



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: **Thursday, February 20, 2025 – 6:00 p.m.**
Location: **1071 E. 16th Street Room 5, Chico, CA 95928**

AGENDA

A. CALL TO ORDER (6:00)

A.1 Land Acknowledgement

Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

A.2 Roll Call Tina Hanson-Lewis, Samantha Lawson, Maria Santori, Dinah Weller

B. CONSENT AGENDA (6:05)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, January 16, 2025.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)

Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendaized for a future meeting.

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS (6:20)

E.1 Items Removed from Consent (If any)

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 Instructional Staff Report

As a 501(c)3 non-profit public benefit corporation, the meetings of the Sherwood Montessori Board of Directors are open to the public. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should notify the board in writing at least 48 hours prior to the meeting. All meetings of the Board of Directors will be advertised on the school website and recorded in accordance with the Brown Act.

- E.2.2 School Director Report**
- E.2.3 Treasurer Report**

E.3 Action Items (6:40)

E.3.1 Safety Plan The Board will be asked to approve the updated Comprehensive School Safety Plan.
Action Requested: Approve Safety Plan.

E.3.2 Mid-year LCAP Report The Board will receive a mid-year LCAP report pursuant to requirements of [SB 114](#) Sec. 42 (Charters): [EC 47606.5 \(e\)](#).
Action Requested: Receive report.

E.3.3 King Consulting Contract The Board will consider approval of a contract with consultants to support Sherwood in the Charter School Facility Program Application
Action Requested: Receive report.

E.4 Board Governance (7:10)

E.4.1 Appointment of New Board Member
The Board is asked to appoint a new member to the vacant seat.
ACTION REQUESTED: Appoint Board member.

E.4.2 Community Engagement and Fundraising
The board is asked to continue the discussion on fundraising and community engagement that was begun at the Board retreat.
ACTION REQUESTED: Discuss fundraising and community engagement.

E.4.3 Elections
The board is asked to discuss the upcoming Board elections.
ACTION REQUESTED: Discuss Board elections.

F. FUTURE AGENDA ITEMS (7:20)

The Board will be asked to adopt the Second Interim Budget.

G. ADJOURNMENT (7:25)

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Sherwood Montessori Board of Directors

Regular Meeting, 16 January 2025

Meeting Minutes

- A. Call to Order - The Meeting started at 6:04
 - a. Land acknowledgement
 - b. Roll Call: Tina Lewis, Samantha Lawson, Maria Santoni, Dinah Weller
- B. Consent agenda
 - a. Minutes approval - October 17 Meeting, Board Retreat, December 19 Meeting
 - i. Sami moves to approve, Dinah seconds, unanimous approval
- C. Public comment
 - a. Cynthia Garcia & Timothy Watters - Work at the work training center, new parents and joining to learn more about Sherwood
- D. Noticed public hearings
 - a. None
- E. Regular business
 - a. Nothing removed from consent
 - b. School Director Report
 - i. Requested to be on the agenda for charter renewal next month - next month is the 10 minute presentation where we say our piece. Last did this 8 years ago. Last time Michelle spoke, a teacher, member of community spoke. Will be February 19, 2025. Requesting if the Board members can attend as well. If we have any ideas of things we would like to see in the slide presentation, what makes Sherwood special, we can suggest them.
 - 1. Sam suggested the mixed grades, student leaders as a focus. Emphasize that the students aren't sent home with homework. Lower grades might not be on the same level but they are particularly strong in later grades.
 - 2. Tina suggested including how our academic data is looking really good - people have a misconception that charters and Montessori aren't as rigorous as "normal" schools, but our data shows the academic strength and the good improvements in students.
 - 3. Dinah talked about self-directed learning and how the kids don't always realize they're learning because they're having fun
 - ii. Go back the following month March 12, 2025 for follow-up, they may have questions, etc.
 - iii. Prop 2 school bonds passed, money for building schools and \$600 million designated for charters - recommended to reach out regarding that and given contact info for a consultancy that can spearhead that. We had some questions, but it's all very early stages, so more information will come in the future.
 - c. Treasurer's report
 - i. Large deficit this month because we get the check late. This was budgeted to be in deficit spending this year.

