

Bidwell Jr. High School

Safe Schools Plan 2021-2022

Plan Approval Date: Sept. 20, 2021

Planning Committee Members:

Safety Team Members Signature Page:


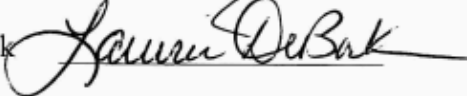
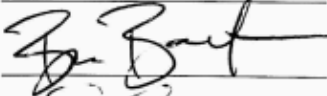

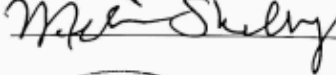

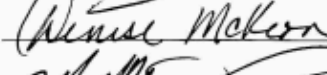

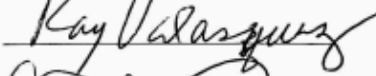

School Principal:	(David McKay	
Assistant Principal:	Laurie DeBock	
Chico Police Officer	Carlos Jauregui	_____
Probation Officer:	As appointed	_____
Teacher in Charge:	Bill Battaglia	
Counselor:	Sandra Viallasenor	
Counselor:	Melanie Skelly	
Counselor:	Jessenia Guzeldere	
School Office Manager:	Denise Mckeon	
Campus Supervisor:	Matt Coogan	
Custodian:	Ray Velasquez	
Parent:	Carie Myers	

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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.

Bidwell Jr. High School INCIDENT RESPONSE TEAM 2020-21

- Incident Coordinator: **David McKay / Laurie DeBock**
- Incident Coordinator Assistant: **Denise McKeon**
- Scribe(s): **Sandra Villasenor**
- Operations/Logistics: **Laurie DeBock**
- Operations/Logistics Assistant: **Sandra Martin**
- Safety: **Jesenia Guleldere/ Alicia Leonard / C. Borges**
- Liaison/Intelligence: **Chico PD**
- Intelligence: **Chico PD**
- Public Information: **District Office Personnel**

Responsibilities of Incident Coordinator David McKay / L. DeBock

- 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) D. McKeon/S. Martin/J. Loche

- Communicate to staff/*district office* 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) S. Villasenor/M. Skelly

- Maintain ongoing command post journal, *including catapult messaging. (on white board and computer)*
 - Maintain and display an updated map of the incident location and response.
 - Update minutes from briefings.
-

Responsibilities of Operations/Logistics L. DeBock/ D. McKay/ B. Battaglia/D. McKeon

- *Monitor/support IRT needs and communication.*
- *Monitor/support teacher reporting.*
- 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 S. Martin/S. Villasenor

- *Teacher/Staff accountability /status*
- *Student accountability*
- 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 J. Gulzeldere / A. Leonard / C. Borges/B. Robinson/C. Jones

- *Student safety/accountability through Catapult*
- 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 (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.

****Drill Mode Check of Areas**

100 – 200 Wings – Custodian (Brian Robinson)

300 – 400 Wings – Grounds (Corey Jones)

Covered area/ locker room / gym - Campus Supervisor (Matt Coogan)

Code Red Lock Down

THREAT LEVELS AND CORRESPONDING EMERGENCY ACTION

Notification of emergency will be announced by the site Administrator

Code Red - Armed Intruder (Staff should determine best defensive option below)

Option 1: Barricade

- Immediately proceed to classroom or other securable building.
- Lock doors, Lights off, Curtains/windows closed.
- Fortify doors and windows with available furniture.
- Students on ground or hidden.
- Wait for instructions from Incident Coordinator via Catapult EMS.

Option 2 : Evacuate

- Flee away from threat.
- Communicate via Catapult EMS.

Option 3: Counter

- Last resort, take all actions necessary to **distract intruder** and **escape**.

CODE RED — Imminent Threat

Follow directions of Incident coordinator: **LOCKDOWN** or **EVACUATE**

When the **LOCKDOWN** order is given, take the following actions:

- Immediately proceed to classroom or other securable building.
- Lock doors, Lights off, Curtains/windows closed.
- Students on ground or hidden.
- Wait for instructions from Incident Coordinator via Catapult EMS.

When the **EVACUATE** order is given, take the following actions:

- Immediately vacate the building using the Fire Drill Evacuation Map.
- Communicate via Catapult EMS.

Code Yellow — Precautionary

- No immediate danger.
- Duration unknown.
- Keep doors locked.
- Keep curtains/windows closed.
- Lights can remain on.
- No unsupervised movement outside of buildings.
- **Normal classroom activities may continue inside classroom.**

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
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. All staff should stay inside classrooms/offices (unless you smell smoke or see fire) until the Incident Coordinator announces "This is an Evacuation" over the School PA system.
3. Once the evacuation order is given, teachers and staff will:
 - Clear room(s) of students
 - Lock doors and windows
 - Bring attendance/student related documents
 - Escort students to designated area and conduct roll call via Catapult EMS
 - 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

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

Person

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. As buildings may be damaged, wait until ALL CLEAR signal from administration before returning to classroom.

3. If necessary, render first aid.

Earthquakes usually strike without warning. Therefore, earthquake drills are at designated times throughout the year.

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 site administrator shall assume site level direction of disaster procedures.

RELOCATION/REUNIFICATION:

All relocation decisions will be made through consultation with the Incident Coordinator. If a relocation/reunification is initiated, the District Incident Response Team will be activated to assist with this process. Follow the directions of District Incident Response Team or Emergency Personnel.

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 site administrators are to stay with staff unless directed otherwise by the District Incident Response Team or Emergency Personnel.

Persons Who May Need Assistance:

- Visually Impaired
- Hearing Impaired
- Wheelchair Confined
- Preschoolers and Infants

1. **Communicate** via Catapult EMS to ensure all students and staff are accounted for.
2. If necessary, render first aid.
3. The Incident Coordinator will issue an ALL CLEAR signal when conditions are safe for returning to classrooms/buildings.
4. If the evacuation site reflected on the site map is determined unsafe, wait for the Incident Coordinator's instructions to move to a safer location – if necessary.

