Assistant(s) **J. Howell/A. Meline**

- Communicate to staff as directed by the Incident Coordinator.
 - Identify responding agencies to determine locations of all assisting personnel.
 - Continually update incident action plans.
 - Maintain activity logs, and complete after-incident reports.
-

Responsibilities of Scribe(s) **A. Dempsey/S. Siri**

- Maintain ongoing command post journal.
 - Maintain and display an updated map of the incident location and response.
 - Update minutes from briefings.
-

Responsibilities of Operations/Logistics **A. Meline/J. Howell**

- Work with responding agencies.

- Advise the Incident Coordinator of resources needed.
- Coordinate and process requests for additional resources.
- Issue operational orders to implement directives of the Incident Coordinator.
- Provide Incident Coordinator with frequent status updates.
- Provide information to appropriate emergency/responding agencies.
- Establish staging area for resource delivery.
- Maintain an activity log, and prepare after-activity reports for debriefing.
- Request resources with Public Information/district office and supporting agencies.
- Inform Incident Coordinator of resources being deployed.

Responsibilities of Operations/Logistics Assistant **Pam Bodnar/Sheila Snyder**

- Maintain a visible chart of resources requested.
- Maintain staging area, and staging personnel.
- Establish and maintain communications between staging area and Operations/Logistics.
- Maintain a log of the agencies deployed, and the location of safety personnel

Responsibilities of Safety/Logistics **Claudia Robbins/Diana Burdine/Pam Bodnar**

- Coordinate escort of students to guardians.
- Maintain log of students remanded to guardians.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Maintain a safe and clear entrance and exit to site.

Responsibilities of Liaison/Intelligence **Chico PD/ Andrei Carlisle**
(SRO/Probation)

- Identify agency representatives/emergency personnel upon arrival and alert Incident Coordinator.
- Maintain contact with responding agencies, and locations of assisting personnel.

Responsibilities of Public Information **DISTRICT OFFICE**
PERSONNEL

- Prepare information summary on media coverage for command post personnel.
- Provide an escort to media and other officials to designated meeting areas as necessary.
- Arrange for meetings between news media and incident personnel as directed by the Incident Coordinator.
- Obtain copies of all media released and post them in the command post for review.

Code Red Lock Down

EMERGENCY ACTION AND WARNING SIGNALS

1. Notification of emergency will be announced by the Principal or designee via appropriate warning device or written notice.
2. When the **CODE RED (lockdown)** alert is given, staff **must** take the following actions:
 - > **Immediately** direct students into nearest classroom or supervised rooms
 - > Lock doors and close curtains;
 - > Turn off lights
 - > Students to remain in classroom on the ground or under desks throughout room
 - > Wait for instructions from Incident Coordinator or appropriate site administration

Threat Levels: District Emergency Personnel recognizes there are different levels of Emergency and will respond to emergencies depending on the Code Red (lockdown)

Threat levels as described below:

Level III - Emergency Lockdown

- Dangerous incident occurring.
- Immediately proceed to classroom or other securable building.
- Lock doors
- Curtains/windows closed
- Lights off
- Students on ground/under desks or hidden
- Wait for instructions from Incident Coordinator

Level II - Standby Lockdown

- **Potential danger**
- Keep doors locked
- Keep curtains/windows closed
- Students remain seated
- District Emergency Personnel are alerted and on standby to assist.
- Extended duration is possible.
- Wait for instructions and updates from appropriate site administration.

Level I - Monitor Shelter in Place

- **No immediate danger**
- Duration unknown.
- Keep doors locked.
- Keep curtains/windows closed
- Lights can remain on
- No unsupervised movement outside of buildings.
- Wait for instructions and updates from appropriate site administration.