- ii. As long as we're at 107 ADA by P2 (which we are at this time), then we'll have cash and have a reserve
- iii. Directing toward end pages to talk about where money comes from
- iv. There's a lot of extra money in California according to the Governor - \$20 billion - restoring "rainy day" deficit - it's great, but not likely to happen again, as it was due to good stock - couple years out expected to be in deficit - schools get their money from a formula - if there's more revenue than expected, it can't go to schools permanently, would have to be a one time thing - 3 revenue sources like that: ELOC, Prop 28 Art and Music,
- v. Looking at FCMAT page, put in projected ADA and enrollment and some other projections, and it goes through some calculations and tells you where and what you get funded - this is the first calculation for the initial budget for next year, projected 127 enrollment and 107 ADA - each 1% ADA we miss is \$13,000 lost per kid. The amount per kid is subject to change from year to year
- vi. COLA & Augmentation, their last month's payment would be a loan, but not necessary anymore because of the market, but they are withholding June's payment
- vii. We're not alone with low ADA and high absentee rates - most schools/districts are facing this
- viii. We do get additional funding for having estimated over 50% unduplicated count, though we did go just below 50% - based on P2 (in March), but they take a 3 year average
- ix. Looking at the last page, the funding dip following COVID was no joke and we're crawling our way back up
- x. We only need to be concerned about if our expected funding sources don't come in
- xi. We don't know what it will mean for us that 7 charter schools were lost in the LA fires - our insurance rates may be going up, if there's not sufficient money they are the ones who will get more of that \$600 million to rebuild... also, will the rich rebuild their mansions? Will they move out of state?
- xii. This all means that the previous month's fear of struggles is not as stark as we worried, hopefully
- xiii. Our plan is increased enrollment and increased attendance
 - 1. With increased enrollment, what is our minimum number for "now we're comfortable"? - Bottom threshold is 125 ADA, ideal is 160 enrollment
 - a. Enrollment would have to be at 134 at current attendance rates to get the 125 ADA
 - b. How are we looking on open enrollment as of now? 16 applicants, mostly for TK/K
 - c. Michelle's conservative estimate is for 123 enrollment next year

2. Is there any thoughts district- or statewide about why ADA is lower these days and how any have improved it? We're really not aware of anyone improving ADA

- a. Our substitute cost double or tripled in the last few years since COVID

d. Action Items

i. School Accountability Report Card (SARC) 2023-24

1. Michelle providing context - an annual data report card public schools in CA have to do - there's a template, we use document tracking services and they pre-fill the template with information they already have and we verify it and do the narrative pieces
2. The class sizes are confusing us
3. One student support services staff listed under Other and looking for clarification - behavioral health counselor, plus occupational therapist potentially, might be PE teacher - Michelle will verify before submission
4. What is this report used for? It's published by CDE for transparency in public school, published on the school website as well.
5. Having difficulty understanding the full meaning of the 2023-24 suspensions and expulsions by student group - these numbers are pulled from CALPADS, so we're still quite confused.
6. Action requested: Approve SARC
 - a. Board willing to approve pending verification of the "Other" listed above under bullet 3 - Maria moves and Tina seconds - unanimous approval

e. Appointment of new Board Member

i. The holidays were not a fruitful time to recruit

1. Tina has reached out to 6 individuals who had been interested in the position in the past, but not heard back
2. Need to fill L'osha's vacancy, can appoint by vote through the summer - then election will be at the beginning of next school year
3. Maybe check in with each other in a couple weeks
4. Move appointing new board member to next month

f. Financial planning

- i. Already discussed at length during treasurer's report

g. Board governance training

- i. Late notice, so no one was able to attend, unfortunately.

F. Future Agenda Items

- a. Board appointment on the list
- b. Mid-year LCAP

G. Adjournment at: 7:45pm



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Instructional Staff Report
Date: February 19, 2025

Instructional Staff Report prompt for this month was: How well do you think the school engages with the community, and what suggestions, if any, do you have for improving this connection?

Transitional Kindergarten/Kindergarten -Teresa Shippen

Over the years Sherwood has found numerous ways to participate in Community events. Our Families have also brought us numerous community experiences. These include, but are not limited to:

- Farmers Market tabling
- Endangered Species Faire Parade and tabling
- Hosting a Music Festival
- Kindergarten Faire Booths
- Participating in NorCal Leadership Consortium
- Working with BEC (Butte Environmental Council) in various endeavors
- Sidewalk Chalk in the Plaza event
- Presenting at the This Way to Sustainability Conference
- Representation at Kite Day
- Various Field Trips in the Community- Farms, Parks, Aquatic Center, Nature Center, Laxson
- Learning from the Bocce Ball community
- Caring for pets at the SPCA
- Efforts to reach out to Pre-Schools with information about our school
- Working in a local community garden

I have probably missed a few, particularly those that the Middle School kids have participated in. Some of these endeavors were useful and fun ways to engage with our community! Some felt like a lot of effort for little return.

In the past we have had teachers sign up for events as part of our "other duties" that the teachers are asked to do. There was a committee that would look for ways for Sherwood students and families to engage with our community. Some of these are on-going. Some of these are no longer open to us. An example of this is the Kindergarten Faires, as they no longer invite Charter Schools to participate. There has not been a Charter School Faire for us to attend. Our overall community participation has varied based on staff and of course the close of such

activities during Covid.

I think the school could improve in our engagement, but it takes time and effort on the part of teachers and staff. We could use some help from our whole community, both to research and motivate participation in these types of events.

It is so valuable for our students to know we are part of a bigger community!

Transitional Kindergarten/Kindergarten -Adam Mankoski

Although I feel that we need a greater marketing presence in the community (and I believe it's the Board's and SMPO's responsibility) for recruitment purposes, I feel it's of even greater importance that we are engaging with one another as a community and with our surrounding neighborhood community. So that's what my focus will be here.

My class has been a leader in terms of community engagement and involvement. We developed relationships with the Butte County Master Gardener who runs the community garden at the end of Guill Street at the Baptist Church. We helped her plant her garden two years in a row. My first class at Sherwood developed a relationship with the neighbors on Guill when we took responsibility for trash cleanup on that street. I did these things because I feel very strongly that our school should be stewards of our neighborhood.

