

Comprehensive School Safety Plan

2026-27 School Year

School: Sherwood Montessori
CDS Code: 04614240121475
District: Sherwood Montessori
Address: 1010 Cleveland Ave.
Chico

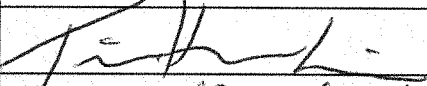
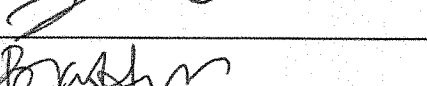
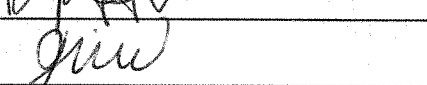
Date of Adoption:

Date of Update: February, 2026

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Tina Hanson-Lewis	Chair, Board of Directors		2/19/24
Maria Santoni	Treasurer, Board of Directors		02/19/2026
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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at 1017 E. 16th St., Room 3, Chico, CA 95928.

Safety Plan Vision

A successfully implemented safety plan will provide the students, staff and families of Sherwood Montessori with a safe and orderly learning environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Sherwood Montessori Safety Committee

Michelle Yezbick, School Director; Chelsea Rae Scevers, Member of Board of Directors

Assessment of School Safety

Sherwood operates a safe school for its students, staff and community.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- A. Child abuse reporting procedures
- B. Disaster procedures
- C. Suspension and expulsion policies
- D. Procedures to notify teachers of dangerous pupils
- E. Discrimination and harassment policies
- F. School wide dress code policies
- G. Procedures for safe ingress and egress
- H. Policies enacted to maintain a safe and orderly environment
- I. Rules and procedures on school discipline
- J. Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported promptly by phone to a child protective agency. The Chico Children's Protective Services (CPS) 24 hr. hotline number for the Chico area is: 1-800-268-8822 Oroville area: 1-800-400-0902 . The phone call is to be followed by a written report within thirty-six (36) hours.

If a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal. Following the report to the proper authorities, employees must notify the School Director regarding any incidents of known or reasonably suspected child abuse.

All employees are provided with annual training on child abuse prevention. This training is intended to inform employees on when to report suspected child abuse and/or neglect as well as how to prevent abuse on school groups

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

Sherwood Montessori will participate in all Chapman Elementary safety drills as they are scheduled by CUSD employees and follow CUSD procedures. The following procedures should be followed unless CUSD procedures are in conflict, in which case CUSD/Chapman procedures will be followed.

Earthquake

1. Warning Signal

2. Procedures

- a. If in the classroom, the teacher or person in authority will call "DUCK, COVER, HOLD." Students will move away from any glass, get under a desk, table, or doorway and assume the duck and cover position and hold on to legs of table.
- b. If students are on the playground, they should stay away from buildings and trees, drop, and assume the proper position. Do not reenter buildings or allow students to do so until it is deemed safe to enter.
- c. Wait for signal to determine if and when to move students.
- d. Evacuate to designated areas on the playground. Take roll.
- e. If necessary, render first aide.

Tornado

1. Warning Signal

2. Procedures

- a. If in the classroom, the teacher or person in authority will call "take cover." Students will get under a desk or table if no interior space (such as a bathroom or closet) is available. They should be as far away from windows and exterior walls as possible.
- b. If students are on the playground, they should take cover immediately indoors.
- c. Wait for signal to determine if and when to move students.
- d. Evacuate to designated areas on the playground.

Detailed Earthquake Procedures

1. For earthquakes, the quake itself is the signal to drop and take cover. (Duck-Cover-Hold) Tell students not to try to run during a quake. Broken legs can occur if people run. Students should drop to the ground if they are on the playground. If in the room, they should try to cover themselves in case windows break. Try to drop under a table or desk if possible. Stay down until the shaking subsides.
2. If we are able to announce an all clear signal, teachers are responsible to decide when to take students outside to the assembly area (on playground where we line up for fire drills). Use your best judgment.
3. In a severe quake, students may be injured. Remember that the first step of triage is to instruct all the students to stand up and walk out with you. Those who can't move are your most serious injuries. You may have to leave a student in the room in order to make sure the rest of your group is safe. The sweep and rescue team will take care of the student left behind. This example would not occur except in the most severe kind of earthquake.
4. Always have an up-to-date list of your students in an accessible location. Teachers will need these to make sure all students are accounted for. Teachers will be responsible to take the list when exiting the classroom.

Office Staff

Office Staff will act as coordinators for communication and for the Release Center. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. An all-clear signal will be made verbally by Director through intercom or in person or by messenger. Evacuate at own discretion as necessary.

1. Status check/assess damages in own room - flashlight/batteries.
2. Office Staff set up release area near front of office, depending on damage to building.
 - a. A table and two chairs are needed.
 - b. Need cell phone available and walkie talkie.

- c. Emergency forms
- d. Medical lists and medications
- e. Emergency office supply box
- f. Sign out form/release slips
- g. Middle School runners to take release slips to class areas.
- 3. Director will establish the Release Center near the front of building (by the Sherwood sign)
 - a. Cell phone and clipboard
 - b. Tables and chairs
 - c. Send first aid release forms to first aid station (once you are outside and are able to assess injuries).
- 5. All support personnel report to the Director at the Release Center after their students are released.
- 6. The designated staff member will coordinate the Sweep Teams. Check utilities and will only shut off utilities if there are gas or water leaks. Assess damages.
 - a. Gas, water heaters, kitchen, check utilities
 - b. Electrical
 - c. Water
- 7. First aid team sets up first aid station located by the swings.
- 8. Sweep Team takes injured to first aid area.
- 9. Extra staff take positions at front and back gates to direct parents or emergency vehicles.
- 10. Releasing Students
 - a. A designated adult is either recognized or shows identification to the office staff.
 - b. The office staff records release of student on form. Designated adult signs.
 - c. A release slip for each child will be given to a runner who will go to the appropriate class area to get the child. Parents will only go on the playground for injured students.
 - d. The teacher keeps the release slips.

Sweep Team

Purpose: account for all students and staff, check physical condition of school for unsafe areas.

- 1. Meet at the Release Center. Sweep team members (3)—assign a runner and two room checkers.
- 2. Check every room and all bathrooms, multi-purpose room, library, 1010 Cleveland, Learning Center, and the office.
- 3. Try to open doors, use a crow bar covered with a jacket, etc. to open/break a window if necessary.
- 4. If all rooms are cleared, check gas lines.

First Aid Team

Location will be near or in the office. Those staff members trained in CPR/First aid will assist those in need. After students are in their areas and accounted for, the team goes to First Aid area.

Teachers and Students

Major responsibility of teachers is for their own students. Teachers are to remain with their students and follow evacuation procedures.

- 1. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. If we cannot ring an "all clear" bell, classrooms will be notified and the message will be shared via the walkie talkies. If signal is not sounded, classes may evacuate to evacuation area (playground, church side) at teacher discretion.
- 2. Status check/assess damages in own room - flashlight/batteries.
- 3. Follow planned escape route or determine safer route and proceed to evacuation area on the playground.
- 4. Take current class list and first aid kit.
- 5. Leave immobile students in the classroom with a desk placed over them if possible. Assure child that help is on the way.
- 6. All rooms will be checked for injuries or fatalities.
- 7. When in the evacuation area, always take status check on current roll sheet.
- 8. Students will remain in the designated open areas until their parents come for them, or until instructions are received from authorities in charge.
- 9. Release child only when release slip is presented. Keep release slips for records. Condition of the child at the time of release will be noted.

Special Teachers

Resource, Speech, Spanish, Drama, Music, A.P.E., Cooking/Gardening, etc. are responsible for any students with them at the time of

the emergency. Once in the evacuation area, they release students to their respective teachers. Report to Release Center or sweep team.

COMMUNICATIONS PLAN

1. Telephone/cell phone use will be limited to the Release Center contacting parents/guardians until normalcy is restored to keep communication clear and the focus on stabilizing the situation.
2. Office personnel will use either a battery-operated two-way walkie talkies to communicate with teachers and other school staff.
3. Teachers are responsible for reporting to the Director.
4. Office personnel will notify Fire, Police, and Paramedics if necessary.
5. When calm is restored, and injuries and damages are stabilized, staff members may try to phone family members.

Fire

1. Warning Signal: Series of short bells continue until building is evacuated to the playground.
2. Procedures:
 - a. If the smell of smoke or gas is detected, teacher will walk class immediately to designated evacuation area. Be sure doors are closed and lights are turned off.
 - b. If there is no smell of smoke or gas, lock the classroom and stay inside as in a lockdown procedure/code red until the announcement "this is an evacuation" followed by the code phrase. Please do not use the two-way radio except to respond to the office. The office will contact each classroom if a lockdown is extended and ask for an account of the children.
 - c. Children on errands or in rest rooms at the sound of a fire bell should report immediately to the office.
 - d. Children with special teachers will remain with that teacher until arriving in the evacuation area. Once inside the evacuation area, special teachers will dismiss students to join the regular classroom teacher.
 - e. Children will wait quietly in evacuation area.
3. Teachers will account for all children using the class register. A green classroom number will be held up if all students are accounted for, a red classroom number will be held up if one or more students are missing. Teachers report to Director if all are present or who is missing.

Explosion

1. Staff and students should drop and cover.
2. Evaluate the situation and decide on necessary actions (e.g., evacuation).
3. Inform the office of the situation as quickly and calmly as possible.
4. Render first aid if necessary.
5. Wait for instructions from Site Administrator via Walkie Talkies, channel 5.

Lockdown /Barricade Procedure

1. All Call (Walkie Talkies, channel 5): "Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown."
2. If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
3. Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2). Sherwood office will communicate to the classroom teachers and staff via walkie talkies channel 5.

Variations to the lockdown procedure:

1. Classes in progress (not during recess/lunch/PE):

Teacher Response to a Lockdown:

1. Bring any students outside the classroom in and lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and, close curtains, shut off lights, and remain in the room with the students until you hear the code words.
If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.
2. Keep all students sitting on the floor, away from the door and windows or in a large closet or cabinet if possible, out of sight of the intruder.
3. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
4. Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been

initiated.

5. Advise students that there is some type of emergency that requires a lockdown, but that you don't know what it is.

6. Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director's designee, students may text the message verbatim under your supervision.

7. Turn your own cell phone ringer off. Use Walkie Talkies, channel 5, to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).

8. Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.

9. Wait until the office asks for your classroom's accounting of students to report missing students.

10. Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown.

11. Project a calm attitude to quell student fears.

12. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.

13. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.

14. If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on TV or media when students are present.

15. Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the walkie talkies in your room. Students will be instructed to enter the nearest classroom if the need to lockdown is urgent and they are not near their classroom. Students who are out after doors are closed should go to the office.

17. Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.

18. Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot.

To students outside at recess/lunch/PE:

1. Announce: "Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up."

2. To call off a lockdown, the code will be announced via the wireless intercom system.

If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.

3. During Recess/Lunch/PE:

Involving an Armed or Potentially Dangerous Intruder on Campus

1. Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".

2. Students should be instructed to drop to the playground and cover their heads.

3. Students should be instructed to get up and quickly line up when shooting stops.

4. The office staff should alert all teachers to lockdown. A member of the office staff should quickly lock all doors.

5. Via 9-1-1, local enforcement will be contacted immediately.

6. If possible, a staff member should keep the office informed of the location of the intruder.

7. Staff members should use caution when approaching a stranger/intruder on campus.

8. Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

1. Be courteous and confident

2. Keep a distance from the individual

3. Not touch the individual

4. Protect him/herself at all times

5. Encourage students either verbally or with hand signals to keep away from the situation.
6. Attempt to be helpful—identify him/herself as someone who can assist the person if necessary.

A staff member should inform the office of any change in status on the playground. The staff member should only use the official lockdown release code to inform the office that the danger is gone. Injuries should be reported to the office immediately.

4. If the Intruder Enters a Classroom or Office:

Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.

1. In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.
2. Arm students with books, staplers, or other heavy objects to throw at the intruder.
3. This procedure **SHOULD NOT** be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

5. If Evacuating the Campus is the Best Option:

Running away from the scene is another potential life-saving procedure that will not be practiced in a drill, but should be used if it is the best possible action to save lives.

1. We have identified the tennis courts at 20th Street Park as a place to evacuate in the event that this is the safest option. There is a bathroom and visual cover from the campus.
2. The office staff will bring the Crisis Folder which will have updated student contact information, updated medical conditions, and contact information for people who are authorized to pick up children.
3. If we will be dismissing students from the evacuation site, parents **MUST** communicate with the staff assigned to the Release Center. This will be office staff. **NO STUDENTS SHOULD BE RELEASED TO ANYONE, INCLUDING PARENTS, UNTIL OFFICE STAFF HAS RECORDED WHO IS BEING RELEASED TO WHOM IN THIS FOLDER.**

6. Medical Emergency During a Lockdown:

Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, who called in to 911 about _____. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.