**EVACUATION will begin with the announcement, "This is an evacuation."
Or emergency personnel will come to your door.**

Need Assistance

During a lockdown, the “NEED ASSISTANCE” page can be placed in a window to notify police and emergency personnel that staff or students need assistance as soon as possible. The following are reasons that you may need to post this sign:

- 1) Injury
- 2) Medical Need

BOMB THREAT PROCEDURE

BOMB THREAT: A suspected bomb or explosive device **has been reported, but not located.**

BOMB EMERGENCY: **A bomb has been located.**

All threats directed toward the school will be taken **seriously**. The site administrator will contact law enforcement and initiate next steps. The site administrator will be responsible for communicating necessary procedures/actions to staff and District Office.

BOMB EMERGENCY PROCEDURE:

1. **Do not in any way handle or move a suspected explosive device.**
2. **Call 911.** The dispatcher will ask for information. Call the district office at 891-3001 ext. 149.
3. Announce “this is an evacuation” over the school PA system
4. Account for students and evacuate in an orderly manner.
5. Move students a safe distance from the buildings or bomb site and account for all students.
6. If necessary, render first aid.
7. Be aware of potential second device - stay away from original bomb site, buildings or vehicles.
Open areas are best location for gathering/accounting process.
8. Return to the buildings only when the ALL CLEAR signal is given.

Fire/Explosion

Fire

1. Sound the school fire alarm.
2. Announce “This is an evacuation” over the school PA system.
3. Teachers and staff will:
 - Clear room(s)
 - Lock doors and windows
 - Bring attendance/student related documents
 - Escort students to designated area and conduct roll call
 - Maintain control of students at a safe distance from fire, fire personnel and equipment
 - If necessary, render first aid.
4. An ALL CLEAR signal will be given indicating conditions are safe for returning to classrooms.

EXPLOSION

The following actions should be taken when an explosion occurs:

1. Staff with students should initiate Action DROP.
2. Assess the situation and decide whether any actions (e.g., evacuation) are necessary.
3. Inform the office of the situation as quickly and calmly as possible.
4. If necessary, render first aid

SHOTS HEARD OR FIRED

1. If you are in the area of a crime in progress, **do not attempt to interfere with or apprehend the suspect except for self-protection.** IF YOU HAVE STUDENTS WITH YOU AND THE SUSPECT IS IN POSSESSION OF A WEAPON, DIRECT THEM TO DROP, COVER AND REMAIN MOTIONLESS. IN THE EVENT THAT GUNFIRE IS HEARD, EVERYONE SHOULD BE INSTRUCTED TO LIE FLAT ON THE GROUND. If the suspect does not have a weapon, move students away from the scene of the crime in an orderly fashion.
2. If situation permits, make note of details:

VEHICLE

Person

License plate number
Type of vehicle
Color of vehicle
Damage to vehicle
Occupant(s)

Height
Weight
Gender/Race
Color of Hair
Color of Clothing
Weapons

3. Contact the principal's office, give your name and location and advise them of the situation. **The office will call 911**, and then call the district office at 891-3001 or 891-3000, ext. 149.
4. If necessary, render first aid.
5. Teachers will be notified via voice signal, bell signal, email, or runner to follow the **CODE RED LOCKDOWN PROCEDURE.**

Earthquakes

Earthquakes usually strike without warning. Therefore, earthquake drills are at designated times throughout the year. To ensure student and staff safety, use the following procedures:

1. INSIDE SCHOOL BUILDING:

The teacher or person in authority implements Action DUCK, COVER, HOLD. All students and staff should immediately turn away from glass areas and place themselves under tables and desks. Move away from windows where there are large panes of glass and out from under heavy, suspended light fixtures.

2. OUTSIDE SCHOOL BUILDING:

The teacher or person in authority implements Action DROP. The safest place is in the open, away from any potential falling objects (i.e. trees, portable backstop, power lines, buildings, etc.). Stay there until the earthquake is over.

3. When the earthquake is over initiate EVACUATION. Special consideration should be given to exit routes to ensure safety.

4. If necessary, render first aid.

Evacuation

The signal for an evacuation is the same as for a fire drill, but it is preceded by the announcement, "This is an evacuation".