ACTIVE SHOOTER

I. PURPOSE

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or

other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. RESPONSIBILITIES

A. School Incident Commander/Principal

- Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notification has already taken place **dial: 9 wait for dial tone, 9 wait for dial tone, 911**. 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers). Caller will remain on the line to provide updates.
- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of “Who? What? Where? When? How?” will provide the necessary details to make an informed decision.
- Secure the administration office as a command post and retrieve the critical information and data about the school’s emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct command post staff to maintain contact with teachers reporting pertinent emergency information via **email and/or texting EMS as we make the transition**. All information received via eye-witnesses or through the in-house surveillance camera system will used to INFORM the building occupants of the event in as real-time as possible.
- Notify the Superintendent’s office and request activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.

- Ensure that any buses in route to the school are redirected to a designated relocation site.

B. Teachers and Staff

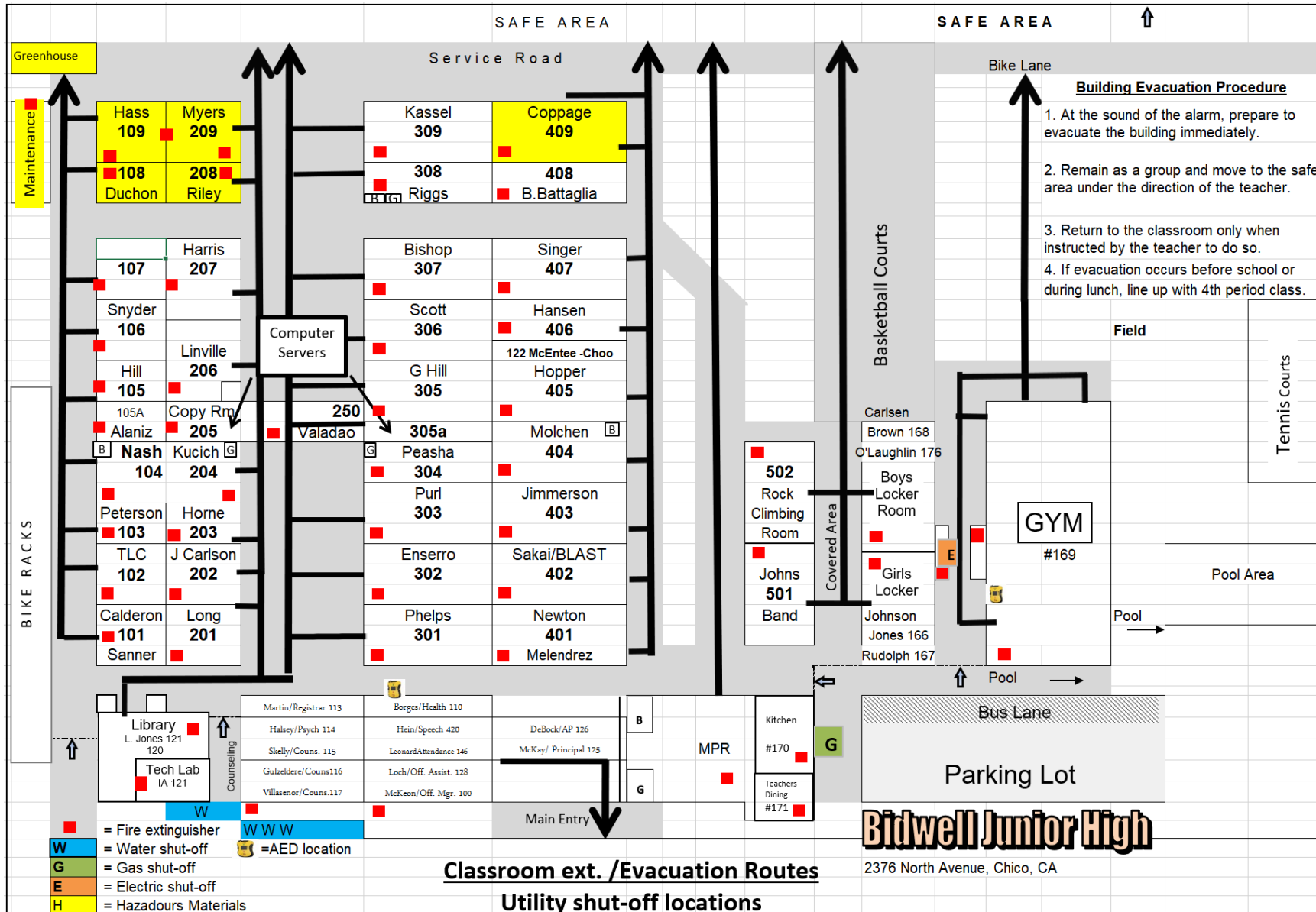
- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
- If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or armed intruder enters the classroom individuals have the option to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