Example of 911 call:

This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: "I am here for Michelle from Sherwood who called about a student having a seizure."

Example of Law Enforcement EMS at the door:

This is Officer Richards from Chico PD EMS. I am here for Michelle from Sherwood who called about a student having a seizure. Staff would then open the door to allow the EMS to enter and administer medical assistance.

Adaptations for Students with Disabilities

All employees who work directly with any student with a disability will be provided with accommodations and modifications documented within a student's 504 or IEP. Some adaptations for students with disabilities may include:

- The use of noise cancelling headphones for sensitivity to alarms or overstimulation, when practicable
- Proximity to a trusted adult for assistance in following procedures
- Access to sensory input devices, when practicable, e.g.: fidgets
- Use of weighted vest, when practicable

Public Agency Use of School Buildings for Emergency Shelters

The main campus is the property of Chico Unified School District, therefore the use of school buildings for emergency shelters will be

determined by CUSD staff.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

PUPIL SUSPENSION AND EXPULSION/DUE PROCESS

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Sherwood Montessori. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. However, it is the mission of Sherwood Montessori to develop and nurture empathy and social concern in all students and we will strive first to resolve issues with students individually and / or in the classroom setting, where appropriate, prior to resorting to a suspension or expulsion. With the exception of a single act grave in nature, expulsion is an action the Board of Directors will take only after prolonged violations of misconduct when other forms of discipline, including suspension, have not proven successful in assisting the student to correct their behavior or when a student's behavior is continuing to cause a danger to himself or others.

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Family Handbook prior to the first day of school and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, suspension, the use of alternative educational environments, and in extreme cases, expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of physical intervention that is reasonable and necessary to protect the safety of students, staff or other persons or to prevent damage to school property.

The Board of Directors shall ensure the fair and equitable treatment by ensuring that all students will be afforded their Due Process rights under the law. The Director shall ensure all students and their parents/guardians receive the Family Handbook and are aware of the disciplinary policies.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom, Sherwood Montessori has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEA 2004) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Sherwood Montessori will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEA 2004), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Sherwood Montessori has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Sherwood Montessori or at any other school or a school-sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off Sherwood Montessori campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

As per established state standards of conduct, students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the

item from a certificated school employee, with the school Director or designee's concurrence.

- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise

furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that

student for being a witness.

- Made terrorist threats against school officials and / or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and

invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and, depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. The classroom setting envisioned for Sherwood Montessori requires community acceptance and support and any acts contrary to that aspect of the mission will necessitate intervention on the part of teachers and / or staff.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Director or designee with the student and his or her parent and, whenever practicable, the teacher or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents / Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent / guardian by telephone or in person. Whenever a student is suspended, the parent / guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent / guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent / guardian respond to such requests without delay.

Suspension Time Limits / Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil

poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Sherwood Montessori Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an ad hoc Disciplinary Panel as needed. The Panel should consist of at least three members, including one teacher from outside the student's classroom and the Director. The Disciplinary Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Chair of the Board of Directors or the chair of the Disciplinary Panel. In the event a Disciplinary Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent / guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed is based
- A copy of Sherwood Montessori's disciplinary rules which relate to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at Sherwood Montessori to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be constructed from the electronic version.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Disciplinary Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no

decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Sherwood Montessori Board of Directors, Disciplinary Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code §48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Disciplinary Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The Director or designee following a decision of the Sherwood Montessori Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' findings of fact, to the student or parent / guardian. This notice shall include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent / guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Sherwood Montessori.

The Director or designee shall send written notice of the decision to expel to the student's district of residence, and the Chico Unified School District. This notice shall include the following: a) The student's name and b) The specific expellable offense committed by the student.

Disciplinary Records

Sherwood Montessori shall maintain records of all student suspensions and expulsions. Such records shall be made available to the CUSD upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from Sherwood Montessori shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Sherwood Montessori for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the Board of Directors following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the Sherwood Montessori environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Sherwood Montessori's capacity at the time the student seeks readmission.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Any information that a student may be dangerous will be shared promptly and confidentially with teachers by the School Director or a designee. The notification will be followed up with an email documenting the content of the conversation.

(E) Sexual Harassment Policies (EC 212.6 [b])

Sexual Harassment Policy

Sherwood Montessori is committed to providing a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with, and intended to be, enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace. The policy of Sherwood Montessori forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

A. Definitions

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected by for such employee's sex.

2. Unwelcome Conduct of a Sexual Nature.

- (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome;
- (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome;
- (c) Sherwood Montessori prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

1. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:

- (a) submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
- (b) submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
- (c) the conduct substantially interferes with an employee's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.

2. Specific Prohibitions.

School Director

- (1) It is sexual harassment for the School Director to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
- (2) A School Director who either engages in sexual harassment or tolerates such conduct by other employees shall be subject to sanctions, as described below;
 - a. Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below;

b. Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

C. Reporting, Investigation, and Sanctions

1. It is the express policy of Sherwood Montessori to encourage victims of sexual harassment to report such claims. The School understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of the School should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken. This may be done through the employee grievance resolution procedure or by reporting such matters to the onsite School Director or to the Board Chair if the grievance is with the School Director.

(a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority, up to and including the Board of Directors;

(b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment. Every reported complaint of harassment will be investigated promptly and thoroughly by School staff. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, the School will notify the complainant of the results of the investigation. The School will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. It should be understood that the School will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment. If you feel you have been subject to retaliation in any form, you should report it to your supervisor or the appropriate school administrator;

(c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to the School Director or the Board Chair if the problematic conduct is initiated by the School Director.

2. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated. Sherwood Montessori has a responsibility to investigate and resolve complaints of sexual harassment.

3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate authorities.

Filing Complaints with State and Federal Agencies

In addition to notifying the School of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies including the Department of Fair Employment and Housing (DFEH), which has authority to conduct investigations of facts. The deadline for filing complaints with the DFEH is two years from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission or file a lawsuit in court. Both the California Fair Employment and Housing Commission (FEHC) and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC at the locations listed in the School's DFEH poster or by checking the state government listings in the local telephone directory.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

It is recommended that children wear comfortable and washable clothing that will enable them to participate freely in the many activities of the day. Children in the elementary and middle school levels should wear comfortable athletic shoes on their Physical Education class day/s, no boots or sandals. To prevent loss, jackets and sweatshirts should be labeled with the child's name. There is a Lost and Found shelf near the front office; parents are advised to check there routinely for their child's belongings. Smaller lost and found items are in the office, Room 3. Items in the Lost and Found will be sent to a charitable agency at Thanksgiving Break, Spring Break, and Summer Break. Prior to these donations, lost and found items will be displayed for parents to peruse at arrival and dismissal times.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Arrival

Between 8:30 a.m. and 8:45 a.m., Sherwood Montessori staff is available to monitor students as they arrive. The only adults allowed on campus in the morning are employees of the school, unless an appointment has been made or the adult has business in the office. These visitors must sign in at the point of entry with the Director or designee. This will be on the playground nearest Sherwood side of campus, or on the TK/K playground for students in TK/K. Any child on campus before 8:30 a.m. must check in to Extended Day. Extended Day is an optional program and students must be registered prior to attending.

Children arriving after 8:45 a.m. are tardy and must be signed in at the front office, Room 3.

Dismissal/ Pick Up Procedures

- 2:50 is the regular pick-up time for all students in grades TK-3 every day. 2:55 is the regular pick-up time for students in grades 4-8.
 - For students in grades TK-3, we ask that parents pick kids up at the classrooms.
 - Students in grades 4-8 are dismissed to join after care, or walk home or ride bikes home.
- Parents/guardians are asked to sign permission forms indicating if their child/ren are allowed to walk/ride a bike/take public transportation home. Students in grades 1-3 are only to do so if accompanied by a sibling in grades 4-8.
- At 2:55, all students in all grades who have not been picked up will be checked in to Extended Day and supervised by after school care staff.
 - Students who do not have an Extended Day contract and are on campus before or after school will be sent to the office and a call home will be made.

These procedures ensure that all students are under the supervision of an adult, either a parent or child care staff, at all times while on Sherwood's campus.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Component:

COMPONENT 1: Safe and Secure Learning Environment

Element:

Opportunity for Improvement:

A functioning camera system that monitors all outdoor areas of the campus is now in place to track visitors on campus once they enter the buzz-in gate. The buzz-in gate at 1010 Cleveland is malfunctioning and must be manually opened by staff members. Service has been attempted and the ticket is open, but the unit is currently down as of February, 2026.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: Students and staff are trained in a variety of relevant emergencies, and will respond appropriately to them. Staff will communicate to parents/guardians procedures should a disaster occur.	Related Activities: 1) Annually review/revise Sherwood's Disaster Preparedness /Emergency Plan, replenish emergency supplies. 2) Practice drill procedures with students(eg. fire, tornado, earthquake)	Resources Needed: 1) Time to identify, develop and publicize and practice procedures. 2) Seek resources (ie. other Disaster Preparedness handbook) that assist with the continuing development of these procedures. 3) Inform parents/guardians, in Family Handbook, regarding procedures should a disaster occur. 4) Place emergency/disaster information on the school website	Persons Responsible: Director, staff, School Safety Committee	Timeline: Update annually by March 1.
Objective 2: Maintain staff CPR/First Aid training and certification.	Related Activities: 1) Practice CPR procedures. 2) Schedule a first aid class for the staff as needed.	Resources Needed: Funds for CPR/First Aid training/retraining	Persons Responsible: Director	Timeline: Review needs/budget annually.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 3: Maintain facility's security.	Related Activities: 1) Maintain functioning lighting in interior and exterior building and classrooms. 2) Check classroom stability for falling objects in an earthquake. 3) Audit campus for needed physical safety improvements monthly, annually, and on an ongoing basis. 4) Evaluate the "check-in/visitor sign-in" policy for effectiveness. 5) Lock gates, doors, windows, nightly. Last staff out of a given room (classroom, office, or 1010 Cleveland property) checks doors and windows. Office Manager locks pedestrian gate before a weekend or vacation. 6) Train noon duty supervisors (staff monitoring lunch and recess) to maintain security by monitoring playground and lunch room for unauthorized visitors during lunch break and child care (Extended Day) staff to maintain security during before and after school hours. 7) Train office staff to maintain security of building during school hours by monitoring for unauthorized visitors or suspicious activity near the school. 8) Train all staff to maintain security by monitoring for unauthorized visitors and observing surroundings and report Director or Director's designee suspicious persons on campus at any time. 9) Maintain one point of entry in the morning per campus and lock the perimeter fencing gates	Resources Needed: 1) Annual and ongoing reassessment of effectiveness of procedures implemented. 2) Monthly and annual inspection of physical building for working lights, alarms, locks, windows & doors.	Persons Responsible: Director, Safety Committee	Timeline: Assess the interior and exterior of each classroom, room-by-room monthly by Director and annually by Safety Committee.

Goal**Component:****COMPONENT 2: School's Social Environment****Element:****Opportunity for Improvement:****We are working on consistent implementation of SEL from the Second Step curriculum.**

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: Maintain written procedures to inform students and parents of acceptable pick-up and drop-off times to prevent unsupervised children and unsafe behavior.	Related Activities: 1) Publicize the acceptable pick-up and drop-off procedures and through Family Handbook, school announcements, letters/emails to parents from teachers/director, and posting signs. 2) Provide kindergarten through third grade children with supervised staff pick up.	Resources Needed: Director will publish the Family Handbook annually.	Persons Responsible: Director, SMPO and Safety Committee.	Timeline: Publish procedures for parents annually in time for start of school in August.
Objective 2: Provide ongoing training for the morning and noontime aides in order to develop more effective playground supervisory practices before, during, and after school hours.	Related Activities: 1) Provide conflict resolution techniques training and effective monitoring methods. 2) Build in student awareness of aides' authority and their roles.	Resources Needed: Funding source(s) and training time for noon duty supervision staff in conflict resolution techniques and effective monitoring techniques. Persons Needed: Director, classroom teachers, playground supervisors, Classified Staff Lead.	Persons Responsible: Director, Classified Staff Lead	Timeline: Review training procedures annually.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 3: Publicize the school's discipline policy in August via the Family Handbook and Postive Discipline Handbook posting on the school website and as needed (revisit in School Announcements if emphasis is needed) throughout the school year.	Related Activities: 1) Reinforce discipline policy at Back-to-School Night, in parent conferences as needed, and in the Family Handbook. 2) Include traditional Montessori Grace & Courtesy lessons in curriculum. 3) Positive Discipline Handbook published for all employees and community members and reviewed with all employees.	Resources Needed: Time to review, update and publish "School Discipline Policy" in parent handbook.	Persons Responsible: Director, Staff, Safety Committee	Timeline: Prepare, update and publish student discipline policy in Family Handbook annually.
Objective 4: Maintain a school climate where each student and staff member is secure from physical and verbal abuse and is responsible for safe play at all times.	Related Activities: 1) Reinforce school playground rules, develop classroom discussions around bullying, breakdown "code of silence" behavior where students are passive bystanders to bullying, address same playground issues with parents and staff in appropriate setting, publicize safety expectations in Family Handbook. 2) Build-in process to empower students to take responsibility for their own behavior. 3) Train all staff on maintaining school policies to discussing student behavior issues with parents and Director.	Resources Needed: Resources from Second Step and Steps to Respect curricula on "Bullying" as professional development topic (e.g. school counselor, literature). Positive Discipline Handbook and training.	Persons Responsible: Director, Safety Committee	Timeline: Evaluate all programs annually.