Further, I would like to see us adopt a school wide community service component. Each class should be serving our neighbors somehow. We have the resources to grow food for the neighborhood. We have the people power to continue things like trash cleanup. Perhaps yard maintenance for senior neighbors? A to-go community dinner to support the school? A student choral concert for the neighbors? I think it would be a benefit to our students (and humbling) to practice what I believe should be a core component of a Montessori education: service to others, with the hope of igniting a spark to be change agents.

My garden project this year has been put on hold because there was a lack of parent involvement. My street cleanup project has been put on hold because there was a tremendous amount of fear from parents about student safety. But my goal is to continue these programs and it's my hope that other classes join us.

Last summer, I was on campus throughout the week maintaining our summer garden at 1010 and building a new garden space behind my class on Guill. I was often approached by neighbors who had little knowledge of Sherwood, and our conjoined independence from Chapman. This illuminated that we have failed to get to know our neighbors. Some community connection can change that.

Thanks for the opportunity to impart my vision.

1st/2nd/3rd -Marlo Knox

This report is written in order to share how well I think the school engages with the community,

and what suggestions, if any, I have for improving this connection. It's a hard topic for me to respond to, I'm not sure I reflect often on how our school engages with the community. I use the limited time I have to reflect on the students I serve and the planning required to prepare a beneficial environment for our students, staff, and parents to grow in. I do feel passionately that "the school", which is our staff, our students, and our parents, that is to say all the Sherwood people, not the buildings, are our connection to our community. Therefore, the question becomes how well do Sherwood people engage with the community. It begs an important question, who is the community we are referring to? Is all of Chico the community? Are other educational institutions, the community? Is our neighborhood the community? Other charter schools? Other Montessori schools? Only public Montessori Schools?

Stopping there but continuing to reach for an idea that might serve our Board, I did find inspiration recently in the last performance I attended with my students. At the performance we learned much about the life story of Chloe Arnold, Emmy Award nominated tap dancer, choreographer, actress, director, and producer. I think there is a connection between that experience, the inspiration shared, and the question the board has posed to Sherwood teachers. Chloe explained that when she became clear on her purpose and passion, she had to find out how to influence others to share in her love. She said she realized she had to make others love tap dance as much as she did. In the same way our school, our Sherwood people, should share a love for Montessori Practice with everyone, with the community. We should be asking ourselves how we can make others love Montessori Practices as much as we do.

I hope this report offers some fuel for thought.

1st/2nd/3rd Lily Follrath

4th/5th/6th-Anne Adams

So many of my colleagues have chimed in eloquently with answers to a question I've been struggling to address. If a student were to ask me, *"How well do you think you do something?"*, I might suspect that their question implied a comment: they don't think I'm doing it well enough yet, so they're bringing it up to try to ask me to do it better. I'd be inclined to reply to this assertion with further questions, because in order to better meet their expectations, I'd have to learn more about what those expectations were, right?

What do the terms "community" and "engagement" mean to our Board?

"Community" could mean (expounding on what Marlo mentioned)...

- All of Chico
- Targeted cultural hubs of Chico as mentioned by colleagues, including:
 - Library
 - Farmers' Market
 - Festivals/Fairs/Parades
 - Plays and Performances
 - Other?
- Sherwood students
- Relatives of Sherwood students including:

- siblings
 - parents/guardians
 - extended family
- Other Chico school groups including:
 - students
 - teachers
 - administrators
- Our Chapmantown neighbors
- Fellow charter schools in the region
- Fellow Montessori schools in:
 - our town
 - the state
 - our nation
 - the world
 - the public school category
 - the worldwide AMI community
 - the national AMS community
 - NAMC

"Engagement" could mean:

- Casual Conversation
- Formal Conversation
 - promotions
 - tabling at events
 - networking
- Offering Training
- Receiving Training
- Giving speeches
- Performing music or theater
- On-campus events
- Off-campus events
- Charity or volunteering

I'm sure there are more examples I'm not thinking of, but these are certainly enough to show what's theoretically possible in terms of community engagement. If each member of the Board could take the time to review these two lists and choose one item from each (for example, "perform music at the library" or "give speeches at other charter schools in the region"), perhaps we as teachers could review those goals and strategize about how to meet them. Sound good?

Thanks, as ever, for your time and your commitment to Sherwood's thriving.

4th /5th/6th -Chris Wenger

Sherwood Montessori does a good job engaging with the community. Recently we had the Skate Night, where many families came out to socialize and engage outside of school. Our Winter

Performance brought us into collaboration with PV High School, and was a successful community collaboration.

We are working on an outreach with the library for a children's music concert/collaboration. In addition, Lily Follrath, Anne Adams, and Chris Wenger have all joined an African/Latin drumming class with the hopes of bringing these lessons to Sherwood children. We go every Wednesday evening and are discussing outreach with local music teachers. We have also brought the local chapter of the Audubon to Sherwood, where they delivered 3 part series lectures for 4-6 grade, and also 1-3 grade. We are planning a nature/bird watching field trip. We also took a field trip to Laxson Auditorium for a jazz unit (aligning with Black history month) and enjoyed the performance with many other schools in the Chico Unified School District.