All students/staff are to immediately vacate the buildings utilizing fire drill evacuation map. The principal/administrator/manager on duty shall assume site level direction of disaster procedures.

RELOCATION/REUNIFICATION:

All relocation decisions will be made through consultation with the site incident commander (principal). If a relocation/reunification is initiated, the district emergency team will be activated to assist with this. Follow the directions of Incident Command Team or Emergency Personnel.

EVACUATION:

The signal for an evacuation is the same as for a fire drill, but it is preceded by the announcement, "This is an evacuation". All students/staff are to immediately vacate the buildings utilizing fire drill evacuation map. The principal/administrator/manager on duty shall assume site level direction of disaster procedures.

ALL STAFF ARE TO STAY with students until ALL STUDENTS have been released.
REMEMBER: STAY CALM. YOUR EMOTIONS WILL FEED INTO THE REACTIONS OF THE STUDENTS! All Managers to stay with staff until all are accounted for.

Persons Who May Need Assistance:

- Visually Impaired

- Hearing Impaired
- Wheelchair Confined
- Preschoolers and Infants

1. Take roll of students/staff present and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
2. An ALL CLEAR signal indicates conditions are safe for returning to classrooms/buildings.
3. If the evacuation site reflected on the map is determined unsafe wait for the incident commands instructions to move to a safer location if necessary.

RENDER FIRST AID AS NECESSARY

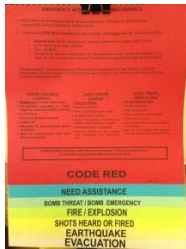
Substitute Teacher: Critical Information checklist

Room# _____ Teacher Name _____

- Leave cellphone number and e-mail with main office
- Lock Door and Slide Lock Blok



- Locate Code Red Flip Chart



- Locate first aid supplies
- Locate emergency bucket
- Locate evacuation maps by door
- Locate fire extinguisher
- Phone/Intercom instructions are posted by phone
- Lesson Plan Contains the following
- Seating Chart
- Student Conflict Issues
- Health and Medical Alerts
- Discipline referral forms
- Special Instructions

Section 5: Vision and Mission statement of Marsh Junior High School:

Vision:

- Marsh Junior High School will provide a safe, orderly, and secure environment conducive to learning.
- Marsh Junior High School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
- Marsh Junior High School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
- Marsh Junior High School will develop a plan to work cooperatively and collaboratively with parents/guardians, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
- Marsh Junior High School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
- Marsh Junior High School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
- Marsh Junior High School will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Mission Statement:

Marsh Junior High School will ensure every student will reach a high level of academic achievement based on state standards, by providing a nurturing environment with a comprehensive system of assessment and support.

Section 6: Marsh Junior High School Profile

School Climate:

Leadership at Marsh Junior High School is a shared process. A proactive role is assumed in all phases of the school operation. The current Administration team is committed to developing Marsh Junior High School toward excellence in the areas of academic and social behavior.

The Administration team sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Faculty innovation:

The teachers at Marsh Junior High School are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Teachers collaborate on a weekly basis and use data from common assessments to improve student learning and teaching. Furthermore, classrooms and teachers provide a safe, orderly learning environment, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized. The curriculum is diverse in meeting the needs of all students, from those with identified learning disabilities to the gifted and talented. There are Smart Boards in most classrooms and we are beginning the purchases of Elmo/ document cameras & E-beams to further enhance instruction.

Pupils have the opportunity to participate in noon and after-school activities. At noon students can do soccer, basketball, touch football, spike ball or attend the clubs like Computer, Chess, Mosaic, and Student Leadership.

After school students can participate in club sports like, basketball and wrestling, Cheer-leading, Running Club, or Girls on Track.