Goal

Component:

COMPONENT 3: School Discipline

Element:

Comprehensive School Safety Plan

Opportunity for Improvement:

We are working on consistent implementation of SEL curriculum from Second Step.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: Publicize the school's discipline policy in August via the Family Handbook and Positive Discipline Handbook posting on the school website and as needed (revisit in School Announcements if emphasis is needed) throughout the school year.	Related Activities: 1) Reinforce discipline policy at Back-to-School Night, in parent conferences as needed, and in the Family Handbook. 2) Include traditional Montessori Grace & Courtesy lessons in curriculum. 3) Positive Discipline Handbook published for all employees and community members and reviewed with all employees. 4) Track behavior referral data for trends to address with continuous improvement.	Resources Needed: Time to review, update and publish "School Discipline Policy" in parent handbook.	Persons Responsible: Director, Staff, Safety Committee	Timeline: Prepare, update and publish student discipline policy in Family Handbook annually.

Objective 2: Maintain a school climate where each student and staff member is secure from physical and verbal abuse and is responsible for safe play at all times.	Related Activities: 1) Reinforce school playground rules, develop classroom discussions around bullying, breakdown "code of silence" behavior where students are passive bystanders to bullying, address same playground issues with parents and staff in appropriate setting, publicize safety expectations in Family Handbook. 2) Build-in process to empower students to take responsibility for their own behavior. 3) Train all staff on maintaining school policies to discussing student behavior issues with parents and Director.	Resources Needed: Resources from Second Step "Bullying" as professional development topic. Positive Discipline Handbook and training.	Persons Responsible: Director, Safety Committee	Timeline: Evaluate all programs annually.
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Sherwood Montessori Student Conduct Code

Montessori's approach to conduct is one of self-discipline. We understand that students test limits as they grow and they sometimes make mistakes. Our philosophy of discipline is based on using a collaborative problem-solving approach involving the person with the problematic behavior. This includes students, teachers and staff, parents, and any community member involved with Sherwood Montessori. This approach honors the sentiment in our mission statement: providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

Every student at Sherwood Montessori has a right to learn and thrive in a school atmosphere that is conducive to academic achievement and social growth. Any behavior that threatens to disrupt the learning process or pose a danger to others is unacceptable.

Conduct Code Procedures

The Montessori classroom provides a variety of activities from which to choose. Once a child becomes acclimated to the classroom, her or his concentration on the absorbing tasks enable the teacher to maintain a comfortable hum of activity. A combination of group and individual attention is provided. Children are free to move about the environment provided they follow Sherwood's philosophy of mutual respect which includes respect for self, respect for others, and respect for the environment. Occasionally, a child may disrupt the normalized atmosphere; when this occurs, the teacher is responsible for redirecting the child's behavior in a positive manner. If unacceptable behavior continues, the following measures will be taken:

Observe - The teacher will make every attempt to see the situation from the child's point of view. At this point the teacher will ask the child questions to try to resolve the conflict. S/he will always involve the feelings of the child when trying to find a solution.

Discuss - Dr. Montessori believed a child to be capable of reason at an early age. The teacher will attempt to ascertain the cause of the child's acting out. On occasion, a parent may receive an Incident Report, which is intended to keep you apprised of any situations which have occurred. Certain actions, such as willful fighting, will require a parent to be called to come to the school to take the

child home for the day. Usually, a conference will follow such measures.

Conference - Continued disruption will require a discussion as to the nature of the misbehavior. Communication between parents, teacher, and child is essential. The aim of these conferences is to suggest the best ways in which to deal with the behavior and gain cooperation from the child. Information shared at these conferences will help to better understand the child's perception. Referral- When parent conferences fail to successfully resolve a situation, we can recommend an appropriate professional on a private basis, or direct you to services offered by our intervention program. These professionals include, but are not limited to, the following: speech therapist, school resource specialist, and school psychologist.

Dismissal - When all efforts previously stated prove unsuccessful, and we sincerely believe that our program is unable to meet the needs of the child, we may require that a child be dismissed from the school. Please understand that the well-being of your child, as well as his or her classmates, is our primary concern. Every effort possible will be taken to avoid this final measure. Parents have a legal right to appeal a decision to expel a student and details can be read in our Charter.

(K) Hate Crime Reporting Procedures and Policies

"Hate crime" means a criminal act of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- disability
- gender
- gender identity
- gender expression
- nationality
- race or ethnicity
- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

Sherwood Montessori personnel shall inform students who are victims of hate crimes of their right to report such crimes.

The complaint process includes, but is not limited to, the following steps:

1. If school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
2. A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be initiated in not more than 5 school days of the incident; and
3. An appeal process afforded to the complainant should they disagree with the resolution of a complaint can be initiated via the adopted Resolving Conflicts at Sherwood Montessori Policy.
4. Sherwood Montessori shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
5. Sherwood Montessori shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

1. Sherwood Montessori shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.
2. Sherwood shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:
 1. Discuss the varying immigration experiences among members of the student body and school community;
 2. Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
 3. Identify the signs of bullying or harassing behavior;
 4. Take immediate corrective action when bullying is observed; and
 5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

(J) Procedures to Prepare for Active Shooters

Lockdown /Barricade Procedure

1. All Call (Walkie Talkies, channel 5): "Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown." Announcements will be given on channels 3 & 4 to switch to channel 5.
2. If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
3. Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2). Sherwood office will communicate to the classroom teachers and staff via walkie talkies channel 5.

Variations to the lockdown procedure:

1. Classes in progress (not during recess/lunch/PE):

Teacher Response to a Lockdown:

1. Bring any students outside the classroom in and lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and, close curtains, cover windows, shut off lights, and remain in the room with the students until you hear the code words.
If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.
2. Keep all students sitting on the floor, away from the door and windows or in a large closet or cabinet if possible, out of sight of the intruder.
3. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
4. Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.
5. Advise students that there is some type of emergency that requires a lockdown, and it is important that they remain silent and listen to directions.
6. Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director's designee, students may text the message verbatim under your supervision.

7. Turn your own cell phone ringer off. Use Walkie Talkies, channel 5, to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
8. Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
9. Wait until the office asks for your classroom's accounting of students to report missing students. Communication will be via room numbers rather than names to avoid confusion when there are substitutes.
10. Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown.
11. Project a calm attitude to quell student fears.
12. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
13. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
14. If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on TV or media when students are present.
15. Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the walkie talkies in your room. Students will be instructed to enter the nearest classroom if the need to lockdown is urgent and they are not near their classroom. Students who are out after doors are closed should go to the office.
17. Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.
18. Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot.

To students outside at recess/lunch/PE:

1. Announce: "Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up."
2. To call off a lockdown, the code will be announced via the wireless intercom system.

If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.

3. During Recess/Lunch/PE:

Involving an Armed or Potentially Dangerous Intruder on Campus

1. Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
2. Students should be instructed to drop to the playground and cover their heads if there is active fire and running is not an option.
3. Students should be instructed to get up and quickly flee to the destination the adult deems safest when shooting stops.
4. The office staff should alert all teachers to lockdown. A member of the office staff should quickly lock all doors.
5. Via 9-1-1, local enforcement will be contacted immediately.
6. If possible, staff members should keep other employees informed of the location of the intruder through walkie communication on channel 5.
7. Staff members should use caution when approaching a stranger/intruder on campus.
8. Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

1. Be courteous and confident
2. Keep a distance from the individual
3. Not touch the individual
4. Protect him/herself at all times
5. Encourage students either verbally or with hand signals to keep away from the situation.
6. Attempt to be helpful—identify him/herself as someone who can assist the person if necessary.

A staff member should inform the office of any change in status on the playground. The staff member should only use the official

lockdown release code to inform the office that the danger is gone. Injuries should be reported to the office immediately.

4. If the Intruder Enters a Classroom or Office:

Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.

1. In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.
2. Arm students with books, staplers, or other heavy objects to throw at the intruder.
3. Fire extinguishers can be used as an improvised weapon: spray in face, move body to the side of the intruder, use extinguisher as a club.
4. This procedure SHOULD NOT be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

5. If Evacuating the Campus is the Best Option:

Running away from the scene is another potential life-saving procedure that will not be practiced in a drill, but should be used if it is the best possible action to save lives.

1. We have identified the tennis courts at 20th Street Park as a place to evacuate in the event that this is the safest option. There is a bathroom and visual cover from the campus.
2. The office staff will bring the Crisis Folder which will have updated student contact information, updated medical conditions, and contact information for people who are authorized to pick up children.
3. If we will be dismissing students from the evacuation site, parents MUST communicate with the staff assigned to the Release Center. This will be office staff. NO STUDENTS SHOULD BE RELEASED TO ANYONE, INCLUDING PARENTS, UNTIL OFFICE STAFF HAS RECORDED WHO IS BEING RELEASED TO WHOM IN THIS FOLDER.

6. Medical Emergency During a Lockdown:

Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, who called in to 911 about _____. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.

Example of 911 call:

This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: "I am here for Michelle from Sherwood who called about a student having a seizure."

Example of Law Enforcement EMS at the door:

This is Officer Richards from Chico PD EMS. I am here for Michelle from Sherwood who called about a student having a seizure. Staff would then open the door to allow the EMS to enter and administer medical assistance.

Regarding Emergency Drills:

1. Sherwood will NEVER conduct an unannounced emergency drill. If there is an emergency, we don't want to waste precious seconds guessing if it is real or not.
2. Sherwood will comply with all aspects of Ed Code 32282 (a)(2)(K) which prohibits high-intensity drills that simulate active assailant incidents.
3. Other assurances regarding Ed Code 32282: Parents, guardians, teachers, administrators, and staff will receive prior notice including expected duration of the drill; parents and guardians can opt out; drills are announced immediately before and after completion with notifications when the drill concludes.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying may be relational and/or physical and demonstrates an observable pattern of behaviors. Bullying will

under no circumstances be tolerated by any person, adult or child, and will be dealt with decisively. Relational bullying can include:

- verbal put downs
- threats of exclusion
- tattling
- boasting and drawing disparaging comparisons
- gossiping
- internet bullying
- threats of physical violence
- threatening non-verbal behaviors such as glaring at someone
- using one's physical size to intimidate
- pushing
- pulling
- pinching
- shoving
- tripping
- any other such means of exerting power and/or intimidation.

Instances of bullying behavior will be dealt with as they happen. Education and support will be provided to all students involved in a short and empathic manner. If additional support is required, the teacher(s), Director, and parent(s)/guardian(s) will develop and implement a plan. However, by responding proactively to these situations, the goal is to prevent unhealthy and conflictual dynamics between teacher, students, and parents.

Students at Sherwood are taught to recognize and stand up to bullying. The acronym "POUR" is used to help students understand the difference between relational conflicts and bullying.

"P" stands for "purposeful". The behavior is on purpose, not impulsive or reactive, or the result of not understanding appropriate social interactions.

"O" is for "one-sided". There is one person who is targeting the other, it is not a back-and-forth in a difficult relationship.

"U" is for "unfair". There is clearly an aggressor and a victim, the bully has the power.

"R" is for repeated, actions and words are recurring.

We empower students to "Give the bully the SLIP", with "SLIP" being another acronym that can help kids remember what to do if they are being bullied.

"S" is for "Stand up, speak up" Kids are encouraged to practice standing still and strong and saying clearly: "Stop!"

"L" is for "Label it." Say something like: "That's bullying, it's name-calling, it's a threat, it's leaving someone out." Name the behavior and label it as bullying.