III. OTHER PROCEDURES

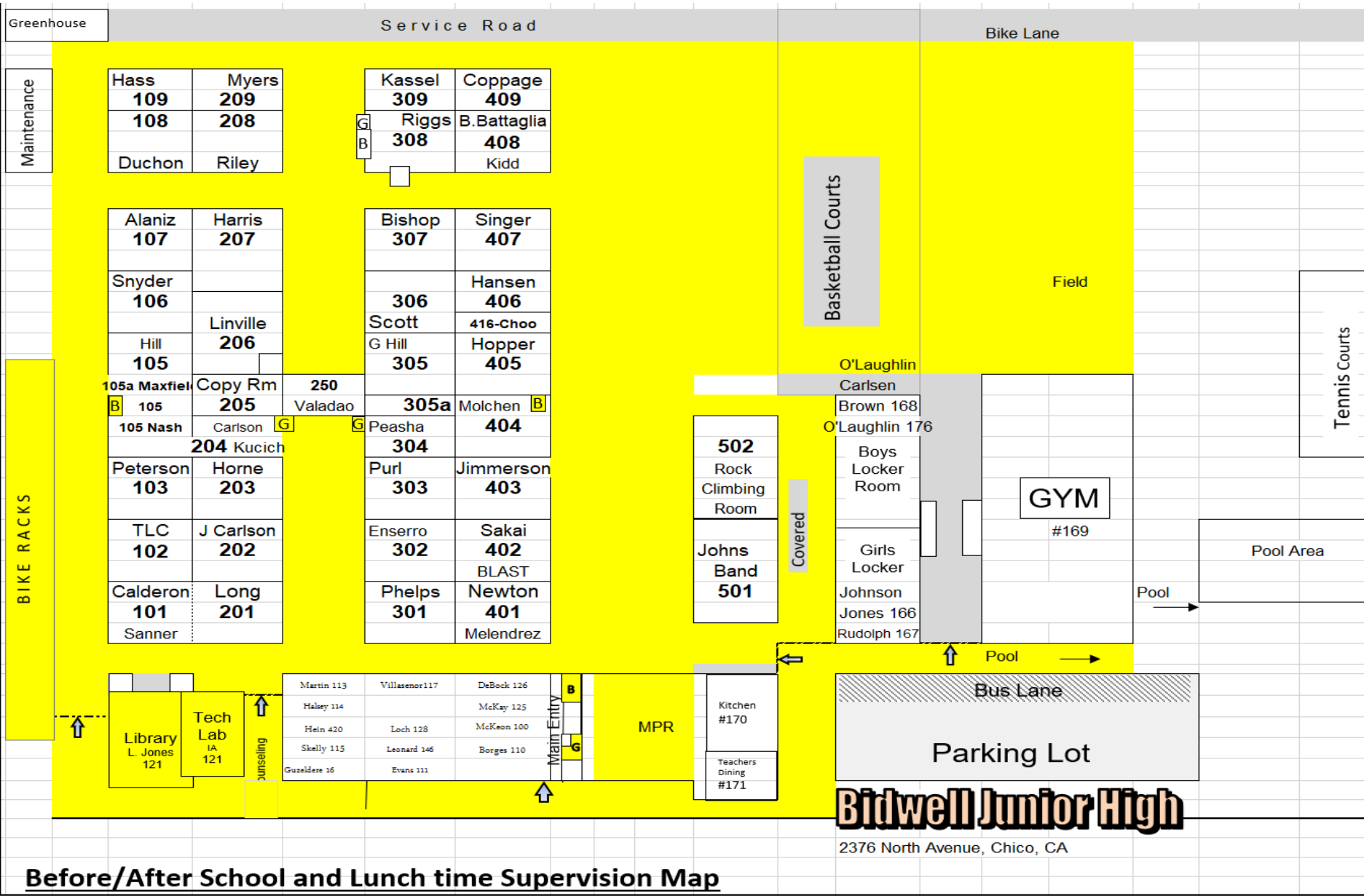
- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander/Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.

- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Section 2: School Safety Maps – Emergency Map