Student Diversity:

Student Enrollment by Grade Level (School Year 2016-2017)

Grade 6 269

Grade 7 298

Grade 8 298

Total Enrollment 865

Student Enrollment by Group (School Year 2015-2016)

[Percent of Total Enrollment]

White 65.4

Hispanic or Latino 19.1

Asian 7.5

Black or African American 3.2

American Indian or Alaska Native 1.6

Two or More Races .5

Filipino 0.7

Native Hawaiian/Pacific Islander 1.4

Socioeconomically Disadvantaged 41.4

Student Advocacy:

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

The school counselors and the school psychologist at Marsh Junior High School have received training in conflict resolution and confrontation skills. In addition, some students are trained in peer mediation. Marsh Junior High School uses a comprehensive approach to school violence prevention. Pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

Assigned to Marsh Junior High School are a school psychologist, and 2 FTE counselors.

Marsh Junior High School provides professional development for teachers, parents, and community members. Among the goals of such programs are to help others establish and nurture a healthy sense of self-confidence and self-control, to develop personal and social responsibility and to enhance academic success. These programs address parenting strategies, gang awareness, health concerns, and academic preparedness.

Section 7: School Safety and Crime Assessment

California Safe Schools Assessment:

Marsh Junior High actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Marsh Junior High School recognizes that a safe school continually assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with students, families, and the community at large.

Marsh Junior High has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system. Suspension data from the 2013-2014 school year is as follows:

Marsh Junior High School													9/9/2014
2014-2015 Discipline Distribution Report from 8/19/2013 to 6/5/2014													Page 1
Code # and Name	Total	Grade		Sex		Hispanic/Latino?	Race (Not Hispanic)						
		7	8	F	M	Y	100	200	300	400	600	700	
01 48900.A.1 Caused, attem	8	3	5	-	8	-	-	-	-	-	-	-	8
03 48900.B Possessed, sold,	1	-	1	-	1	-	-	-	-	-	-	-	1
04 48900.C Unlawfully posse	3	-	3	2	1	-	-	-	-	-	-	-	3
08 48900.F Caused or attem	1	-	1	-	1	-	-	-	-	-	-	-	1
10 48900.G Stolen or attempt	2	-	2	-	2	-	-	-	-	-	-	-	2
12 48900.I Committed an obs	3	-	3	-	3	-	-	-	-	-	-	-	3
14 48900.K Disrupted school	19	3	16	2	17	1	-	-	1	-	-	-	17
21 48900.R Engaged in an ac	3	1	2	-	3	1	-	-	-	-	-	-	2
22 48900.2 Committed Sexua	1	-	1	-	1	-	-	-	-	-	-	-	1
Totals:	41	7	34	4	37	2	-	-	1	-	-	-	38

Keeping reportable crimes at a minimum requires constant vigilance. During the school day, staff members, campus supervisors and administrators provide campus supervision, specifically identified problem areas like the bike rack, the portable/overhang area, and the courtyard to reduce discipline, crime, or other school safety concerns.

School Profile:

Marsh Junior High School was constructed in 1999 and currently has an enrollment of 580 students in grades 7 and 8. There are 2 administrators and 26 teachers with a student to teacher ratio of 175:1. Marsh Junior has an active PTSO, School Site Council, and parent volunteer participation.

Marsh Junior High School faces challenges in maintaining a safe school. This Comprehensive School Safety Plan will describe programs in place at our school as well as

strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning.

Support Services and Programs:

Assigned to Marsh Junior High School are a part time school psychologist, and 1.4 FTE counselors. District programs contributing to mental health goals include the All-Stars program that addresses drug, alcohol, and health issues.

STARS (Support Team for At-Risk Students) a team composed of counselors, teachers, bilingual liaisons, an administrator, a school psychologist, and support staff which meet to identify and provide assistance to students and their family in need of academic, health, and mental health. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselors or police shall be contacted.