"I" is for "I don't like it."

"P" is for "Please stop." Politely, with power and purpose.

Sherwood students are encouraged to stand up for one another when they notice bullying and use their "bystander power" because bullies are few and bystanders are many. These are just some of the lessons that students are taught in the realm of conflict management and social-emotional learning. Our intention in sharing here in the Family Handbook is to give common language used at school that can be used at home if children report troubling behavior. Having common language will reinforce to kids that caring adults at school and at home will support them in coping with conflict and recognizing when bullying is occurring.

Opioid Prevention and Life-Saving Response Procedures

Sherwood staff will learn the procedures for administering naloxone to a person who appears to be suffering an opioid overdose during CPR/first aid training. Naloxone is kept in the office in Room 3 and at 1010 Cleveland in the office area of the library. The steps for administering naloxone include:

1. Identify the physical signs of overdose
2. Check for response
3. Call 911 and keep the phone on speaker as you
4. Administer naloxone
5. Start rescue breathing if breathing does not start
6. Administer a second dose of naloxone if breathing doesn't start after 3 minutes
7. Continue rescue breathing until responders arrive -OR- if breathing starts, put victim in recovery position until responders arrive
8. Be prepared to communicate steps taken, including how much naloxone has been given, to responders

Response Procedures for Dangerous, Violent, or Unlawful Activities

Follow HOLD Procedures in Emergency Response Flipbook:

NO unsupervised movement outside of the buildings by students.

Clear the hallways and remain in your room.

If appropriate, return to classroom or closest building.

Lock doors.

Keep curtains/windows closed.

Lights can remain on.

Normal classroom activities may continue inside the classroom.

COMMUNICATE via Walkie Talkies channel 5

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 2, 2025 and adopted by Sherwood Montessori on May 22, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The goal of Sherwood Montessori's ICP is to ensure that all students have access to their education during emergencies. The school will focus on communication and flexibility to provide emotional support and continued academic growth during in-person learning disruption.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Sherwood Montessori will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

The School will use direct outreach via phone, text, email, or messaging apps to assess student well-being and needs.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The School will use battery-powered devices to communicate about power outages. A gasoline-powered generator running an inverter will be used if longer term damage to infrastructure causes the need to recharge batteries from an alternative power source.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The School's existing personnel will provide support for students' social-emotional, mental health and academic needs. The academic needs will primarily be the responsibility of credentialed teachers and teachers' aides under the supervision of credentialed teachers. Social-emotional needs will be the primary responsibility of mental wellness counselors and behavioral health counselors. The school psychologist will provide mental health support and, if needed, consult with counselors to reach students with mental health needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Sherwood Montessori will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

If a state of emergency is called, Sherwood Montessori will comply with Executive Orders, including quarantine in the case of an epidemic.

Remote Instruction

Plans for remote instruction.

As required, Sherwood Montessori remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Teachers will assign appropriate time-value assignments. If possible, synchronous opportunities for instruction will be provided via video conferencing platforms such as Zoom or Google Meet. Asynchronous learning opportunity that does not involve internet or technology will also be available, e.g.: paper work packets.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

For families who wish to use digital materials but do not have devices, priority will go to low-income families for device distribution.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Digital synchronous and asynchronous instruction will be offered as well as non-digital (paper work packets).

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sherwood Montessori provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Sherwood Montessori is a single-site charter school, therefore a school of choice with no affiliated LEAs. Sherwood will honor requests for records received from LEAs if parents choose to enroll elsewhere.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Weekly School Announcements will continue from the office, and each classroom teacher will also have weekly announcements for their class. A messaging app such as the Parent Square app will be the platform for the communication from the school. Daily synchronous online learning opportunities will be made available by teachers for the whole group. 1:1 and small group instruction will also be offered at a frequency determined by each teacher, congruent with other grade-alike teachers. The Parent Square app announcements will include links to schedules and login information for synchronous learning.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The office will be the source for technology devices for families who need to borrow devices to access online learning. A signed written agreement for use of the devices will be required. Online instructional platforms will be chosen based on what is available and most familiar to the students at the time of disruption to in-person learning.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Sherwood teachers will use the Sherwood Montessori Essential Standards to focus instruction on the standards found to be the most impactful. Tutoring and check-ins will be scheduled outside of the whole group time, and will be coordinated with special education services. Virtual office hours will be made available by teachers at a time that is free from synchronous learning opportunities and tutoring or 1:1 check ins.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Students with disabilities will have services continued as close as possible to IEP described services. EL students will have instruction with appropriately credentialed teachers. Students who are experiencing homelessness and foster youth will have priority for devices when needed. Access to the school's wifi will be permitted if feasible for students who do not have internet services, either from the school parking lot or outdoors if indoor access is not feasible.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Case Managers will determine the best method to provide services in agreement with students' Individual Education Plans. Current contingency plans in IEPs are set up and the current plan for each student will be implemented.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students will have access to instruction with Specially Designed Academic Instruction in English (SDAIE) as they are during regular instruction. Students at Beginning and Intermediate levels of acquiring English will have access to appropriately scaffolded instruction for comprehension. At each level of English acquisition, English language development lessons and activities will supplement the learners' English Language Arts instruction and learning activities as appropriate for their level.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Sherwood Montessori will look to professional organizations such as the American Montessori Society, Public Montessori in Action, and our County Office of Education for professional learning opportunities and resources relevant to the situation.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The LEA does not employ any physical health professionals outside of the school nurse, who can be available for referrals. Wellness Counselors, interns, and Behavioral Health Counselors who are employed by the school can provide mental health support to an extent, and make referrals for greater needs. Google translation will be used for languages other than English and Spanish. Employees who speak Spanish will provide translations when needed for families who speak Spanish as their primary language.

Plans to provide access back-up, water and medicines in the event of an emergency.

Medication dispersal will be provided to the extent possible by existing staff who are trained to do so. The school's information system database, CALPADS, and SEIS can all be accessed off site if needed. If water is not available on site, Sherwood will coordinate with local agencies for an alternate source of water.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Depending on the nature of the disruption, these services will be offered online or in-person following the guidance of the Department of Health. Students with disabilities will be provided services that align as closely as is feasible to regular in-person instruction.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

In the event of school closure, administrators, faculty, information technology staff, students and parents will collaborate via meetings where information is shared, including feedback about what is and is not working. These meetings may be in-person if feasible and allowed by the Department of Public Health. Otherwise, online meetings, phone meetings, or serial meetings via email will be utilized. Surveys to collect input for the development and implementation of the plan may also be used.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Site-based learning will resume once Executive Orders declare it safe to do so. Sherwood will take all precautions that are advised from the Department of Health.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Sherwood Montessori's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Sherwood Montessori's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Ongoing Evaluation: School leadership will regularly evaluate the effectiveness of the ICP by gathering feedback from students, families and staff. Based on feedback and expressed needs, the plan will be reviewed and updated to improve effectiveness of the educational experience for students, families and staff.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

As early as possible, Sherwood Montessori personnel shall notify the school Director or designee of the presence of an immigration or law-enforcement officer on school grounds.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, Sherwood personnel must take the following actions:

1. Advise the officer that before proceeding with their request, and absent exigent circumstances, school personnel must first receive notification and direction from the Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for their reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Sherwood Montessori personnel should comply with the officer's orders and immediately contact the Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the officer has:
 - an ICE (Immigrations and Customs Enforcement) administrative warrant, Sherwood Montessori personnel shall inform the officer that they cannot consent to any request without first consulting with Sherwood's legal counsel.
 - a federal judicial warrant (search-and-seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required. If feasible, consult with Sherwood's legal counsel before providing the agent access to the person or materials specified in the warrant.
 - a subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, Sherwood Montessori's personnel shall inform school's legal counsel or other designated official of the subpoena and await further instructions on how to proceed.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Sherwood personnel shall immediately notify the student's parents or guardians if a law enforcement officer requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a judicial warrant or court order that restricts the disclosure of the information to the parent or guardian.

Sherwood parents and guardians of pupils, teachers, administrators, and all school employees shall be notified of the presence of immigration enforcement on the school site as soon as practicable.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Sherwood parents and guardians of pupils, teachers, administrators, and all school employees shall be notified of the presence of immigration enforcement on the school site as soon as practicable, which is to say as soon as it is safe to do so. Responses to immigration enforcement on campus are detailed in the school's Immigration Policy, Once Confirmation Protocol has been completed and immigration or law-enforcement has left school grounds, notification will be made via a Parent Square notification utilizing the methods users have opted into: instant notification, email, and/or text. A robo-call will also be made through the application which will contact all groups via an automated phone call.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Notification will include only information that is legal to share: no student information that is protected will be shared, no information that could compromise the safety of individuals involved in an investigation will be shared. Notification will be made as soon as it is safe to do so, once immigration and law enforcement have left the premises. Pupils, employees and community members will be apprised of their rights to a safe and peaceful school in accordance with the state constitution.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notification will include only information that is legal to share: no student information that is protected will be shared, including identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Notification will be made via a Parent Square notification utilizing the methods users have opted into: instant notification, email, and/or text. A robo-call will also be made through the application which will contact all groups via an automated phone call. The Parent Square application is able to verify if recipients are contactable. It verifies updated contact information directly with the schoolwide information system through a secure connection.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Links for families to educational rights, state laws that protect parents' and students' privacy and confidentiality and counseling or support services will be provided when they are available from the California Department of Education.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The Safety Plan is reviewed and updated annually by March 1st.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The Comprehensive School Safety Plan is available for inspection at 1071 E. 16th St. Room 3, Chico, CA 95926.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

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Procedures Regarding Pupil Smartphone Use During Emergencies

From the Family Handbook:

Cell Phones

Children may bring cell phones to school provided they are turned off and remain out of students' hands until after school has been dismissed. The school cannot be held responsible for cell phones that are lost, stolen, or broken while on school grounds. Classroom teachers have the authority to collect cell phones during the instructional day and return them at the end of the day if needed. Please remember to turn your ringer off when you visit your child's classroom. In the event that you forget, try not to be overly mortified when you entertain the class, it happens to the best.

From the Comprehensive School Safety Plan:

In Disaster Response sections regarding lockdown procedures:

Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director's designee, students may text the message verbatim under your supervision.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Sherwood's policies regarding student cell phone use have been in place for fifteen years and are published in the Family Handbook and the Comprehensive School Safety Plan. The goal of these policies is to eliminate distractions for students during learning time and to ensure clear communication that does not trigger panic during emergencies. Stakeholders are able to give feedback on the policies when the Safety Plan is presented annually in an open, public meeting of the school board in February. Stakeholders are also given opportunity to give input in the annual Community Survey that is open March through April.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Sherwood Montessori recognizes and respects exceptions to the standard procedures regarding scenarios described above.

Safety Plan Review, Evaluation and Amendment Procedures

This Safety Plan will be reviewed, evaluated and adopted annually by March 1st. Input will be sought from staff, local law enforcement and fire authorities. Amendments will be made based on updated guidance.