7th/8th-Stacy Gertz

I am happy to report that I have experienced a lot of community involvement as a teacher here at Sherwood.

Some examples include the Middle School Career Day last year that encompassed many pillars of the community coming out to showcase their opportunities. Almost everyone that was called-showed up! They all agreed to come back this year! We just set another date for one here in May. (Friday, 5/23). I networked yesterday, 2-11-25 at The Orland Career Day Field Trip at Glenn County Fairgrounds. My students and I got to talk to many members of the community, and I was able to attain another 5-7 guests for this year's event.

Another example includes our highly successful Barnes and Noble Fundraisers where my students and I can host a table in the store, greet all incoming customers, promote our Bar Code Fundraiser and talk about Sherwood to potentially interested families. We met so many people. The students strongly engage, and we raised \$2,667 in December and should raise at least half of that in March (3/8 & 3/9). The December opportunity (Christmas shoppers) was given to us because we were well-mannered and professional last year. We also broke the Chico record in school funds raised-ever at this Barnes and Noble location! This is for our CCCYO Science Camp in April.

Our holiday thrift sale ignited me to go out into the community to get generous donations from local thrift shops and Anika's Closet. I also made contacts for our career day through that network.

Lastly, I have set up a lunch and learn with sorority sisters: Alpha Sigma (Sisters of Agriculture) from Chico State-getting Woodstock's to comp our food and space for educational purposes, brought in Russell (Heather's husband) for a fossil demonstration and a young, talented entrepreneur, Julio that my students highly connected with. I also have "Catalyst" coming on March 10th to discuss healthy relationships with my students. I meet these people while I'm out in the community and the sorority sisters and the young entrepreneur, Julio, will be coming to our career day too!

I think it's highly important to shine in the community with commendable events and fundraising opportunities to achieve and maintain a great reputation, empower our students, and develop other great opportune possibilities!

Thank you for allowing my input.

P.E.-Kevin

Learning Center-Leslie

Sherwood Montessori engages with the community in a good way. We have the Endangered Species Fair where students spend time in their classrooms creating paper mache endangered animals to spread awareness about endangered species, and parade their animals downtown. In addition, during the Fair, we have an information booth where the community can ask 1-2 teachers questions about our school as well as explore some of our Montessori materials. We also offer tours on our school website where prospective students' parents can tour the school and ask the director any questions. Teachers at Sherwood have students go on multiple field trips in the community. Lastly, we have a Facebook page where community members can see the highlights of Sherwood Montessori.

The suggestions I have for improving this connection are having more community events, letting new teachers know about different field trip opportunities, and having teachers and aids hand out flyers to members of the community so more people can know that our great school is another option for children they know. Another suggestion is to have Chico State partner with Sherwood to possibly have undergrad intern teachers volunteer as part of their volunteer teaching hours. When I was in the Credential Program at Chico State, I fulfilled my Chico State "CAVE" volunteer teaching hours next door at Chapman Elementary. In addition to being helpful for Sherwood students and staff, it would also be helpful to our school budget to possibly be able to fill one or two teacher aide positions with a Chico State volunteer aid. Lastly, we can improve our community connection by asking businesses that have bulletin boards such as Upper Crust, if we can put up a school flyer.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Director Report

Date: February 20, 2025

Administrative

- Current enrollment will be reported at the meeting.
- We are seeking a part time aide for after care that has been covered with substitutes.
- Teachers have had professional development on De-escalation/Co-regulation and the Nurtured Heart Approach. We have also begun engaging with continuous improvement protocols and process to address response to student behavior.
- Teachers' aides have upcoming professional development on the Nurtured Heart Approach with Kimberly Fellner and Alliance LGBTQ+ Inclusivity and Sensitivity with Chico Stonewall. Unfortunately, their Grief Sensitive Schools training was cancelled by the presenter.

Legislative

- Our Charter was submitted to CUSD at their Board of Education's regular meeting in January. Tomorrow evening we will present our highlights, notable achievements and areas for growth at their regular February meeting.

Community

- The middle school students had a Book Faire with their teacher, Stacy, at Barnes and Nobles on December 7th and 8th. They raised funds for their environmental camp trip while promoting the school in the community. They plan to have another Book Fair event at the store before the trip.
- We had our Winter Performance at the Pleasant Valley High School Center for the Performing Arts on January 14th, it was a lovely event!
- Our Positive Discipline Team presented our continuous improvement work on our response to behavior program at the NorCal ELC Winter Institute on January 27th. The virtual event was attended by close to 200 educators from every county in Northern California.
- We had our Open House on January 29th. It was well-attended by the families of the youngest students, but much less so in grades 4-8.
- The annual Cal Skate Skating Night was held on February 6th.
- We are continuing to conduct regular school tours for interested parents.

Safety

- Construction has completed on the new buzz-in security gate system. We are working closely with the installation team to iron out glitches, but overall the system rolled out pretty smoothly.
- I am receiving guidance from CUSD personnel on purchasing, through Measure K funds, a camera security system similar to the one currently in use by Chapman. These cameras would have the ability to zoom in and watch replay on slow-motion, which would be helpful both in keeping the campus safe as well as investigating any incident after the fact.