The following is a list of programs and services offered at MJHS:

- CSUC social work interns
- Peer Mediators
- Personal/Crisis Counseling
- Referral to Community Resources
- G.A.T.E. Gifted and Talented Education
- Student Support Groups
- Student Outreach Services (SOS) Team
- Special Education
- Student Clubs
- Student Recognition Awards- Marquee Awards, Attendance Awards, Gator Gotcha
- Computer tech support/education
- English Language Development (ELD)
- 504 Management
- California Junior Scholarship Federation (CJSF)

Place/Physical Environment/Safety:

Marsh Junior High School was completed for the 1999/00 school year. It is located on approximately 20 acres of land in the southeastern portion of Chico. MJHS is comprised of an administration building, a library science building, 3 additional “wings” with 22 classrooms, 6 portable classrooms, a gym, P.E. classroom and a multipurpose room. In addition there are basketball courts and a large play field for our sport programs. We also have two solar panel areas on site that will support the electricity needs of the school.

The school's physical facility is well maintained and looks beautiful, neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. In addition, on a daily basis the senior custodian along with other custodial staff are on the alert for potential problems.

During the school day, staff members, campus supervisors and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It is also the practice of Marsh Junior High School to remove all graffiti from school property before pupils arrive to begin their school day. Graffiti is also reported to the Chico Police Department. Other acts of vandalism are promptly addressed.

The classrooms are monitored for safety and appearance by administration and individual classroom teachers. The pupils take pride in the appearance of their school. In addition, at lunch time, individual students assume responsibility for cleaning the school grounds. These students are supervised by campus supervisors, teachers, or administrators during the cleaning of the school grounds.

Section 8: Protocol for teachers to provide notification of pupils identified as needing mental health services and mandated reporting:

Teacher referrals for mental health services:

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. This can be done through the counselors, school psychologist and administrators.

Preventing and Intervening in Pupil Aggressive Behavior:

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children

appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Mental Health Programs:

Assigned to Marsh Junior High School is a school psychologist, and 1.4 counselors. District programs contributing to mental health goals include counseling from Butte County Behavioral Health and Northern Valley Catholic Services. In addition, students in need of individual mentoring can be served through our partnership with Chico State Counseling Interns.

Intervention Team:

STARS (Support Team for At-Risk Students) team composed of counselors, teachers, bilingual liaison, an administrator, a school psychologist, and support staff meet to identify and provide assistance to students and their family in need of academic, health, and mental health. In cases where a student exhibits specific characteristics which coincide with suicide, the school psychologist/ counselors or police shall be contacted.

Professional Development:

Marsh Junior High School provides professional development for teachers, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self-control, to develop personal and social responsibility and to enhance academic success. These programs address gang awareness, health concerns, and academic preparedness.

Student Recognition Programs:

Marsh Junior High School offers several recognition and award programs on a semester basis based on grades and grade improvement. Students who have recovered credit from failed classes are also recognized. Furthermore students are recognized for attendance weekly, monthly, quarterly, and at semester. Students are also recognized by their teachers on a monthly basis promoting positive behavior during our rallies.

Child Abuse Reporting Procedures:

School teachers, principals, counselors, nurses, supervisors of child welfare and attendance, and other designated school personnel who are mandated to report known or reasonably suspected instances of child abuse play a critical role in the early detection of child abuse. Symptoms or signs of abuse are often first seen by school personnel. Because immediate investigation by a law enforcement agency or welfare department may save a child from repeated abuse, school personnel should not hesitate to report suspicious injuries or behavior.

Mandated reporters are required by law to report known or suspected child abuse.

The law defines child abuse as:

- Physical abuse

- Physical neglect
- Sexual abuse
- Emotional maltreatment

Indicators of child abuse are listed in this section to help educators and other school personnel meet their responsibilities under the Child Abuse and Neglect Reporting Act. (Pen. Code, §11164 et. seq.) Of course, one of the most important reasons for suspecting child abuse is that a child has told you that someone has hurt him or her.

Types of injuries indicative of physical abuse include:

- Bruises
- Burns
- Bite marks
- Abrasions
- Lacerations
- Head injuries
- Internal Injuries
- Fractures

Section 9: Discrimination and Harassment Policy and Procedures:

Overview:

Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school shall provide a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils:

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.
- Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent Student Handbook” is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Sexual Harassment Policy:

Marsh Junior High School maintains a copy of the district’s sexual harassment policy in the main office/principal’s office and the policy is available on request. The District’s Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the *Parent & Student Handbook*. The parent student handbook is distributed at the beginning of each school year to all parents and pupils.