Emergency Contact Numbers

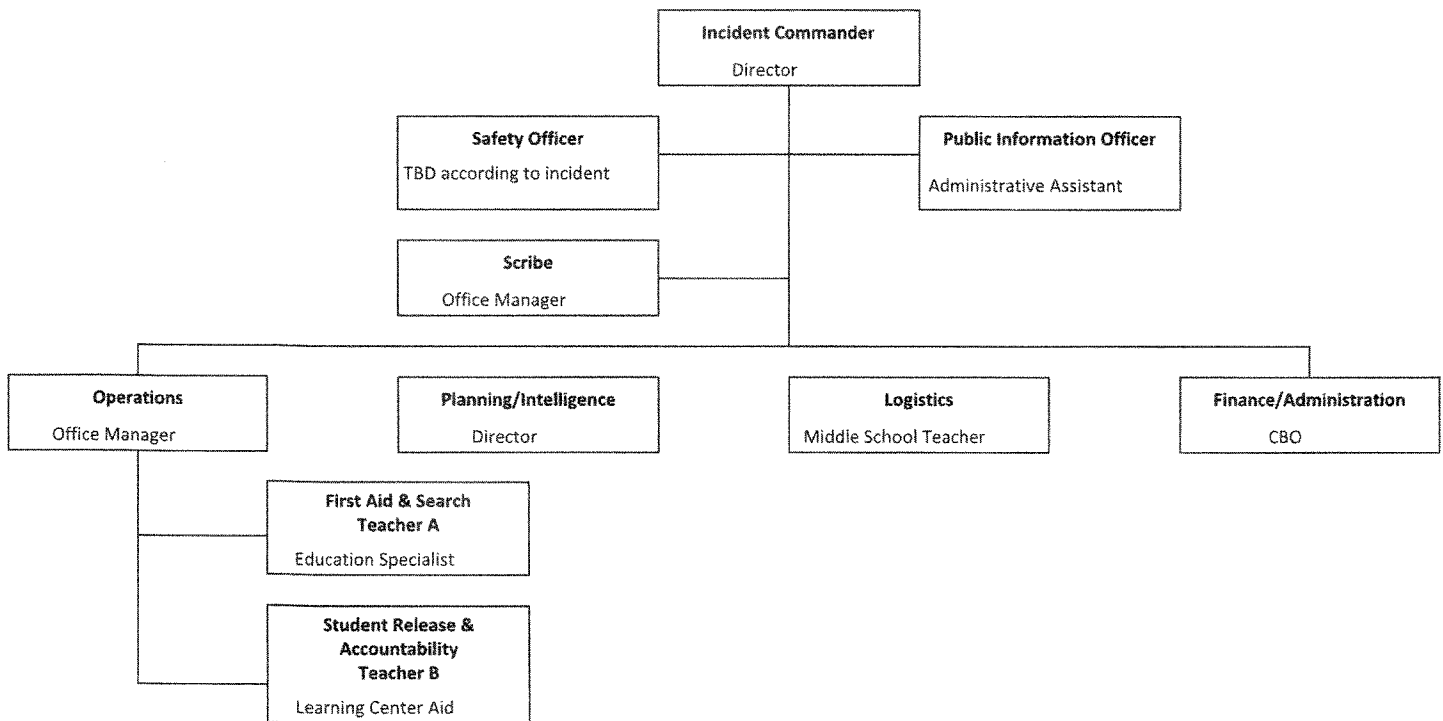
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Chico Police Department	530-897-4900	
Law Enforcement/Fire/Paramedic	Chico Fire Department	530-897-3400	
Other	Butte County Department of Public Health	530-552-4000	
Public Utilities	Water	530-893-6300	
Public Utilities	Gas & Electric, PG&E	877-660-6789	
Local Hospitals	Enloe	530-332-7330	
City Services	Animal Control	530-897-4960	
School District	Chico Unified School District	530-891-3000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Facilities Inspections	Monthly	Hard copies are stored in school office, summary available in SARC
Staff Meetings	Annually or more	Prior to annual update, teachers are consulted for needed revisions
Positive Discipline Team Meetings	Monthly	Meeting notes are stored on school computers
Safety Committee Meetings	Annually or more	Notes from meeting are incorporated in updated CSSP.
Board Meeting	Annually or more	Agendas and minutes on website and in office

Sherwood Montessori Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Note: As indicated in the organizational chart, some positions may have more than one role as a result of the organizations small size.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Gather information via walkie talkies, channel 5, monitor video surveillance, and relay information with Chapman.

Step Two: Identify the Level of Emergency

Use language identified in Emergency Response Flipbooks. This will keep meaning congruent with Chapman and emergency response personnel.

Step Three: Determine the Immediate Response Action

Collaboratively with Chapman and emergency response personnel.

Step Four: Communicate the Appropriate Response Action

Use walkie talkies, channel 5, to direct staff on appropriate response. Refer to flipbook whenever possible for direction.

Types of Emergencies & Specific Procedures

Aircraft Crash

The school is not located in a flight path. If an aircraft crash occurs that could compromise the safety of the students or staff, school personnel will follow the directions of the Safety Officer heading the incident.

Animal Disturbance

If a dangerous animal is observed on campus or in an area near campus, school personnel will contact Chico Animal Control at (530) 897-4960. Students will be asked to stay in their classrooms until the animal is contained, following HOLD procedures.

Armed Assault on Campus

Lockdown /Barricade Procedure

1. All Call (Walkie Talkies, channel 5): "Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown." Announcements will be given on channels 3 & 4 to switch to channel 5.
2. If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
3. Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2). Sherwood office will communicate to the classroom teachers and staff via walkie talkies channel 5.

Variations to the lockdown procedure:

1. Classes in progress (not during recess/lunch/PE):

Teacher Response to a Lockdown:

1. Bring any students outside the classroom in and lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and, close curtains, cover windows, shut off lights, and remain in the room with the students until you hear the code words.
If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.
2. Keep all students sitting on the floor, away from the door and windows or in a large closet or cabinet if possible, out of sight of the intruder.
3. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
4. Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.
5. Advise students that there is some type of emergency that requires a lockdown, and it is important that they remain silent and listen to directions.
6. Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director's designee, students may text the message verbatim under your supervision.
7. Turn your own cell phone ringer off. Use Walkie Talkies, channel 5, to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
8. Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
9. Wait until the office asks for your classroom's accounting of students to report missing students. Communication will be via room numbers rather than names to avoid confusion when there are substitutes.
10. Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown.
11. Project a calm attitude to quell student fears.
12. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
13. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
14. If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on TV or media when students are present.

15. Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the walkie talkies in your room. Students will be instructed to enter the nearest classroom if the need to lockdown is urgent and they are not near their classroom. Students who are out after doors are closed should go to the office.

17. Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.

18. Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot.

To students outside at recess/lunch/PE:

1. Announce: "Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up."

2. To call off a lockdown, the code will be announced via the wireless intercom system.

If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.

3. During Recess/Lunch/PE:

Involving an Armed or Potentially Dangerous Intruder on Campus

1. Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".

2. Students should be instructed to drop to the playground and cover their heads if there is active fire and running is not an option.

3. Students should be instructed to get up and quickly flee to the destination the adult deems safest when shooting stops.

4. The office staff should alert all teachers to lockdown. A member of the office staff should quickly lock all doors.

5. Via 9-1-1, local enforcement will be contacted immediately.

6. If possible, staff members should keep other employees informed of the location of the intruder through walkie communication on channel 5.

7. Staff members should use caution when approaching a stranger/intruder on campus.

8 Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

1. Be courteous and confident

2. Keep a distance from the individual

3. Not touch the individual

4. Protect him/herself at all times

5. Encourage students either verbally or with hand signals to keep away from the situation.

6. Attempt to be helpful—identify him/herself as someone who can assist the person if necessary.

A staff member should inform the office of any change in status on the playground. The staff member should only use the official lockdown release code to inform the office that the danger is gone. Injuries should be reported to the office immediately.

4. If the Intruder Enters a Classroom or Office:

Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.

1. In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.

2. Arm students with books, staplers, or other heavy objects to throw at the intruder.

3. Fire extinguishers can be used as an improvised weapon: spray in face, move body to the side of the intruder, use extinguisher as a club.

4. This procedure SHOULD NOT be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

5. If Evacuating the Campus is the Best Option:

Running away from the scene is another potential life-saving procedure that will not be practiced in a drill, but should be used if it is the best possible action to save lives.

1. We have identified the tennis courts at 20th Street Park as a place to evacuate in the event that this is the safest option. There is a bathroom and visual cover from the campus.
2. The office staff will bring the Crisis Folder which will have updated student contact information, updated medical conditions, and contact information for people who are authorized to pick up children.
3. If we will be dismissing students from the evacuation site, parents **MUST** communicate with the staff assigned to the Release Center. This will be office staff. **NO STUDENTS SHOULD BE RELEASED TO ANYONE, INCLUDING PARENTS, UNTIL OFFICE STAFF HAS RECORDED WHO IS BEING RELEASED TO WHOM IN THIS FOLDER.**

6. Medical Emergency During a Lockdown:

Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, who called in to 911 about _____. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.

Example of 911 call:

This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: "I am here for Michelle from Sherwood who called about a student having a seizure."

Example of Law Enforcement EMS at the door:

This is Officer Richards from Chico PD EMS. I am here for Michelle from Sherwood who called about a student having a seizure. Staff would then open the door to allow the EMS to enter and administer medical assistance.

Regarding Emergency Drills:

1. Sherwood will **NEVER** conduct an unannounced emergency drill. If there is an emergency, we don't want to waste precious seconds guessing if it is real or not.
2. Sherwood will comply with all aspects of Ed Code 32282 (a)(2)(K) which prohibits high-intensity drills that simulate active assailant incidents.
3. Other assurances regarding Ed Code 32282: Parents, guardians, teachers, administrators, and staff will receive prior notice including expected duration of the drill; parents and guardians can opt out; drills are announced immediately before and after completion with notifications when the drill concludes.

Biological or Chemical Release

If a biological or chemical release is determined to be a risk for the staff or students of Sherwood, all students and personnel will remain indoors with windows and doors shut tightly. Staff will follow roles outlined in the Incident Command System to coordinate with first responders. When it is safe to do so, staff will begin to release students to parents while remaining in Incident Command System roles to keep order and record when and with whom students are released.

Bomb Threat/ Threat Of violence

A bomb threat will result in a building evacuation with students and staff proceeding to the far end of the playground field, lining up in fire drill order near the fence. The Chico Police Department will be called at (530) 897-4900 and school staff will follow the instructions of the officer assigned to the incident.

A credible threat of violence will result in a **LOCKDOWN** procedure and call to the Chico Police Department. A potential threat of violence will initiate a **HOLD** until the situation is resolved or escalates to a **LOCKDOWN**. If initiated, students and staff will remain in lockdown until the incident is determined to be resolved by the Chico Police.

Bus Disaster

Sherwood does not have a bus.

Cardiac Arrest

An AED is located in the Chapman front office.

Disorderly Conduct

Disorderly conduct observed by a stranger outside the school will be reported to the Chico Police Department if the conduct appears to be dangerous and a HOLD may be initiated. If the individual appears to pose a threat to students or staff on the school site, LOCKDOWN procedures may be initiated.

Earthquake

Earthquake

1. Warning Signal

2. Procedures

- If in the classroom, the teacher or person in authority will call "DROP." Students will get under a desk, table, or doorway and assume the duck and cover position and hold on to legs of table.
- If students are on the playground, they should stay away from buildings and trees, drop, and assume the proper position.
- Wait for signal to determine if and when to move students.
- Evacuate to designated areas on the playground.

Detailed Earthquake Procedures

1. For earthquakes, the quake itself is the signal to drop and take cover. (Duck-Cover-Hold) Tell students not to try to run during a quake. Broken legs can occur if people run. Students should drop to the ground if they are on the playground. If in the room, they should try to cover themselves in case windows break. Try to drop under a table or desk if possible. Stay down until the shaking subsides.

2. If we are able to announce an all clear signal, teachers are responsible to decide when to take students outside to the assembly area. Use your best judgment.

3. In a severe quake, students may be injured. Remember that the first step of triage is to instruct all the students to stand up and walk out with you. Those who can't move are your most serious injuries. You may have to leave a student in the room in order to make sure the rest of your group is safe. The sweep and rescue team will take care of the student left behind. This example would not occur except in the most severe kind of earthquake.

4. Always have an up-to-date list of your students in an accessible location. Teachers will need these to make sure all students are accounted for. Teachers will be responsible to take the list when exiting the classroom.

Office Staff

Office Staff will act as coordinators for communication and for the Release Center. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. An all-clear signal will be made verbally by Director through intercom or in person or by messenger. Evacuate at own discretion as necessary.

- Status check/assess damages in own room - flashlight/batteries.
- Office Staff set up release area near front of office, depending on damage to building.
 - A table and two chairs are needed.
 - Need phone available - cellular phone or walkie talkie.
 - Emergency forms
 - Medical lists and medications

- e. Emergency office supply box
- f. Sign out form/release slips
- g. Middle School runners to take release slips to class areas.
- 3. Director will establish the Release Center near the front of building
 - a. Cell phone and clipboard
 - b. Tables and chairs
 - c. Send first aid release forms to first aid station (once you are outside and are able to assess injuries).
- 5. All support personnel report to the Director at the Release Center after their students are released.
- 6. The designated staff member will coordinate the Sweep Teams. Check utilities and will only shut off utilities if there are gas or water leaks. Assess damages.
 - a. Gas, water heaters, kitchen, check utilities
 - b. Electrical
 - c. Water
- 7. First aid team sets up first aid station located by the swings.
- 8. Sweep Team takes injured to first aid area.
- 9. Extra staff take positions at front and back gates to direct parents or emergency vehicles.
- 10. Releasing Students
 - a. A designated adult is either recognized or shows identification to the office staff.
 - b. The office staff records release of student on form. Designated adult signs.
 - c. A release slip for each child will be given to a runner who will go to the appropriate class area and get the child. Parents will only go on the playground for injured students.
 - d. The teacher keeps the release slips.

Sweep Team

Purpose: account for all students and staff, check physical condition of school for unsafe areas.