To: Board of Directors
From: Pat Casey, Business Manager
Subject: Treasurer's Report
Date: February 20,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of January 2025 reconciled with and matched those of the school's internal reports. The bank Ending Balance cash totaled \$ 547,669.38 as of January 31,2025 for the checking account.
- The expenses in January were for the normal operating cost for the school.

Profit & Loss

The January 2025 Profit & Loss report shows a Net Income of \$ -356,027, with added amounts of \$ 66,519 for January LCF funds deposited in February 2025 along with \$ 7,483 for ELOP,\$ 1,537 for Prop 28 Art/Music, \$10,343 for Lottery, and \$ 20,626 for Title I 2nd payment. The actual Net Income for January 2025 is \$ -249,519, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 107.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024 through January 2025

	Jul '24 - Jan 25
Ordinary Income/Expense	
Income	
8000-Revenues	739,612
Total Income	739,612
Gross Profit	739,612
Expense	
1000 Certificated Salaries	364,127
2000 Classified Salaries	268,772
3000-Employee Benefits	196,012
4000-Books and Supplies	28,524
5000 Services/Other Op. Exp.	238,204
Total Expense	1,095,639
Net Ordinary Income	-356,027
Net Income	-356,027

10:03 AM

02/18/25

Accrual Basis

Sherwood Montessori
Board of Directors - Vendor Payments Report
January 2025

Type	Date	Num	Name	Memo	Account	Amount
Check	01/02/2025	ACH	Macquarie Equipment Capital...	Kyocera Copier Lease 2025 JA...	Copier Lease	223.00
Check	01/07/2025	9952	CUSD	FUA INV25-00075 NOV 2024	CUSD FUA Charges	1,166.33
Check	01/08/2025	DBT	Amazon.com	6 STRING GUITAR- NYLON S...	Extended Day	229.38
Check	01/08/2025	DBT	University Box Office	CINDERELLA	Field Trips and Assemblies	136.00
Check	01/08/2025	DBT	Amazon.com	\$40 AIRTIME CARD	Extended Day	51.98
Check	01/08/2025	EFT	California Water Service Com...	SERVICE 2024 DECEMBER	Water	30.37
Check	01/08/2025	9953	Voltage Specialist	Annual fire alarm monitoring	Contracted Service	1,470.00
Check	01/08/2025	9954	City of Chico - sewer	DECEMBER 2024 BILLING	Sewer	32.31
Check	01/08/2025	EFT	Comcast 4454	SERVICE - 2024 DEC- 2025 J...	Internet Service Provider	490.24
Check	01/09/2025	DBT	Amazon.com	GUITAR PICKS	Extended Day	9.73
Check	01/09/2025	DBT	Teachers Pay Teachers	MANAGING EMOTIONS WHE...	Instructional Supplies	7.00
Check	01/09/2025	DBT	STAPLES	SUPPLIES	Office Supplies	112.47
Check	01/09/2025	DBT	Costco	Snacks	Food (Instructional)	515.76
Check	01/10/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	5400-Liability Insurance	2,653.00
Check	01/10/2025	ACH	CharterSAFE	BILLED PREMIUM - LIABILIT...	3601-Workers Comp	1,351.00
Check	01/13/2025	DBT	Amazon.com	LOCKING CASH BOX	Office Supplies	45.44
Check	01/13/2025	DBT	Amazon.com	PENCIL SHARPENER	Office Supplies	12.30
Check	01/13/2025	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 20...	SHERWOOD COSTCO VISA	2,696.65
Check	01/14/2025	7713	Kimberly Fellner	LETTUCE PLANTS	Food (Instructional)	19.47
Check	01/14/2025	DBT	Chico U Lock It Self Storage	LOCKER RENTAL	5600-Rental/Leases/Repairs	140.00
Check	01/14/2025	9955	Advanced Document	SERVICE 2024 DECEMBER	Copier Lease	413.31
Check	01/15/2025	DBT	University Box Office	AROUND THE AMERICAS-SY...	Field Trips and Assemblies	552.00
Check	01/17/2025	7714	Catholic Charities	CARITAS CAMP DEPOSIT	Field Trips and Assemblies	600.00
Check	01/17/2025	DBT	Amazon.com	WIFFLE BALL 6 BASEBALLS	Instructional Supplies	64.94
Check	01/17/2025	DBT	USPS	MAILING	Postage	85.25
Check	01/21/2025	DBT	Amazon.com	ID BADGE-STAPLER-PACKIN...	Office Supplies	161.84
Check	01/21/2025	DBT	Amazon.com	CLAY KIT-MARKER PENS-BR...	Instructional Supplies	96.85