Section 10: Discipline Policy and Code, Bullying Prevention:

Overview:

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

Marsh Junior High School uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Marsh Junior High School has developed plans to promote positive behaviors on the play fields, lunchroom, main campus, and assembly areas.

Discipline Procedures:

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil-conduct standards and consequences are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Marsh Junior High School.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Also, Marsh Junior High School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Community involvement is encouraged to help increase school safety. Neighborhood businesses are encouraged to communicate with the site administration.

Discipline Procedures Flow Chart

Discipline: “Training expected to produce a specific character or pattern of behavior; especially training that produces moral or mental improvement.”



Bully Prevention: The following are our bully prevention strategies.

August:

- Administrators meet with every 7th grader during Swamp camp (first day) and discuss behavior expectations and Marsh Junior’s stance to bullying and academic expectations. Students are also taught how to communicate issues of bullying to staff through counseling appointments, e-mailing staff, using the bully hotline email, and the bully hotline.

- Back to School Night: Meet with parents during back to school and discuss culture of school and how to combat bullying: Including letting them know that campus safety is everyone's responsibility. Peer mediators present to notify parents of bully hotline & bully email.

September

- Lizzie Sider performed an Anti-Bully concert
- Peer mediators host bully hotline & bully email for prevention and student communication.
- Leadership class posts words of encouragement around the school and they are posted in the daily bulletin.

October

- Counselors & peer mediators spend 1 hr. meeting with all 7th graders to discuss the effects of bullying and how to help students.

November/December

- Leadership students and teacher will promote a guest speaker for student body.

January/ February

- 7th & 8th Graders read book in common: "Bullying". Students are guiding through the book and the effects of bullying by their teachers during tutorial.

April

- Guest Speaker will be brought in to talk to the student body.

Section 11: At-Risk Concerns; To Include Dress Code Provisions and providing a safe and Orderly Environment conducive to learning:

Overview:

Marsh Junior High School's administrators, teachers, families, pupils, support staff, and community members shall recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns; to include dress code provisions.

Crisis Intervention and Disaster Planning:

The staff of Marsh Junior High School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

Gang Affiliation:

Gang affiliation and gang activity will not be tolerated at Marsh Junior High School. The staff at Marsh Junior High School shall work closely with the local law enforcement regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families. "Parents on a Mission" gang prevention and awareness courses are offered to parents each year.

Gangs and Graffiti:

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Marsh Junior High School uses its links with the Chico Police Department to enhance its effort to curb gang influence.

Alternative Programs:

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Marsh Junior has access to two junior high alternative programs. The first, is CAL (Center for Alternative Learning) designed to aid students who are credit deficient. The second is AFC (Academy for Change), which houses the In School Suspension Program and the Expulsion program. These alternative programs, when matched to a pupil's needs, can produce positive outcomes.

Drug and Violence Prevention Programs:

Marsh Junior places students on behavior contracts that focus on academics and positive behavior to promote better decision making.

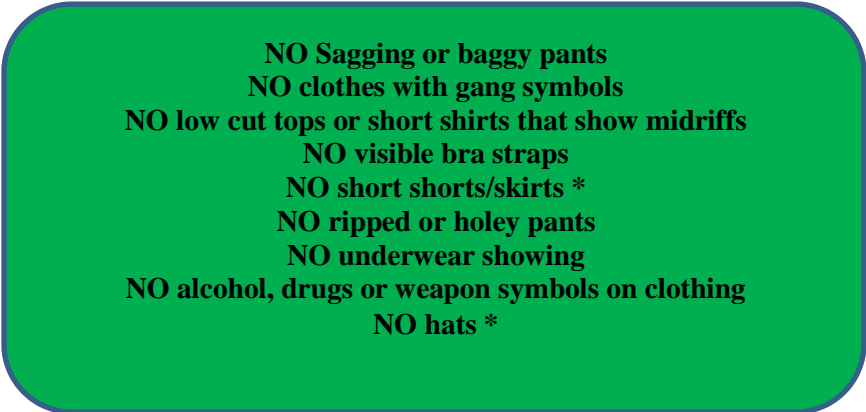
Truancy Learning Center/District Attorney Referral:

Marsh Junior High School recognizes the importance of punctuality and regular attendance. The staff of Marsh Junior High School shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board (SARB).

Megan's Law Notification:

The staff of Marsh Junior High School shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

Dress Code Policy: Marsh Junior follows a strict dress code policy.



* Shorts, skirts and dresses with slits may be worn but must be no shorter than the end of fingertips when arms are held straight. Spandex may be worn under shorts or skirts, but must also meet the fingertip rule.

* Hats may be worn in physical education classes.

1st Offense: The student changes and removes article in question.

2nd Offense: The student changes and removes the article in question and is assigned detention.

3rd Offense: The students changes and removes article in question, is assigned detention, and parent contact is made.

4th Offense: The students changes or removes clothing in article in question, is assigned in school suspension, and parents are informed of such.

Enhancing Physical Safety Practices:

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

- Marsh Junior High School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Marsh Junior High School has minimized blind spots around the school facility.
- Marsh Junior High School purchased an additional camera which totals eight campus wide.
- Marsh Junior High School has set a priority to keep buildings clean and maintained.
- Marsh Junior High School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Marsh Junior High School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Marsh Junior High School has established a procedure to have the school campus fully lighted at night.
- Marsh Junior High School keeps a complete list of staff members who have keys to buildings.
- Marsh Junior High School does not allow graffiti to remain on walls. The procedure involves following the three “R’s” after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed daily upon discovery.
- Marsh Junior High School provides maximum supervision in heavy traffic areas.
- Marsh Junior High School has established two-way communication between the front office and each classroom.
- Marsh Junior High School offers school-or-community-based activities for students after school and on the weekends.

Section 12: Supervision and Notification to Teachers of dangerous students pursuant to Education Code 49079.

Overview:

Specific employees (e.g., the campus supervisor) shall use unique strategies to promote school safety. To include notification of students who have committed a violent crime under the Penal or Education Codes.

Campus Supervisor and Administrative Positions:

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

Marsh Junior High School employs a principal, a vice-principal, and 5 campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships. These personnel have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal, vice-principal, and the campus supervisors at Marsh Junior High School make themselves available for students to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal, vice-principal, and the campus supervisors and students help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes:

Marsh Junior High School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Marsh Junior High School will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Teacher Notice of Disciplinary History:

Marsh Junior High administration shall provide to its' teachers information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family

member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Section 13: Parent and Community Involvement:

Overview:

Plan(s) and method(s) shall be available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement:

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children’s behavior, desirable and undesirable; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Marsh Junior High School:

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting classes & programs.
- Has established a school visitation procedure with law enforcement and the fire department.
- Provides an online newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.

Each classroom is arranged to help prevent aggressive behavior. Pupils are in full view of the teacher so the teacher can easily monitor students’ behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Section 14: Visitors and Disruptions to Educational Process:

Marsh Junior High School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Marsh Junior High School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session. There is a sign-in book in the main office, where visitors sign and obtain a badge for their visit. New signs were hung on entrance areas of campus to advise visitors to sign in upon entering the campus.

Marsh Junior High School has established a visible means of identification for visitors while on school premises (i.e. badges/tag). Furthermore, the principal, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Marsh Junior High School has developed a notice for disruptive individuals and, when appropriate will exercise the authority to remove a visitor or outsider from the campus. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Marsh Junior High School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Marsh Junior High School shall contact the district office to determine whether to file for a temporary restraining order and injunction.