- 1. Meet at the Release Center. Sweep team members (4)—assign a runner, an entrance “monitor,” and two room checkers.
- 2. Check every room and all bathrooms, multi-purpose room, library, 1010 Cleveland, Learning Center, and the office.
- 3. Try to open doors, use a crow bar covered with a jacket, etc. to open/break a window if necessary.
- 4. If all rooms are cleared, check gas lines.

First Aid Team

Location will be near or in the office. Those staff members trained in CPR/First aid will assist those in need. After students are in their areas and accounted for, the team goes to First Aid area.

Teachers and Students

Major responsibility of teachers is for their own students. Teachers are to remain with their students and follow evacuation procedures.

- 1. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. If we cannot ring an "all clear" bell, classrooms will be notified and the message will be spread room to room via the buddy system. If that is not possible, classes will evacuate to evacuation area (playground, church side) at teacher discretion.
- 2. Status check/assess damages in own room - flashlight/batteries.
- 3. Follow planned escape route or determine safer route and proceed to evacuation area on the playground.
- 4. Take current class list and first aid kit.
- 5. Leave immobile students in the classroom with a desk placed over them if possible. Assure child that help is on the way.
- 6. All rooms will be checked for injuries or fatalities.
- 7. When in the evacuation area, always take status check on current roll sheet.
- 8. Students will remain in the designated open areas until their parents come for them, or until instructions are received from authorities in charge.
- 9. Release child only when release slip is presented. Keep release slips for records. Condition of the child at the time of release will be noted.

Special Teachers

Resource, Speech, Spanish, Drama, Music, A.P.E., Cooking/Gardening, etc. are responsible for any students with them at the time of the emergency. Once in the evacuation area, they release students to their respective teachers. Report to Release Center or sweep team.

COMMUNICATIONS PLAN

1. Telephone/cell phone use will be limited to the Release Center until normalcy is restored.
2. Office personnel will use either a battery-operated radio or car radio for outside use.
3. Teachers are responsible for reporting to the Director.
4. Office personnel will notify Fire, Police, and Paramedics if necessary.
5. When calm is restored, and injuries and damages are stabilized, staff members may try to phone family members.

Explosion or Risk Of Explosion

Explosion or risk of explosion on campus will result in a building evacuation with students and staff proceeding to the far end of the playground field, lining up in fire drill order near the fence. The Chico Police Department will be called at (530) 897-4900 and school staff will follow the instructions of the officer assigned to the incident.

Extreme Weather

Sherwood follows the tiered response guidance for schools from the California Department of Public Health on extreme heat days to limit or change outdoor activities.

Fire in Surrounding Area

If a fire in the surrounding area is determined to be causing poor air quality but there is no risk of the fire spreading to the school, students and staff will remain indoors with doors and windows shut tightly.

If it is determined that the fire could spread to the school, an evacuation will be conducted with coordination from emergency personnel. The school does not have a bus, so vehicular evacuation will require coordination with first responders. Sherwood's Incident Command System will be implemented to track dismissal of students and recording when and with whom students were released.

Fire on School Grounds

Fire

1. Warning Signal: Series of short bells continue until building is evacuated to the playground.
2. Procedures:
 - a. If the smell of smoke or gas is detected, teacher will walk class immediately to designated evacuation area. Be sure doors are closed and lights are turned off.
 - b. If there is no smell of smoke or gas, lock the classroom and stay inside as in a lockdown procedure/code red until the all clear signal is given. Have walkie talkies on channel 5 and turned up, wait to respond to office. The office will contact each classroom if a lockdown is extended and ask for an account of the children.
 - c. Children on errands or in rest rooms at the sound of a fire bell should report immediately to the office.
 - d. Children with special teachers will remain with that teacher until arriving in the evacuation area. Once inside the evacuation area, special teachers will dismiss students to join the regular classroom teacher.
 - e. Children will wait quietly in evacuation area.
3. Teachers will account for all children using the class register. A green classroom number will be held up if all students are accounted for, a red classroom number will be held up if one or more students are missing. Teachers report to Director if all are present or who is missing.

Flooding

Sherwood Montessori is located in an area with minimal flood hazard. If school personnel is notified by emergency personnel that a flood is imminent, school staff will follow the directions of the emergency personnel.

Loss or Failure Of Utilities

If there is a loss or failure of utilities such as water or electricity, the appropriate agency will be contacted to determine the duration and area of the outage. The duration and scope of the outage will determine the action of the school. If it is determined that normal school operations can continue because the outage time will be limited, staff will adjust instruction accordingly: e.g.: teachers may lead classes in outdoor activities, portable handwashing stations may be set up and filled with transported water, battery powered light sources may be used.

A longer outage will require interagency communication and cooperation to determine if generators can be safely used on campus, for example, or if temporary bathroom facilities should be brought to campus.

Motor Vehicle Crash

A nearby motor vehicle crash may result in a CAUTION ALERT. Follow procedures in flipbook:

NO Action Required by Staff

Information is given as a precaution.

Lights can remain on.

Normal classroom activities may continue inside and outside the classroom.

Staff may be asked to communicate with parents to remain out of the area if crash response coincides with drop-off, pick-up, or travel to or from a field trip. This is to allow emergency personnel space to respond.

Pandemic

OVERVIEW

An infectious disease is an illness caused by the presence of disease-causing agents or germs, including viruses, bacteria, fungi and parasites and other microbes. These diseases are called communicable diseases or transmissible diseases due to their potential of transmission from one person to another.

Transmission may occur by direct contact with an infected person or animal, by ingesting contaminated food or water, or by contact with infected surroundings or contaminated air. Infectious (communicable) diseases that usually require a more specialized route of infection—for example, by insects such as mosquitoes or ticks (disease vectors) —are usually not regarded as contagious. Contagious diseases acquired by blood or needle transmission or sexual contact require prophylactic strategies but not measures such as social distancing or quarantine. Strict measures as addressed in annual Blood Borne Pathogen training are a prevention strategy in place in the school system.

At-Risk Populations

Students are a high- risk population for infectious disease, and exposure to a variety of infectious diseases in a school population is inevitable. Infectious diseases are common in young children who have immature immune systems and are developmentally unable to understand and practice the concepts of good personal hygiene. However, older youth and teenagers exposed to different social situations are also prone to certain infections. In any school population, there are certain individuals who may have a higher risk of complications if exposed to specific diseases. Students and staff who are medically fragile or are immunosuppressed, pregnant, and/or have chronic disease, nutritional deficiencies or debilitating illness should be informed of the possible risks of acquiring an infection.

The responsibility of the school is to inform those individuals to consult with their licensed health care

provider. The licensed health care provider will assess the risk, provide appropriate treatment and/or make recommendations so that reasonable accommodations are put in place for the individual by the school.

PURPOSE OF THE PLAN

The purpose of this plan is to provide a comprehensive guide on how an infectious disease outbreak might affect school-aged children, how to respond, and how local agencies should plan ahead.

During an infectious disease outbreak, Sherwood will utilize this Emergency Plan to achieve the following goals:

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

A designated lead agency, generally the Butte County Department of Public Health, will coordinate with other local response and support agencies teams to incorporate all-hazard response activities and plans of our community, state and federal partners.

This plan does not address:

- Symptoms of specific infectious diseases, diagnosis, epidemiology, treatment, prognosis, and follow-up.
- Nuisance diseases such as lice that do not pose a significant threat to the health of the community. Such diseases, however, may cause considerable anguish and disruption to schools. Therefore, close cooperation between school administrators and local Public Health is essential for effective control of "nuisance" diseases in schools.
- Health plans, exams, medications, insurance, testing and assessment.

Planning Assumptions

1. The Butte County Public Health Department has the legal authority and primary responsibility for investigating the health and contagiousness of local students. These duties include the identification and control of human disease outbreaks and determining response capacity and capabilities.
2. Recognizing that children will more likely shed the greatest amount of virus (they are more contagious than adults), they are therefore likely to pose the greatest risk for transmission.
3. On average, about two secondary infections will occur as a result of transmission from someone who is ill.
4. In a severe outbreak, the school will need to plan to function with a 40%-60% work force absentee rate.
5. Whether or not schools will be closed or for how long is impossible to say in advance. However, it is well established that infectious disease outbreaks most often start in schools, so school closings may be likely. The duration of school closings can only be determined at the time of the event based on the characteristics of the outbreak, but it is unlikely that schools will be closed for less than 2 weeks (based on the incubation period of the disease and the length of time people are contagious) and could be as long as 12 weeks or longer.
6. Other planning assumptions that are being used by the community include working closely with local health and emergency services agencies will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communications.
 - An infectious disease outbreak may result in the rapid spread of the infection. Communities across the State and the country may be impacted simultaneously.

- There will be a need for heightened local surveillance of disease symptoms and infection rates.
- Antiviral medications may be in extremely short supply. Local supplies of antiviral medications may be prioritized by the local health agency for hospitalized patients, close contacts of patients, health care workers providing care for patients, or other designated groups.
- Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gather points and canceling public events may be implemented.
- It will be especially important to coordinate disease control strategies throughout counties in the local area and the State due to the regional mobility of the population.
- The general public, health care partners, response agencies, elected officials and schools will need continuous updates on the status of the outbreak, the steps local response agencies and the school are taking to address the incident, and steps the public can take to protect themselves.

Legal Issues Relating to Schools

1. Public Health Responsibilities

- a. The Butte County Public Health officer may order schools to close. (Health & Safety §120175).
- b. Written permission of the Public Health Officer or private physician may be required before an individually-quarantined employee or student is allowed to return to school.

2. School Facilities California Education Code §32282 provides that school facilities are to be made available for mass care and welfare shelters during disasters. As part of its school safety plan, schools are required to establish a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for emergencies involving the public health and welfare. For buildings owned by CUSD and located on a CUSD campus, Sherwood will defer to CUSD's procedures for such emergencies.

3. School Employees as Disaster Workers School employees are disaster workers pursuant to Government Code §3100 and, as such, are "subject to such disaster service activities as may be assigned to them by their superiors or by law."

4. School funding during closure/reduced Average Daily Attendance (ADA) due to infectious disease outbreak

- a. California Education Code §46392 allows crediting for ADA in the case of an epidemic that reduces school enrollment.
- b. California Education Code §41422 allows crediting for full apportionment if a school is prevented from operating schools for at least 175 days due to epidemic or order from government official due to emergency.

5. Students

- a. Quarantine under direction of County Public Health officer is an excused absence. (California Education Code §48205).

Concept of Operations

The Butte County Department of Health and Human Services will be the lead agency in coordinating the local

health and medical response to an epidemic or pandemic with state, federal, and local agencies and officials.

The school will maintain increased communications with Butte County Department of Health and Human Services, which will then provide information to the County Operational Area Emergency Operations Center (EOC) to implement those procedures that increase the health and safety of the school community.

The school assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Butte County Health Department.
- Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of the pandemic outbreak.
- Review sick leave policies and make adjustments as necessary to ensure non-punitive policies are in place.
- Review policies regarding quarantines and pay continuation and make adjustments as necessary.
- Communicate with and educate the school community and parents about approved public health practices and what each person can do to prepare or respond to minimize health risks.
- Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Butte County Health Department and the California Department of Education.
- Develop a recovery plan that provides for education support and emotional support for staff and students.
- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers and students.
- Identify and procure needed resources.
- Review procedures for sending ill individuals home and make adjustments, if necessary.
- Establish and implement surveillance process to report the number of absent staff and students due to communicable diseases. Many communicable diseases are required by California state law to be reported to the County Department of Health. Appendix B provides the Title 17, California Code of Regulations §2500, §2593, §2641.5-2643.20 and §28002812 Reportable Diseases and Conditions and a sample School Weekly Report of Communicable Diseases.
- Update staff and provide information on extent of infection at school site and potential changes that might take place at school.
- Document all actions taken.

MITIGATION AND PREVENTION

Mitigation activities are taken in advance of an infectious disease outbreak to prevent or temper its impact. Mitigation efforts will occur primarily during the early phase of the outbreak.

How Illness Spreads

Transmission of an infectious disease may occur through several pathways:

1. **Direct Contact.** Direct-contact involves skin-to-skin contact and physical transfer of microorganisms from an infected person to a susceptible host.

a. Person to person: The most common way for infectious disease to spread is through the physical direct transfer of bacteria, viruses or other microorganisms from one person to another. These germs can be spread when an infected individual touches, coughs on or kisses someone who is not infected, through the exchange of body fluids from sexual contact or a blood transfusion. Mononucleosis can be spread by saliva. Diseases such as Hepatitis B, Hepatitis C, and the human immunodeficiency virus (HIV) can be spread by contact with infected blood. Infected students can possibly transmit these diseases through biting if there is visible blood mixed with their saliva (i.e. from bleeding gums).

b. Animal to person: A scratch or bite from infected animal or handling animal droppings can cause disease.