Morning/Lunch/After School Supervision Map



Section 3: Staff Information

All staff are on Catapult EMS

Name	Room	IC#	VM#	E-Mail	Name	Room	IC#	VM#	E-Mail
ADMINISTRATION					TEACHERS				
Borges, Kristina	Health Office	110	110	kmayer	Alaniz, Dolores	107	107	107	malaniz
Conference Rm. #1	Main Office	127			Battaglia, Bill	408	408	408	bbattaglia
Conference Rm. #2	VP Office	124			Bishop, Melissa	307	307	307	mbishop
DeBock, Laurie	VP Office	126	126	ldebock	Brown, Duaine	Boys PE	168	168	dbrown
Evans, Melanie	Nurse	111	111	mgevans	Calderon, Kristopher	101	141	141	kcalderon
Halsey, Anne Marie	Psychologist	114	114	ahalsey	Carlsen, Kyle	Boys PE	176	176	kacarlson
Hein, Dana	Speech Thera.	420	420	dhein	Carlson, Jennifer	202	202	202	jcarlson
Leonard, Alicia	Attendance	146	146	aleonard	Coppage, Denise	409	409	409	dcoppage
Loch, Jenny	Main Office	128	128	jthorpe	Duchon, Lauren	108	108	108	lduchon
Main Office Aide	Main Office	123			Enserro, Hollis	302	302	302	henserro
Martin, Sandra	Registrar	113	113	smartin	Hansen, Annalisa	406	406	406	ahansen
McEntee-Choo, Misty	Student Pmnt	122	122	mmcentee-choo	Harris, Catherine	207	207	207	charris
McKay, David	Prin. Office	125	125	dmckay	Hass, Judy	109	109	109	jhass
McKeon, Denise	Main Office	100	100	dmckeon	Hill, Geoffrey	305	305	305	ghill
McKeon, Katie	Library Assist.	121	121	kmckeon	Hill, Monte	105	105	105	mhill
Newton, Martha	Targeted Case Mgr.	401	401	mnewton	Hopper, Kari	405	405	405	khopper
Skelly, Melanie	Counseling	115	115	mskelly	Horne, Brian	203	203	203	bhorne
Villasenor, Sandra	Counseling	117	117	svillase	Jimmerson, Adrienne	403	403	403	ajimmerson
Guzeldere, Jessenia	Counseling	116	116	jguzeldere	Johns, Tanner	501	501	501	tjohns
Melendrez, Melissa	Wellness Counsel.	401			Johnson, Stephanie	Girls PE			sjohnson
MISC.					Jones, Liesl	Library	121	121	lkjones
BLAST	624-9848	402			Jones, Lynny	Girls PE	166	166	ljones
Buitron, Sarah	ELD Aide			sbuitron	Kassel, Nick	309	309	309	nkassel
Owen, Mary	Instr. Aide	407		mowen	Kucich, Marjorie	204	204	204	mkucich
Costello, Melissa	IA - Computers	121		mcostello	Linville, Dan	206	206	206	dlinvill
Equipment room	305a	315			Long, Michelle	201	201	201	mlong
Gym	Gym	169			Molchen, Christabelle	404	404	404	cmolchen
Kayson, Sue	Instr. Aide	407		skayson	Myers, Carie	209	209	209	cmyers
Kemper, Nancy	IPS	309		nkemper	Nash, Jim	104	104	104	jnash
Main, Kim	IPS	309		kmain	O'Laughlin, Zane	Boys PE	176	176	zolaughl
Cobery, Cameo	Instr. Aide	101/301		amead	Peasha, Melissa	304	304	304	mpeasha
Rausch-Clark, Sheryl	Instr. Aide			sclark	Peterson, Matthew	103	103	103	mpeterson
Ravetz, Angela	Instr. Aide	145	145	aravetz	Phelps, Caitlin	301	301	301	cphelps
Ravetz, Ariel	Instr. Aide	102		anravetz	Puri, Kamala	303	303	303	kpuri
Robins, Micah	PM-Custodian			mrobins	Riggs, J.R.	308	308	308	rriggs
Robinson, Brian	Day Custodian			brobinso	Riley, Mike	208	208	208	mriley
Sayre, Maria	IPS	309		msayre	Rudolph, Nicole	Girls PE	167	167	nrudolph
Sick Phone	Health Office	165			Sakai, Matthew	202	202	202	msakai
Simpkins, Abbe	Speech Aide			asimpkins	Sanner, Margo	101	101	101	msanner
Staff Dining Room	Staff Dining	171			Scott, Erica	306	306	306	escott
Teacher Prep Room	205	205			Snyder, Charlie	106	106	106	csnyder
Tracy, Jeff	Instr. Aide	309		jtracy	Valadao, Margo	250	250	250	mvaladao
Weber, Lisa	Instr. Aide	102		lweber					
	Counsel. Intern	173/199							

Master Schedule 2019-20

TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
ENGLISH						
Enserro	English 7H	English 7H	English 7 w/ Calderon	English 7 w/ Calderon	PREP	DLC
Hansen	English 8	English 8 Push In	English 8	Success English (6)	Success English (6)	PREP
Jimmerson	*	PREP	English 6	English 6	English 6 Push In	English 6 Push In
Maxfield	English 7 Push In	PREP			PV	PV
Purl	English 8H	English 8H	English 8	English 8 Push In	English 8 Push In	English 8
Scott	English 6	English 6	PREP	English 7	English 7 Push In	English 7
Snyder	English 6H	PREP	English 6H	English 6H	English 6 w/ Sanner	CUTA
SOC STU						
Battaglia	*	PREP	History 7H	History 7H	History 8	PREP
Hill, M.	History 6	History 6	History 6	PREP	History 6H	History 6H
Hopper	History 7	History 7	History 7	History 7	History 7	PREP
Molchen	PREP	History 8	History 8	History 8	History 7	History 7
Nash	History 8	PREP	History 8H	History 8H	History 8	History 8
Peterson	History 6	History 6	PREP	History 6	History 6	History 6
PHYS ED						
Brown	PE 8	PREP	PE 8	PE 8	PE 8	PE 8
Carlsen	PE 8	PREP	PE 8	PE 8	PE 8	PE 8
Johnson	PE 7	PE 7	PE 7	PREP	PE 7	PE 7
Jones	PE 7	PE 7	PE 7	PREP	PE 7	PE 7
O'Laughlin	PE 6	PE 6	PE 6	PREP	PE 6	PE 6
Rudolph	PE 6	PE 6	PE 6	PE 6	PREP	PE 6

TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
MATH						
Carlson	Math B (7/8)	Math B (7/8) w/ G. Hill	PREP	Math B (7/8)	Math B (7/8) Push In	Math B (7/8)
Horne	Math C (8) Push In	Math C (8)	PREP	Math C (8)	Math C (8) Push In	Math C (8)
Kucich	PREP	Math B (7/8) w/ Phelps	Math B (7/8) Push In	IM-1 (8)	IM-1 (8)	IM-1 (8)
Long	Math A (6)	Math A (6)	Math A (6) w/ Sanner	Math A (6)	PREP	Math A (6)
Peasha	Math B/C (7)	Math B/C (7)	Math B/C (7)	PREP		
Phelps	PREP	Math B (7/8) w/ Kucich	Math A (6)	Math A (6)	Math A (6)	Math A (6)
SCIENCE						
Duchon	Science 7	Science 7	Science 7	*	PREP	
Harris	Science 6H	Science 6J	Science 6	PREP	*	*
Hass	PREP	Science 8	Science 8	*	Science 8H	Science 8H
Linville	Science 6	PREP	Science 6	Science 6	Science 6	Science 6
Myers	PREP	*	*	Science 8	Science 8	Science 8
Riley	Science 8	Science 8	PREP	Science 7	Science 7H	Science 7H
Valadao	Science 6	Science 6	PREP	Science 7	Science 7	Science 7
SPECIAL ED						
Bishop	Basic Math (7/8)	Modified Math (7/8)	Modified Math (6/7)	Basic Math (7/8)	ASSESSMENT OR PREP	ASSESSMENT OR PREP
Calderon	ASSESSMENT OR PREP	Basic English (6/7/8)	Co-Teach English w/ Enserro	Co-Teach English w/ Enserro	ASSESSMENT OR PREP	Academic Support (7)
Hill, G.	ASSESSMENT OR PREP	Co-Teach Math w/ Carlson	Academic Support (8)	Modified Science (6/7)	ASSESSMENT OR PREP	Modified Science (7/8)
Kassel	Functional Acad Support	Functional Math	Functional ELA	Functional Acad Support	Functional Elective	Functional Vocational
Sanner	Basic Math (6)	ASSESSMENT OR PREP	Co-Teach Math w/ Long	Academic Support (6)	Co-Teach English w/ Snyder	ASSESSMENT OR PREP
Singer	Modified English (7/8)	Modified English (6/7)	ASSESSMENT OR PREP	Modified History (7/8)	ASSESSMENT OR PREP	Modified History (6/7)