Check	01/21/2025	DBT	Lowe's	WHITE BILLIE PLANT	Facilities	21.63
Check	01/21/2025	DBT	Wufoo	SERVICE - 2025 JANUARY	Online List Management	19.00
Check	01/21/2025	DBT	Amazon.com	PLAY FOOD SET-TRASH CA...	Instructional Supplies	76.54
Check	01/21/2025	DBT	Amazon.com	COTTON BALLS - PIPE CLEA...	ART-MUSIC	61.61
Check	01/21/2025	DBT	Amazon.com	LANYARD ID CARD HOLDER	Office Supplies	31.19
Check	01/21/2025	DBT	Amazon.com	DOOR STOPPER	Office Supplies	17.31
Check	01/22/2025	7715	Chris Wenger	FOLDERS FOR PERFORMAN...	LiveScan and TB Test Services	34.62
Check	01/22/2025	7716	Comcast-EPL 9287	INV225426320 50% PAYME...	COMCAST EPL	3,706.53
Check	01/22/2025	DBT	Amazon.com	SIT AND SPIN	Instructional Supplies	97.68
Check	01/22/2025	DBT	Amazon.com	CUDDLE BUDS STUFFED DOG	Instructional Supplies	32.46
Check	01/22/2025	DBT	Amazon.com	JUMBO WOODEN CRAFT STI...	ART-MUSIC	5.08
Check	01/22/2025	EFT	Comcast Business 9110	SERVICE - 2024 DECEMBER	Telephone, Landline	202.95
Check	01/22/2025	9956	PARK AVE PEST CONTROL	SERVICE 2024 DECEMBER	Pest Control	110.00
Check	01/23/2025	DBT	Costco	Snacks	Food (Instructional)	397.41
Check	01/23/2025	DBT	Amazon.com	FELT TIP PENS	Office Supplies	16.23
Check	01/23/2025	DBT	Amazon.com	SPECTRUM MATH 5 AND 6 G...	4100-Textbooks/Core Curricula	17.64
Check	01/23/2025	DBT	Amazon.com	GUITAR WALL MOUNT	Extended Day	9.73
Check	01/23/2025	EFT	Heather Fisher	MILEAGE	5200-Travel and Conferences	17.69
Check	01/23/2025	EFT	Waste Management	SERVICE - 2024 DECEMBER	Trash/Recycling	147.09
Check	01/24/2025	7717	Comcast-EPL 9287	INV 229270465	COMCAST EPL	1,580.29
Check	01/24/2025	DBT	TEA BAR CAFE	PBIS MTG- LCAP	Food - Meetings	76.43
Check	01/24/2025	DBT	Amazon.com	CHEERLEADING POM POMS	Extended Day	49.78
Check	01/24/2025	DBT	Amazon.com	SUN DRIED SHRIMP	Instructional Supplies	9.30
Check	01/24/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	100.00
Check	01/26/2025	DBT	S & S Organic Produce	FOOD	LCAP	14.22
Check	01/27/2025	7718	Nina Westerdahl	LIVESCAN REIMB	LiveScan and TB Test Services	68.00
Check	01/27/2025	7719	Mischa Fellner	CLEAN ROOF-CHECK FOR L...	Facilities	169.34
Check	01/27/2025	DBT	Amazon.com	DISPOSABLE TEA CUPS	Instructional Supplies	75.76
Check	01/27/2025	DBT	Amazon.com	DANISH BUTTER COOKIES	LCAP	18.87
Check	01/27/2025	DBT	Amazon.com	BOUNCY BANDS	Instructional Supplies	18.39
Check	01/27/2025	DBT	Amazon.com	BREW BAGS	LCAP	14.06
Check	01/27/2025	DBT	Amazon.com	BAMBOO TOOTHPICKS	LCAP	4.32
Check	01/27/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferences	50.00
Check	01/27/2025	9957	Law Office of Gregory P. Einh...	INV 12976 LEGAL REVIEW S...	Attorney	93.00
Check	01/27/2025	9958	Comcast Ethernet	SERVICE - 2024 DECEMBER	Ethernet - Fiberoptic	478.48
Check	01/27/2025	EFT	PG & E	SERVICE 2024 DECEMBER	Electricity	994.76
Check	01/28/2025	DBT	Office Depot	SUPPLIES	Office Supplies	72.42
Check	01/28/2025	9960	San Joaquin County Office of...	EDJOIN account fees 1 year l...	Advertising	1,200.00
Check	01/28/2025	9961	CUSD	FUA INV25-00088 DEC 2024	CUSD FUA Charges	1,974.72
Check	01/29/2025	9962	Marlo . Knox	FOOD	Instructional Supplies	241.99
Check	01/30/2025	DBT	Target	BRITA-STATIONERY	Office Supplies	28.12
Check	01/30/2025	DBT	Office Depot	53929768	Office Supplies	61.03
Check	01/30/2025	DBT	University Box Office	THE STORY OF BABAR	Field Trips and Assemblies	256.00
Check	01/30/2025	DBT	LA COCINA	LCAP-PD	Food - Meetings	143.16
Check	01/30/2025	DBT	Amazon.com	INK CARTRIDGES HP	Instructional Supplies	42.13
Bill	01/31/2025	2024/2...	Pat Casey	CONTRACT SERVICE 2024-2...	Business Manager Services	5,000.00
Check	01/31/2025	9964	PARK AVE PEST CONTROL	SERVICE 2025 JANUARY	Pest Control	110.00