2. Indirect Contact. Many microorganisms can linger on objects such as doorknobs, faucet handles, desktops and computer keypads. Indirect contact involves contact of a susceptible host with a contaminated intermediate object in the environment. Some infections can be spread indirectly by contact with contaminated clothing. Chickenpox (varicella), shingles (herpes zoster), impetigo, head lice, ringworm, and scabies are all spread this way.

3. Vector. Vector-borne diseases rely upon organisms, usually insects, for transmission of the parasitic, viral or bacterial pathogens from one host to another. Bites and stings from mosquitoes, fleas, ticks and lice carry disease-causing microorganisms on their body or in their intestinal tract which can infect humans.

4. Droplets. Disease is easily spread when droplets containing pathogenic microorganisms are generated from an infected person during sneezing, coughing or talking. Large droplets travel less than three feet before falling to the ground and do not remain suspended in the air. Transmission via large-particle droplets requires close contact between the infected host and another person. Sick students will often contaminate their hands and other objects with infectious nose and throat discharges. When other students come in contact with these objects and then touch their eyes, mouth, or nose, they can become infected. Some of the infections passed in this way are the common cold, chickenpox, influenza, meningitis (viral and bacterial), mumps, rubella, pink eye (conjunctivitis), strep throat, and whooping cough (pertussis).

5. Airborne. Airborne transmission occurs when an infected person coughs, sneezes or talks and generates very small respiratory droplets containing virus or bacteria. These small particles remain suspended in the air for long periods and can be widely dispersed by air currents. When another person inhales these small particles, they can become ill. Airborne transmission of disease can also occur through inhalation of small-particle aerosols in shared air spaces with poor circulation.

6. Foodborne. Consumption of food and liquids contaminated with pathogenic bacteria can result in illness or death.

7. Fecal. Intestinal tract infections are often spread through oral ingestion of viruses, bacteria, or parasites found in the stool of an infected person or animal. This type of transmission happens when objects contaminated with microscopic amounts of human or animal feces are placed in the mouth. In schools, the areas most frequently contaminated with feces are hands, classroom floors, faucet handles, toilet flush handles, toys and tabletops.

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handles, toys and tabletops.

Prevention Strategies

CLEANING. A virus generally lives 2 to 8 hours on surfaces, but certain viruses may live up to a week or longer. Friction is a key element in cleaning by using soap (or detergent) and water to physically remove germs, dirt, and impurities from surfaces or objects. Cleaning does not necessarily kill germs, but lowers their numbers and mitigates the necessary host environment for pathogen survival, concurrently reducing the risk of spreading infection.

DISINFECTING. Disinfection is the destruction of pathogenic or other harmful microorganisms by use of chemicals on surfaces or objects. Disinfecting does not necessarily clean dirty surfaces or remove germs. Disinfecting agents specifically target infectious pathogens and can lower the risk of spreading infection by killing germs on a surface after it has been cleaned. Disinfection is generally intended for patient-care items in health care facilities. Disinfection requires contact between the disinfectant and the surface to be disinfected for at least ten minutes under moist conditions.

SANITIZING. Sanitizing reduces the number of microbial contaminants on surfaces or objects to a relatively safe level, as judged by public health standards or requirements. Sanitizing works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

a. **Routine Cleaning and Disinfecting.** It is important to match cleaning and disinfecting activities to the types of microorganisms to be removed.

Flu viruses are relatively fragile and can live and potentially infect a person for only 2 to 8 hours after being deposited on a surface, so standard cleaning and disinfecting practices are sufficient to remove or kill them. It is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu. Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Extra attention should be paid in cleaning the following areas:

? Classrooms with young children. Clean and sanitize toys regularly.

? Common areas. Clean and periodically sanitize desks, tables, countertops and drinking fountains.

? High touch areas. Computer keyboards, doorknobs and handles, visual aids and telephones.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

b. **Handle waste properly.** Follow standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

Universal Precautions

Universal precautions are a set of guidelines that assume that all blood and certain other bodily fluids are potentially infectious. Follow universal precautions when providing care to any individual, whether or not the person is known to be infectious.

The list below describes universal precautions:

a. Handwashing

Handwashing is one of the best tools for controlling the spread of infections. All students and staff should perform effective hand washing, which will reduce the amount of illness in schools. Avoid eating or touching mouth or eyes while giving any first aid.

Wash hands thoroughly with warm running water and a mild liquid soap for at least 15 seconds. Scrub between fingers, under fingernails and around the tops and palms of hands:

- Before and after physical contact with any person (even if gloves have been worn)
- Before and after eating or handling food
- After contact with a cleaning agent
- After using the restroom
- After providing first aid

b. Personal Protective Equipment (PPE)

- Wear disposable gloves when in contact with blood and other body fluids.
- Wear protective eyewear when body fluids may come into contact with eyes (e.g., squirting blood)

c. Clean-up

- Wipe up any blood or body spills as soon as possible
- Double-bag the trash in plastic bags and dispose of immediately
- Clean the area with an approved disinfectant or bleach solution (bleach: water= 1:10)
- Send all soiled clothing home with the person in a double-bagged plastic bag

Immunizations

Childhood Immunizations

Immunizations help prevent serious illnesses. State health regulations require students attending school to be up-to-date on all immunizations. A waiver signed by a licensed physician is required for a valid medical exemption. Hepatitis A, influenza, and bacterial meningitis vaccines are available but not required for school attendance. Seasonal flu vaccination is strongly recommended for anyone over 6 months of age. California law requires students entering grades 7 through 12 to provide proof of Tdap immunization to enter school. Schools should have documentation of the immunization status of all students on file.

Adult Immunizations

The California Department of Public Health strongly recommends that school personnel be vaccinated against diphtheria, tetanus, mumps, measles, polio, chickenpox (varicella), and rubella (German measles). It is especially important for women of childbearing age to be immune to rubella, as this infection can cause complications for the developing fetus. Seasonal flu vaccination is strongly recommended.

Animals/Pets at School

Animals in the classroom can be beneficial in the education process. However, some animals can transmit infectious diseases to humans. For example, reptiles shed *Salmonella* bacteria in their feces without being sick themselves. People can contaminate their hands with feces when they handle or clean up after the animal, and disease can spread through the fecal-oral route explained above. Some animals are not appropriate for the classroom, such as: poisonous animals (e.g., poisonous spiders, snakes, and insects); wild, stray, or aggressive animals; or animals from an unknown source. To minimize the risk of students and staff acquiring an infectious disease from animals, take simple precautions:

- Keep animal cages or enclosures clean and in good repair. Students who assist in cleaning the cage(s) should be supervised and should wash their hands afterwards.
- Students and staff should always wash their hands after any contact with animals, and after visiting places with animals such as zoos or farms.
- Students should never “kiss” animals or have them in contact with their faces.

PREPAREDNESS

Effective preparedness includes establishing policies to maintain sanitation, keep records current, conduct periodic inspections and regular maintenance and training for staff.

General Activities

- Plan, exercise, evaluate and revise the Emergency Plan for Infectious Disease;
- Train and equip staff to assure competencies and capacities needed to respond to an infectious disease outbreak;
- Develop strategic partnerships with local community health care institutions and providers, and local, State and federal response agencies and their staff;

- Develop and implement surveillance and reporting procedures to monitor illness patterns in the schools;
- Educate schools and parents about infectious disease and recommend protective measures
- Inform and update schools about the potential impacts of an infectious disease outbreak on essential services and city, county, and school infrastructure;
- Stockpile necessary equipment and supplies that will be needed to respond to a disease outbreak;
- Establish ventilation (HVAC) standards to be used during response and recovery (such as filter change schedules, etc.).

Personal Protective Equipment (PPE)

- Provide PPE to staff (For example, N-95, which must be fit-tested, or surgical masks and nitrile gloves, an alternative to latex gloves).
- Address PPE issues with staff (i.e. uncomfortable, frequent changes, difficulties recognizing coworkers, communication issues, one size does not fit all).
- Ensure that you have adequate stock and an array of sizes and types available.
- Provide and use alcohol-based hand sanitizer and non-aerosol spray disinfectant for commonly touched surfaces.
- Train all staff to use PPE, including administrators, maintenance and security staff.
- Encourage staff to talk about the PPE issues and to develop a “we will get through this” mentality.

Training

- Require new staff, including substitutes and volunteers, to complete First Aid and CPR training, including child CPR;
- Provide refresher awareness training for all staff;
- Train staff to use chemicals properly to prevent accidental contamination and human exposure;
- Provide training on identifying symptoms of infectious disease;
- Educate school staff on the process and importance of routine hand hygiene and standard health precautions;
- Maintain training and attendance records on all staff (paid and volunteer) at each facility.

RESPONSE

Response is the immediate reaction to a disaster. Certain aspects of the response may take place before the event if it is anticipated. Response yields to recovery.

Detection

Schools have a role in assessing the health of students. School personnel should be trained to monitor student's behavior and note any symptoms of illness.

Common Indicators of Infectious Disease in Children

Teachers who spend several continuous hours a day with their students, are in an excellent position to detect early physical and behavioral changes in students at school. They may observe differences in the usual pattern for a particular student, and deviation from a developmental "norm" for students of a given age. The physical and behavioral "indicators" listed below are nonspecific and do not in themselves suggest the presence of an infection.

- **Appetite.** Often, a student who is ill or becoming ill with an infection will exhibit changes in eating habits. He/she may "pick at" solid foods, eat lightly, want only certain foods, and/or prefer liquids.
- **Behavior.** Irritability may be associated with illnesses, often because of the accompanying fatigue, fever, and discomfort. Play activities may diminish and the student may become lethargic (drowsy or indifferent).
- **Fever.** Fever is a symptom of illness, but it does not automatically require therapy. Repeated low-grade fever may occur as the result of physiological changes in the body and may not cause any discomfort to the student. However, students with fever over 101°F and other symptoms should/need to be sent home from school, especially if other symptoms are apparent. The student's parent/guardian should be notified.
- **Appearance.** A pasty, pale appearance may signal an illness, especially if it is a change from a student's normal skin color. A new yellow tinge to the eyes or skin, or a flushed appearance with rosy cheeks and glassy or red eyes, may also indicate an illness.
- **Rash.** The diagnosis of rashes can be very difficult and even a licensed health care provider may require lab tests to confirm whether a certain disease is present. If a referral to a licensed health care provider is made, advise the student's parent/guardian to inform their licensed health care provider's office staff of the presence of a rash illness so that appropriate medical isolation can be arranged during the visit. Itchiness of the rash is not necessarily a signal of infection. A rash can be a symptom of a serious or unserious condition.
- **Change in Bowel Habit.** Diarrhea may accompany a number of infectious diseases. Conversely, sluggishness of the bowels and constipation may occur, sometimes with abdominal cramps. Cramps can be due to the inactivity of the ill student and the dehydration that often occurs during infections.

- **Nasal Discharge and Obstruction.** Clear nasal discharge may signal a cold or it may indicate an allergic reaction, especially if accompanied by watery eyes. Yellow or green discharge indicates an infection (usually viral or possibly bacterial) or obstruction by a foreign body. Breathing may be noisy. If breathing is labored, immediate medical referral is indicated.
- **Sore Throat.** A sore throat can be a minor problem. However, it may also accompany potentially more significant infections such as streptococcal pharyngitis, infectious mononucleosis, or even serious generalized illnesses. Check for accompanying fever and notify the parent/guardian. Recommend medical evaluation if the sore throat is accompanied by fever, difficulty swallowing, and/or swollen lymph nodes (glands).
- **Cough.** Coughs accompany some chronic conditions, allergic conditions, and many infectious diseases. Persistent coughs (lasting 3 weeks or more), especially with other symptoms such as fever, loss of appetite, and weight loss, need medical evaluation.
- **Earache and Ear Discharge.** A student may complain, pull at the ear, or put a hand to the ear if there is discomfort. When there is an earache, particularly when blood or pus is seen running from the ear, the student needs to be referred for medical care.
- **Pain (Back, Limbs, Neck, Stomach).** Leg and back pains are not uncommon during the course of infectious diseases. Stomach pains or cramps usually do not signal serious disease in children, although appendicitis must be considered when abdominal pain is severe or persistent. Gastrointestinal disturbances such as vomiting, diarrhea, and constipation may be accompanied by abdominal pain.

Symptomatic Treatment

- Symptomatic treatment of any illness in the school setting is prohibited unless the parent/guardian has complied with school policy on the administration of oral medications for symptomatic treatment of illness or injury. Aspirin should not be administered for viral illnesses in children under age 19 because of the possible association with Reyes Syndrome.