TEACHER	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
ELECTIVES						
Alaniz	Spanish 1-P (8)	Spanish 1-P (8)	Spanish 1-P (8)	PREP	Spanish 6	Spanish 7
Battaglia	Leadership(7/8)	*	*	*	*	*
Coppage	PREP	Foods (7/8)	Foods (7/8)	Home Ec (6/7)	Home Ec (6/7)	Home Ec (6/7)
Duchon	*	*	*	Stem 1 (6/7/8)	*	
Harris	*	*	*	*	Lego Robotics (6/7)	Lego Robotics (6/7)
Hass	*	*	*	Computers (6/7/8)	*	*
Jimmerson	Publications (7/8)	*	*	*	*	*
Johns	Concert Band (7/8)	Beg Band (6/7/8)	Chorus (6/7/8)	PREP	Piano (6/7/8)	Percussion (6/7/8)
Myers	*	Stem – Med Detect (7/8)	Flight and Space (7/8)	*	*	*
Pickering				ELD-B (6/7)	Credit Recovery (7/8)	ELD-C (7/8)
Riggs	PREP	Graphic Design (7/8)	Ceramics (6/7/8)	Art (6/7/8)	Art (6/7/8)	Art (6/7/8)

Substitute Teacher: Critical Information checklist

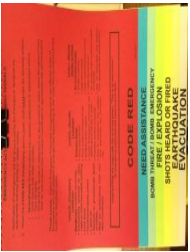
Room# _____ Teacher _____

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 Bidwell Junior High School:

Vision:

Bidwell Junior High School has a vision of learning that creates a positive connection to school. The staff at Bidwell has a focus on learning that prepares students academically and socially for the rigor of high school and, upon graduation, to be college and career ready. Students demonstrate critical thinking and problem-solving skills inside and outside the classroom in a responsible manner. As our first priority, we seek to maintain a safe and orderly campus.

Mission Statement:

The Bidwell Way: How we ALL treat each other in order to bring out the best in everyone:
Safe, Responsible, Respectful

Section 6: Bidwell Junior High School Profile

School Climate:

Student academic success has been identified as the fundamental purpose of Bidwell Junior High. High academic standards have been established and students are expected to maintain a solid academic standing. However, the faculty and staff at Bidwell Junior High are also committed to the social, emotional, and personal well-being of their students. Teachers, staff and students strive to create a campus climate of inclusion, tolerance, and mutual support. Bidwell has declared itself a “bully free” zone; faculty and staff attempt to promote healthy interactions between students and provide the needed support to ensure student growth. Bidwell is in the second year of PBIS implementation. In addition, Bidwell is in the second year of ‘Character Strong’ implementation.

Faculty innovation:

Staff receives ongoing in-service training to meet the changing needs of the student body (e.g. conflict resolution, cultural awareness, ESL, drug and alcohol abuse prevention, gang awareness, trauma informed, and child abuse reporting requirements).

The teachers at Bidwell 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 practices. 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. Bidwell has an award winning Leadership program that has received The Outstanding Activity Program CADA/CASL award for multiple academic years. In addition, the campus offers 1 computer lab, Smart Boards or e-beams and LCD projectors in all classrooms, and all students are issued a Chromebook.

Students have the opportunity to participate in noon and after-school activities. At noon a variety of activities are offered under the supervision of the activities director and the counseling department. Additionally, Multi-cultural Club and Club Live meet weekly at lunchtime.

After school, students can participate in club sports such as; basketball, wrestling, and cheerleading. One hour of academic support and one hour of Enrichment, activities are offered through our After School BLAST program. Additionally, students may attend After School Scholars for an additional hour of academic support.

Bidwell Jr. High School was awarded the 2016-17 Gold Ribbon Schools award. This award was presented for the outstanding implementation of the STEAM program campus wide.

Student Diversity:

Bidwell Junior High School is a very diverse school. Approximately 50% of the pupils are in low socio-economic families receiving aid and are eligible for free/reduce lunches. Bidwell Junior High School defines low socio-economic families as those who qualify for free or reduced lunch services and/or have parents that are not high school graduates. The ethnic makeup of the pupil population is: 1.2% American Indian, .6% Filipino, 2.1% Black, 61.4% Caucasian, .5.3% Asian, .4% Pacific Islander, 6.1% Multiple, 21.7% Hispanic, 3.5% English learners, 14% students with disabilities, 1% foster youth.

Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood. The backgrounds of students are acknowledged, respected, and incorporated in the school curriculum and activities. Bilingual and English as a Second Language (ESL) programs are provided; cultural integration efforts are incorporated in orientations and guidance programs.

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, interns and the school psychologist at Bidwell Junior High School have received training in conflict resolution and confrontation skills. In addition, some students are trained in peer mediation. Bidwell 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 Bidwell Junior High School is a .8 school psychologist, 1 FTE targeted case manager, 3 FTE counselors, 2 of which are bilingual in Spanish and 1 FTE wellness counselor.