Type	Date	Num	Name	Memo	Account	Amount
Check	01/31/2025	9965	Advanced Document	INV149628 2025 JANUARY	Copier Lease	385.48
Check	01/31/2025	9966	City of Chico - sewer	SERVICE 2025 JANUARY	Sewer	32.31
Check	01/31/2025	9967	Hernandez Cleaning Service	SERVICE 2025 JANUARY	Housekeeping Services	4,140.00
Check	01/31/2025	EFT	California Water Service Com...	SERVICE 2025 JANUARY	Water	35.86
Check	01/31/2025	EFT	Comcast Ethernet	SERVICE - 2025 JANUARY	Ethernet - Fiberoptic	1,067.91
Check	01/31/2025	EFT	Waste Management	SERVICE - 2025 JANUARY	Trash/Recycling	147.09
Check	01/31/2025	EFT	PG & E	SERVICE 2025 JANUARY	Electricity	1,288.18
Check	01/31/2025	7728	Jesse Lambert	CLINICAL SUPERVISION	Contracted Service	640.00
TOTAL						39,070.41

Sherwood Montessori

Board of Directors - Donations and Fundraising Report

January 2025

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Deposit	01/17/2025	FUNDRAISING	2,665
Deposit	01/31/2025	FUNDRAISER- WINTER PERFORMANCE	1,066
Total 8699-Field Trip Donations			3,731
Total 8699-Fundraising and Donations			3,731
Total 8600-8799 Other Local Revenue			3,731
Total 8000-Revenues			3,731
TOTAL			3,731



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Comprehensive School Safety Plan**

Date: February 20, 2025

SUMMARY

California LEAs must review, update and adopt an annual update to the Comprehensive School Safety Plan (CSSP) by March 1st.

DISCUSSION

The CSSP presented has the required components. Presentation at this public meeting serves to provide an opportunity for stakeholders to give input.

ACTION REQUESTED

Adopt plan.

Attachment: 2025-2026 Comprehensive School Safety Plan, Emergency Response Flipbook

Comprehensive School Safety Plan

2025-26
School Year

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

Date of Adoption:

Date of Update: February 2025

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Tina Hanson-Lewis	Chair, Board of Directors		
Samantha Lawson	Vice Chair, Board of Directors		
Maria Santoni	Treasurer, Board of Directors		
Dinah Wells	Secretary, Board of Directors		
	Member, Board of Directors		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281)	4
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	5
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	10
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	14
(E) Sexual Harassment Policies (EC 212.6 [b]).....	14
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	16
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	16
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	16
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	23
(K) Hate Crime Reporting Procedures and Policies	24
(J) Procedures to Prepare for Active Shooters	24
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	27
Armed Assailant Drills - ED Code 32282 (a)(2)(K)	27
Sudden Cardiac Arrest – ED Code 32282 (a)(2)(M).....	28
Instructional Continuity Plan – Ed Code 32282 (a)(3)(A)	28
High Fire Hazard Plan - Ed Code 32282 (a)(2)(B)(i)(III).....	29
Student Naloxone	29
Response Procedures for Dangerous, Violent, or Unlawful Activity	29
Safety Plan Review, Evaluation and Amendment Procedures	29
Safety Plan Appendices.....	29
Emergency Contact Numbers	29
Safety Plan Review, Evaluation and Amendment Procedures	30
Sherwood Montessori Incident Command System	31
Incident Command Team Responsibilities	33

Emergency Response Guidelines	34
Step One: Identify the Type of Emergency	34
Step Two: Identify the Level of Emergency.....	34
Step Three: Determine the Immediate Response Action	34
Step Four: Communicate the Appropriate Response Action	34
Types of Emergencies & Specific Procedures	34
Aircraft Crash	34
Animal Disturbance	34
Armed Assault on Campus.....	34
Biological or Chemical Release	37
Bomb Threat/ Threat Of violence	37
Bus Disaster	37
Disorderly Conduct	37
Earthquake.....	37
Explosion or Risk Of Explosion	39
Fire in Surrounding Area	39
Fire on School Grounds.....	39
Flooding	40
Loss or Failure Of Utilities	40
Pandemic	40
Motor Vehicle Crash	53
Psychological Trauma	53
Suspected Contamination of Food or Water	53
Tactical Responses to Criminal Incidents	54
Emergency Evacuation Map.....	55

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

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; Samantha Lawson, 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 twenty-four (24) 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.

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

Disaster Plan (See Appendix C-F)

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 aid.

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.
- b. Wait for signal to determine if and when to move students.
- c. 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).
- 4. All support personnel report to the Director at the Release Center after their students are released.
- 5. 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

6. First aid team sets up first aid station located by the swings.
7. Sweep Team takes injured to first aid area.
8. Extra staff take positions at front and back gates to direct parents or emergency vehicles.
9. 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:

2. 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.

3. 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.
4. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
5. 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.
6. Advise students that there is some type of emergency that requires a lockdown, but that you don't know what it is.
7. 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.
8. 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.).
9. 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.
10. Wait until the office asks for your classroom's accounting of students to report missing students.
11. Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown.
12. Project a calm attitude to quell student fears.
13. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
14. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.

15. 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.
16. 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.

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.

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.

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.