Infection Control

The key concepts of infection prevention and control are:

Handwashing – the single most effective way to prevent the spread of germs.

Cover your cough – an effective way to reduce the spread of germs when coughing and sneezing.

Proper diapering procedures – to reduce the spread of germs found in feces to hands, objects, and the environment.

Cleaning, sanitizing, and disinfection – to reduce the presence of germs in the environment.

Food safety – to reduce the spread of germs from improperly cooked and handled food.

Exclusion guidelines – to reduce the opportunity for germs to spread from ill people to others.

Immunizations– for list of resources for age appropriate immunizations and childcare and school requirements.

Avoid sharing personal items – encourage children, students, and staff to NOT share items such as water bottles, food, utensils, beverages, straws, toothbrushes, lip gloss, lip balm, lipstick, towels, head gear, combs,

brushes, etc. to prevent the spread of germs to others.

Self care – encourage staff and children to perform their own first aid, when age appropriate.

Barriers: Barriers may be used where there is a possibility of exposure to blood and body fluids (e.g., urine, stool, secretions from the nose and mouth, drainage from sores or eyes). One aspect of standard precautions is the use of barriers. The purpose of using barriers is to reduce the spread of germs to staff and children from known/unknown sources of infections and prevent a person with open cuts, sores, or cracked skin (non-intact skin) and their eyes, nose, or mouth (mucous membranes) from having contact with another person's blood or body fluids.

Examples of barriers that would be used for childcare and school settings include:

- o Gloves when hands are likely to be soiled with blood or body fluids. Note: an incident of an allergic response to latex or powdered gloves may occur, but the risk from not using gloves of any kind is greater.
- o CPR (cardiopulmonary resuscitation) barriers – CPR mask or shield.
- o Eye protection and face mask when the face is likely to be splattered with another's blood or body fluid.
- o Gowns when clothing likely to be splattered with another's blood or body fluid.
- o Safety needles that facilitate safe and proper disposal of used needles

Exposure Response Strategies

- Direct any students affected with health issues to the school nurse, send home, or direct to appropriate medical personnel.
 - Send sick employees home.
 - Identify number and scope of potential and probable exposures.
 - Isolate the infected students
 - Notify administrative authorities and local health department. Follow reporting protocols.
 - Identify spokesperson for the incident (School Director or appointee).
 - Identify key messages, protecting student confidentiality.
 - Collect health-related information needed for public communications to parents and the community.
 - Communicate information about the infectious disease to the school community and any other stakeholders:
- o Possible physical symptoms; At risk groups
 - o Medical response – only health professionals should provide medical advice
 - o Actions being taken.
 - o Clean and sanitize rooms and facilities
 - o Document actions, submit data and appropriate forms.

High Risk Populations

These individuals have high risk for harm from an emergency or disaster due to significant limitations in their personal care or self-protection abilities, mobility, vision, hearing, communication or health status. Such limitations may be the result of physical, mental or sensory impairments or medical conditions.

Some of these individuals may be reliant on specialized supports such as mobility aides (wheelchairs, walkers, canes, crutches, etc.), communication systems (hearing aids, TTY's, etc.), medical devices (ventilators, dialysis, pumps, monitors, etc.), prescription medication, or personal attendants. For some individuals, loss of these supports due to emergency-related power and communication outages, or

transportation and supply disruptions, may be the primary or only risk factor.

- Identify populations at high risk for the outbreak and exclude from school/workplace, as appropriate.
- Note special considerations for children and give information to parents, pediatricians, and daycare providers. Include ages affected, signs and symptoms, medical treatment, and risk reduction.
- Provide information to caregivers for children regarding limiting children's exposure to others and to the news, reminding them to only give age appropriate information to children, and encouraging hand washing.
- Inform the community of risk factors with medically compromised individuals.

Exclusion Guidelines

The decision to exclude students who have an infectious disease from school should be made in conjunction with the school nurse, the State or local public health agency, health care professionals, and/or parents/guardians. These guidelines contain exclusion recommendations for each disease or condition. Students should be allowed to return to school once the exclusion period is met or a health care provider clears the student.

Generally, if any of the following conditions apply, exclusion from school should be considered:

- If the student does not feel well enough to participate comfortably in usual activities, it may be recommended that he/she stay or return home until feeling well.
- If the student requires more care due to illness than school personnel are able to provide.
- If the student has a high fever, behavior changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the student is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the State or local public health agency, or these guidelines.

In cases where unvaccinated students are exposed to a vaccine preventable disease (such as measles, mumps, rubella, and pertussis), the State or local public health agency should be consulted in order to determine if exclusion of unvaccinated students is necessary.

If school personnel become ill with an infectious disease, the affected staff member should consult with a health care provider to determine if they can work. If ill with diarrhea or vomiting, school personnel should not work until the illness is over. This is especially important for staff who work in the cafeteria or handle food in any manner. A letter from the health care provider/physician may be required to return to work.

Social Distancing

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies include closing schools and public assemblies, cancelling athletic activities and social events, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting and flexible scheduling and other options.

Quarantine

Quarantine is the physical separation and restriction of movement of individuals, family groups and

communities who, though not ill, have been exposed to a contagious disease. Quarantine may be required to prevent the spread of infectious disease that may be transmitted to other individuals before illness develops or is recognized. Quarantines may be done at home or in a restricted area, depending on the specific nature of the infectious agent.

Isolation

Isolation applies to persons who are ill with a contagious disease. Isolation is the physical separation and restriction of movement of an individual who is ill or is suspected of having an infectious illness from those who are not ill and have not been exposed to the contagion. Isolation may be required if medically necessary and reasonable to treat, prevent, or reduce the spread of the disease. Individuals may be isolated in a health care facility, the individual's home or a non-health facility.

Communications

Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the infectious disease and for managing the utilization of health care services. This plan's communications goals are to:

1. Provide accurate, consistent, and comprehensive information about the infectious disease, including case definitions, symptom management, treatment options, infection control measures, and reporting requirements.
2. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an emerging infectious disease environment.
3. Ensure an efficient mechanism for managing information between local County Department of Health Services, emergency response agencies, health system partners and the schools.
4. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
5. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
6. Ensure that all information release to the public is provided through the School Public Information Officer as identified in the School Emergency Operations Plan.

Reporting Requirements

Individuals treating or having knowledge of a reportable disease, whether the disease is suspected or confirmed, should report the case to the State or local public health agency. In most cases, health care providers or laboratories report diseases. In certain circumstances, school nurses and personnel should report diseases, such as when a student is suspected of having measles, chickenpox, a serious infectious disease, or when an outbreak occurs. It is important to remember that only qualified health care providers can diagnose an illness.

Regarding confidentiality, the Family Rights and Privacy Act prohibits sharing of health-related information except in certain well-defined circumstances, including, but not limited to: specified officials for audit or evaluation purposes, and appropriate officials in cases of health and safety emergencies. Notifying the State or local public health agency of a reportable disease does not breach confidentiality laws.

When a case is reported, public health agencies may conduct an investigation to confirm the diagnosis, treatment, and cause of the illness, and determine the appropriate methods of disease control. Group outbreaks resulting from any cause, including foodborne outbreaks, must be reported to the State or local public health agency within 24 hours. In an outbreak situation, the goal of the public health agency is to assist the school in preventing further spread of the illness and to try to determine the cause of the outbreak.

To report a disease or outbreak, contact the Butte County Public Health Department:

Submit completed Confidential Morbidity Report (CMR) via fax to Oroville: 530.538.5387 or Chico: 530.879.3309. For questions about reporting, or for a disease that must be reported IMMEDIATELY, during regular business hours (Monday-Friday 8:00AM-5:00PM excluding holidays) call 530. 5523929. For IMMEDIATE reports after hours, please contact our exchange at 530.332.2462. For CMR's visit <http://www.buttecounty.net/ph/Programs/Communicable-Disease/OtherDiseases/Report>. The CMR includes a reporting document as well as a list of diseases that should be reported and the timeline for reporting.

To the extent the following information is available, it should be reported when contacting the Public Health Department:

- Patient's name
- Diagnosis
- Date of birth
- Sex
- Ethnicity
- Address
- Phone number
- Name and address of the responsible health care provider
- Pertinent laboratory test results (if applicable)

RECOVERY

School recovery from the spread of an infectious disease will begin when school officials receive notice from the County Public Health Department that schools may resume normal operations. The School Director will determine if normal supplies, resources and response systems are adequate to manage ongoing school activities.

In consultation with County Department of Health and Human Services, the School Administration will recommend specific actions to be taken to return the schools to pre-event status.

The School will:

- Assess the economic and educational impact of the infectious disease on the schools.
- Evaluate the response actions taken by the school as a result of the infectious disease
- Determine effectiveness of existing plan to respond to similar events in the future.
- Revise existing plan as necessary to address any deficiencies.

After Action Review

- Implement sanitization and disinfection procedures
- Deploy solid waste disposal plans

- Review processes and incident communication protocols
- Review impact on the school and community
- Evaluate lessons learned
- Review and revise procedures, as needed
- Retrain staff

Document Archive

Maintain all information for the current year and the three prior years:

- Reports provided to the local Public Health Department or other government agencies
- o Attendance rosters of affected classrooms or schools
- o Reports from students and staff with symptoms of illness
- o Reports showing what materials were provided to families and staff
- o Actions taken by nurses, teachers, office staff and school administrators

Psychological Trauma

If students are exposed to potentially traumatic events, consults with the school psychologist, wellness counselors, and behavioral health personnel will be initiated to determine best supportive response.

Suspected Contamination of Food or Water

Any suspected contaminated food will be collected and kept away from students. Samples will be submitted to the Butte Department of Public Health for evaluation and advised course of action to anyone potentially exposed. If water lines are suspected to be contaminated, all drinking fountains and bottle filling stations effected will have water turned off until samples can be analyzed by the Butte Department of Public Health.

Tactical Responses to Criminal Incidents

Follow procedures described on POLICE INITIATED SECURE page of the Emergency Response Flipbook:

NO movement for students or staff outside of the buildings.

Precautionary secure per Chico PD/law enforcement.

Lock doors.

Keep curtains/windows closed.

Lights can remain on.

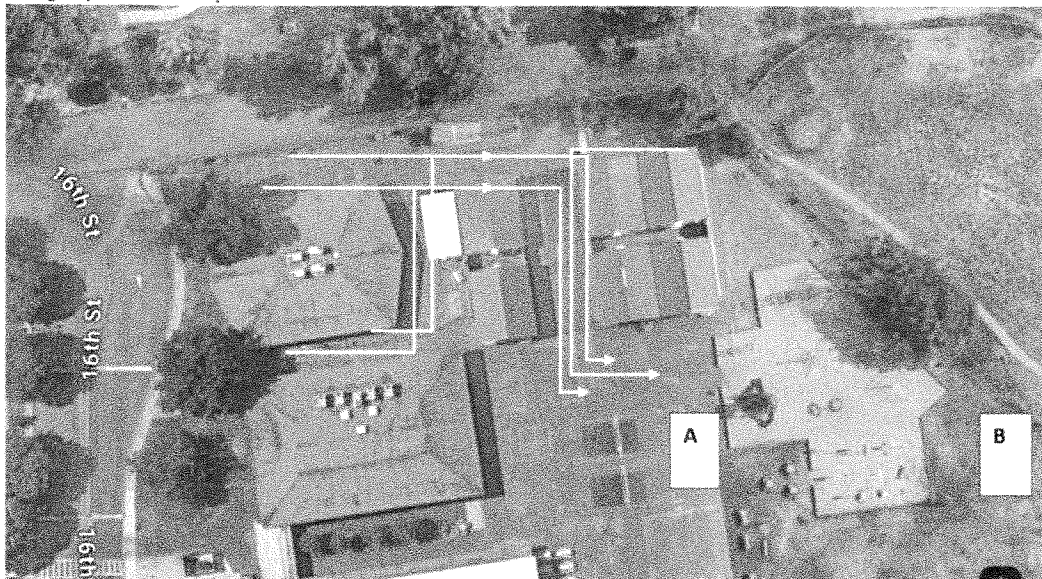
Normal classroom activities may continue inside the classroom.

COMMUNICATE via Walkie Talkies channel 5

Unlawful Demonstration or Walkout

In accordance with California law (SB 955), Sherwood allows middle schoolers one excused absence per year for civic/political events like walkouts, strikes, or town halls, provided the school is notified ahead of time.

Emergency Evacuation Map



A-Students line up here for drills
B-Students line up here in actual emergency