Bidwell 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 gang awareness, health concerns, and academic preparedness.

Section 7: School Safety and Crime Assessment

California Safe Schools Assessment:

Bidwell Jr. High School actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Bidwell 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.

Bidwell Jr. High School has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system. Bidwell's suspension rate for 2019-20 was 7.6%.

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 on the north side of the campus, the west playfield, and behind the pool to reduce discipline, crime, or other school safety concerns.

School Profile:

Bidwell Junior High School is a comprehensive middle school serving students in grades 6, 7, & 8. Bidwell is located on the northeast side of Chico and serves students from Shasta, Nord Country School, John McManus, Neal Dow and Marigold elementary schools. The curriculum is state adopted and instruction meets the diverse needs of all students from those with identified learning disabilities to the gifted and talented. Approximately eighty-five percent of the student body would consider themselves "college bound."

Research on effective schools clearly states that the quality of the instructional delivery in the classroom has the most impact on student learning and that strong instructional leadership is essential to the improvement of instruction. All teachers collaborate regularly to ask and answer the following questions as they relate to student performance:

- What do we want students to know?
- How do we know they learned it?
- How will we respond when students struggle?
- How do we extend the learning for students who have achieved mastery?

One of the most significant elements in the implementation of new curriculum and the employment of effective teaching strategies by teachers is staff development. Teachers who are able to maintain exciting, challenging courses of study, "hook" students into the joy of learning as well as making their own profession one of constant pleasure. Title 2 funds allow teachers opportunities to observe and talk with other teaching staff to share techniques, to learn more about their own area of study and to learn of new methodologies in motivating students. These sessions provide time for teachers and staff to review student performance data, align subject area curriculum, and create strategies to help at risk students, and learn and implement new teaching techniques. Title I funds are used to fund: 6 sections of math and reading intervention, After School Scholars 2:40 – 3:40 four days a week and The Learning Center (TLC) which is available 7:30 -3:00 to all students needing extra assistance in the four core subjects: math, English, social studies, and science. Additionally, these funds are used to staff 2 'credit recovery' classes for students with failing grades.

Support Services and Programs:

Assigned to Bidwell Junior High School is a .8 school psychologist, 1 FTE targeted case manager (bilingual in Spanish), 1 FTE wellness counselor and 3 FTE counselors, two of which are bilingual in Spanish.

At the beginning of the school year:

›The counseling staff visits classrooms to briefly discuss the potential for stress that school may cause and to let students know how to seek out help.

›Violence prevention week – a week-long slate of activities that focus on our efforts to promote a safe and nurturing campus climate. The issue of suicide is specifically addressed and signs of depression are identified and discussed.

SBIT (Student Based Intervention Team) a team composed of counselors, teachers, bilingual liaisons, an administrator, a school psychologist, Special Education Teachers, Case Manager, 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 will access and behavioral health/ and or police shall be contacted if necessary. Parents or guardians will also be contacted. A meeting with the student’s parents shall be held as soon as possible to provide information, resources and parent’s need to sign acknowledgement form.

Ongoing:

- Counseling groups – 8-10 week sessions that meet weekly with school counselors for students who may be having a difficult time connecting to others or are struggling socially or emotionally, have grief, loss or any family change issues.
- Weekly meetings of the School Based Intervention Team (SBIT) where referred students are discussed and targeted for specific academic, behavioral, social, and emotional interventions
- CSU Chico mentoring program – (1-2) CSUC student Social Work interns provide one to one mentoring to approximately 15-30 students who may need additional support.
- Peer Mediators – 10 Bidwell students trained in the process of conflict mediation help other Bidwell students work through disputes in a supportive and positive mediation process
- Club Live – 30 to 35 Bidwell students meet weekly and participate in a leadership development curriculum
- Campus clubs – Games Club/Chess Club, Multi-cultural club
- Social Mentoring – Provided twice a week to students who learn communication, life and social skills from high functioning peers (Mentors) who have been trained to support a diverse group of 6th, 7th or 8th grade students. Approximately 35 students will be involved in Social Mentoring as the Mentees.

Place/Physical Environment/Safety:

SCHOOL LOCATION

The school is an integral part of the community through its role in interagency efforts and community activities. The school seeks the cooperation of nearby businesses to obtain information on possible student crimes and truancy. Such cooperation can discourage crime near school campuses can affect the safety on the school campus.

The school is alert to exposure to safety hazards, such as toxins or heavy traffic from nearby commercial areas. The school is located in a residential neighborhood. Efforts are made to seek cooperation and collaboration with neighbors

for supervision of students. The school's heavy traffic areas are supervised by school administrators, teachers and paid campus supervisors. The school is a closed campus.

SCHOOL GROUNDS

The campus perimeter is secure from criminal activity. The campus is closed to outsiders, and access signs are displayed prominently at entry points (PC § 627.2, § 627.5, and Ed. § 32211).

Administration, staff, and campus supervisors use two-way radios to maintain communication to ensure the school grounds remain safe. A 24 hour video surveillance system is in place. Places for loitering are limited, bathrooms are patrolled, and appropriate lighting is installed in hallways. Physical conditions that could lead to accidental harm (e.g. damaged fences, lights, and broken glass) are promptly corrected.

The school has adequate fencing for swimming pools, proper protection against slipping in hallways, adequate protection against falls from recreation equipment, and landscape designs that prevent students from climbing to dangerous heights.

The school policy for dealing with vandalism includes procedures for removing or painting over graffiti before students arrive on campus and replacing broken windows immediately. District maintenance and operations maintains school grounds in order to meet adequate safety standards.

SCHOOL BUILDINGS/CLASSROOMS

All classrooms have adequate electrical outlets and computer network connectivity. The campus is free of physical hazards and is fenced to minimize criminal activities. Alarms are in place at key locations on campus and checked periodically for proper operation.

Firearms on School Grounds:

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

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.

Staff members at Bidwell Junior High School have received training in conflict resolution and confrontation skills. Bidwell 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.

Mental Health Programs:

Assigned to Bidwell Junior High School is one .8 school psychologist, one fulltime Targeted Case Manager, three fulltime counselors, two of which are bilingual in Spanish and one 1 FTE wellness counselor. District programs contributing to mental health goals include counseling from Butte County Behavioral Health and North Valley Catholic Social Services. In addition, (2) CSUC student counseling interns provide one to one mentoring to approximately 30 students who may need additional support. Qualifying students may also receive counseling services on site through Northern Valley Catholic Social Services.

Intervention Team:

SBIT (Student Based Intervention Team) A team composed of counselors, teachers, a bilingual Targeted Case Manager, 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:

Bidwell 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:

Bidwell Junior High School offers student recognition on a semester basis based on grades and grade improvement. In addition, 8th graders may work toward meeting 'Bidwell Legend Award' status based on academic, commitment and character merits. Students are also recognized for attendance and punctuality (no tardies) throughout the year. Students are celebrated in a variety of ways by their teachers for academic excellence, growth and improvement.

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 | -Abrasions | -internal injuries |
| -Burns | -Lacerations | -Fractures |
| -Bite marks | -Head injuries | |

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:

Bidwell 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 Sexual harassment policy. 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.

Bidwell Junior High School uses both classroom and school-wide discipline expectations that clearly communicate the behavioral expectancies and consequences for pupils. Bidwell Junior High School has developed plans to promote positive behaviors on the play fields, lunchroom, hallways, 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 an explicit 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.

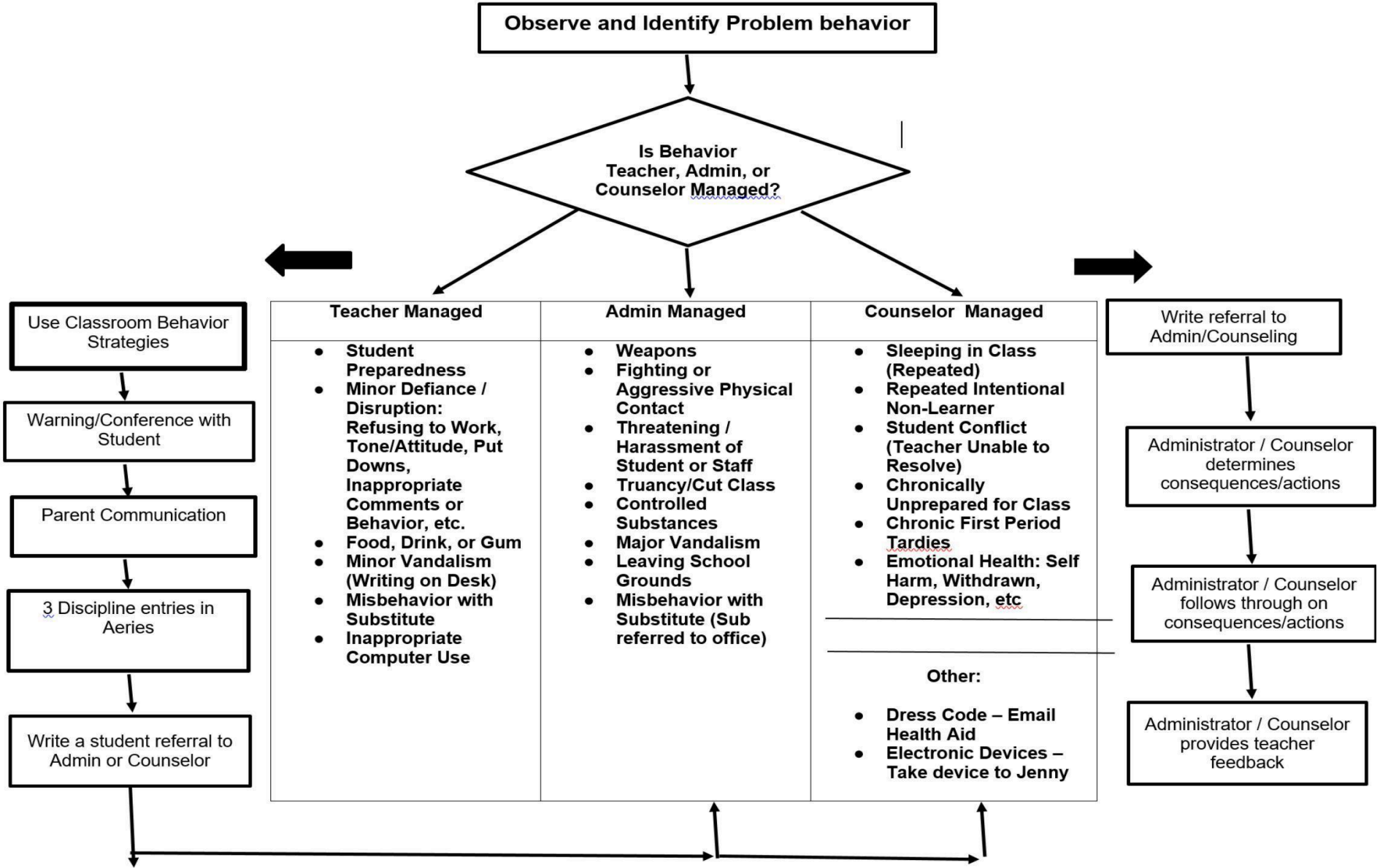
Pupil-conduct standards and consequences are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted school-wide dress code.

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 Bidwell 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, Bidwell Junior High School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Student Behavior Management Process



Bullying Prevention Plan

August:

WEB orientation for in-coming 6th graders

- Counseling information on website regarding violence and suicide prevention
- Counselors go to classrooms and discuss behavior expectations and Bidwell Junior's stance to bullying and academic expectations. Students are also taught how to communicate issues of bullying to staff through counseling appointments.
- BJHS Tip Line and Bully Prevention e-mail are advertised for students and staff.

September

- Student leaders from Leadership, and school club officers attend a Leadership Development day where school safety, bullying issues are addressed.
- Peer Mediators are trained for the school year.
- Social Mentoring begins. This program matches 8th grade mentors with 6th, 7th and 8th grade students who can use support with social skills and helps they cope with challenging social situations.

October

- Club Live hosts a World Café for students to meet and discuss bullying and other social/emotional concerns. The goal is for students to come up with ideas on how to improve school climate and make school safe for everyone.
- Club Live hosts Youth Development Summit at Richardson Springs

November

- Cyber-Safety and Awareness training including School Resource Officer.
- Counselors go into the classrooms and present on Violence & Suicide Prevention
- Suicide and Violence Prevention Week (have community resources available during lunch for students and staff)

****CUSD** has adopted a new anonymous hotline number at 1-855-WeTip-US (1-855-938-4787). Students and parents are informed of this number and encouraged to report bullying.

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

Overview:

Bidwell 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 Bidwell 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 Bidwell Junior High School. The staff at Bidwell 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.

Gangs and Graffiti:

Local city efforts have formed a graffiti removal service, a law enforcement gang task force, and a school resource officer program. Bidwell 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. Bidwell 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:

When necessary, Bidwell Junior places students on behavior contracts, which focus on academics and positive behavior to promote better decision making.

Truancy Learning Center/District Attorney Referral:

Bidwell Junior High School recognizes the importance of punctuality and regular attendance. A team of 3 counselors, a TCM, AP, and attendance clerk review student attendance records. The staff of Bidwell 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 Bidwell 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:

Bidwell Junior follows a strict dress code policy:

- Any hairstyle, clothing, jewelry, or make-up that distracts others from learning is not appropriate. Accessories such as thick chains, hanging chains/straps, safety pins, dog collars, items with spikes, or those with potentially dangerous or inappropriate uses are prohibited.
- Sunglasses must be removed upon request and while indoors.
- Teachers may direct students to remove their hats/hoods when in their classrooms.
- The wearing of clothing and/or adornment that advertises or otherwise promotes the use and/or abuse of alcohol, tobacco, other drugs, sexual innuendos or gang involvement as determined by school staff is prohibited on school grounds and at school activities on or off campus.
 - Clothing or other items related to gangs are not permitted on campus at any time. This includes printed symbolic messages, bandanas, or other articles that communicate gang affiliation as determined by the Chico Police Department Gang Task Force.
 - Shoes must be worn at all times. Shoes determined to be unsafe (e.g. with wheels) are not allowed at any time.
 - Clothes shall be sufficient to conceal undergarments. See-through fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.
 - Pants may not sag below the waistline and underwear/undershorts may not be showing. Dresses with slits must adequately cover the body.
 - **No Writing** on clothing, hats, backpacks, and other school materials or skin (permanent or temporary) that is distracting, crude, vulgar, profane, sexually suggestive, racially, ethnically or religiously intolerant, or promotes the use of drugs, alcohol, or is gang affiliated, is allowed.

Dress Code Violations:

- **1st Offense:** The student changes or removes article in question and parent contact is made.
- **2nd Offense:** The student changes or removes article in question, parent contact is made, and **detention** is assigned.
- **3rd Offense:** The student changes or removes article in question, parent contact is made, and **Saturday School** is assigned.

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.

- Bidwell Junior High School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Bidwell Junior High School has minimized blind spots around the school facility.
- Bidwell Junior High School has installed an alarm system.
- Bidwell Junior High School has set a priority to keep buildings clean and maintained.
- Bidwell Junior High School has limited roof access by keeping dumpsters away from building walls.
- Bidwell Junior High School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Bidwell Junior High School has designed its parking lots to discourage through traffic and to slow vehicles proceeding through the parking lot.
- Bidwell Junior High School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Bidwell Junior High School has established a procedure to have the school campus fully lighted at night.
- Bidwell Junior High School keeps a complete list of staff members who have keys to buildings.
- Bidwell 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.
- Bidwell Junior High School provides maximum supervision in heavy traffic areas.
- Bidwell Junior High School has established two-way communication between the front office and each classroom.
- Bidwell Junior High School offers school-or-community-based activities for students after school and on the weekends.
- Bidwell Junior High School has instituted after-school academic and recreational programs for students who have to stay beyond the school hours.

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.

Bidwell Junior High School employs a principal, a vice-principal, and 5 (part time) campus supervisors whose jobs are designed to increase school safety, prevent prohibited offenses, and promote positive student relationships that fosters trust and mutual respect. This personnel has developed procedures to monitor the school campus, the surrounding areas, and has 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, behavior intervention specialist, and the campus supervisors at Bidwell 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, counselors, teachers, 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:

Bidwell 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 Bidwell 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:

Bidwell Junior High administration shall provide to its' teachers information on each pupil who is: (1) engages in any suspend able or expellable act (2) 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.

Bidwell Junior High School:

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure with law enforcement and the fire department.
- Provides a weekly electronic newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.
- Effectively utilizes the Target Case Manager as a parent Liaison

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:

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

Bidwell Junior High School has established a visible means of identification for visitors while on school premises (i.e. 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.

Bidwell Junior High School, 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.

Bidwell 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, Bidwell Junior High School shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Section 15: Public Agencies use of School for Mass Care and Welfare Shelters

Chico Unified School District will allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.