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

Students with disabilities will be best supported by staff members who are most familiar with their individualized education plans and the accommodations and modifications within these plans. For some students, this will be a 1:1 aide. For others, it will be the Education Specialist, and for others it will be the general education teacher. Staff will communicate via walkie talkie, channel 5, to determine what is the best course of action to take for different students. In the event that it is unsafe for staff to move from an area to the student, consult should be given over the walkie talkies. Every effort to preserve the students' privacy should be made. Safety with the students' protection should take priority in emergency situations.

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 walk home, ride bikes home, or walk if parents have signed a permission form. Students in grades 4-8 may walk out to their rides or wait for a pick up at the picnic tables near the garden.
- 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)

Component:

COMPONENT 1: Safe and Secure Learning Environment

Opportunity for Improvement:

A functioning camera system that monitors all outdoor areas of the campus is needed to track visitors on campus once they enter the buzz-in gate.

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 Plan, /Emergency Plan, replenish emergency supplies. 2) Practice drill with procedures (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.

Objective 3: Maintain facility's security.	<p>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 "checkin/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</p>	<p>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.</p>	<p>Persons Responsible: Director, Safety Committee</p>	<p>Timeline: Assess the interior and exterior of each classroom, roomby-room monthly by Director and annually by Safety Committee.</p>
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on campus at any time.

9) Maintain one point of entry in the morning per campus and lock the perimeter fencing gates

Component:

COMPONENT 2: School's Social Environment

Opportunity for Improvement:

Social Environments are complex and should be considered arena for continuous improvement.

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.

Objective 3: 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.	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.
Objectives	Action Steps	Resources	Lead Person	Evaluation
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.

Component:
COMPONENT 3: School Discipline

Opportunity for Improvement:

School Discipline, as it relates to human behavior, is complex and is arena for continuous improvement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: 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. 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 committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

- (1) Disability.
- (2) Gender.
- (3) Nationality.
- (4) Race or ethnicity.
- (5) Religion.
- (6) Sexual orientation.
- (7) Association with a person or group with one or more of these actual or perceived characteristics.

Any hate crime committed on school grounds or at a school function must be reported to the Chico Police. Reports will be made for any witnessed or alleged acts that occur between students, staff, parents, or any person whether or not they are associated with the school.

(J) Procedures to Prepare for Active Shooters

Lockdown /Barricade Procedure

4. All Call (Walkie Talkies, channel 5): "Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown."
5. 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.
6. 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:

2. 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.

17. 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.

18. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
19. 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.
20. Advise students that there is some type of emergency that requires a lockdown, but that you don't know what it is.
21. 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.
22. 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.).
23. 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.
24. Wait until the office asks for your classroom's accounting of students to report missing students.
25. Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown.
26. Project a calm attitude to quell student fears.
27. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
28. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
29. 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.
30. 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.
19. 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.
20. 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:

3. 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."
4. 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.

During Recess/Lunch/PE:

Involving an Armed or Potentially Dangerous Intruder on Campus

8. Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
9. Students should be instructed to drop to the playground and cover their heads.
10. Students should be instructed to get up and quickly line up when shooting stops.
11. The office staff should alert all teachers to lockdown. A member of the office staff should quickly lock all doors.
12. Via 9-1-1, local enforcement will be contacted immediately.
13. If possible, a staff member should keep the office informed of the location of the intruder.
14. 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:

7. Be courteous and confident
8. Keep a distance from the individual
9. Not touch the individual

10. Protect him/herself at all times
11. Encourage students either verbally or with hand signals to keep away from the situation.
12. 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.

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.

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

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.

4. 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.
5. 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.
6. 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.

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

Students with disabilities will be best supported by staff members who are most familiar with their individualized education plans and the accommodations and modifications within these plans. For some students, this will be a 1:1 aide. For others, it will be the Education Specialist, and for others it will be the general education teacher. Staff will communicate via walkie talkie, channel 5, to determine what is the best course of action to take for different students. In the event that it is unsafe for staff to move from an area to the student, consult should be given over the walkie talkies. Every effort to preserve the students’ privacy should be made. Safety with the students’ protection should take priority in emergency situations.

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.

Armed Assailant Drills - ED Code 32282 (a)(2)(K)

Sherwood utilizes the federal Run, Hide, Fight model when preparing for active assailant incidents. Run, Hide, and Fight training is completed with staff through discussions and tabletop exercises. Emergency training with students and staff includes lockdown drills, focusing on:

- Locking doors

- Covering windows
- Identifying safe areas
- Testing communication systems

High-Intensity Drills

Sherwood does not conduct high-intensity drills that simulate active assailant incidents. These include:

- Theatrical makeup, blood simulations, or gunshot wound effects
- Actors posing as assailants or victims
- Simulations encouraging physical resistance (e.g., throwing objects, swarming)
- Use of real weapons, blanks, or explosions

Drill Implementation Approach

When designing any drills that prepare for an active assailant incident, Sherwood ensures:

- Drills are age-appropriate and developed with guidance from school-based mental health professionals.
- Parents, guardians, teachers, administrators, and staff receive prior notice, including the expected duration of the drill.
- Parents and guardians can opt out.
- Drills are announced immediately before and after completion.
- Notification is sent to parents once the drill concludes.

Sudden Cardiac Arrest – ED Code 32282 (a)(2)(M)

In the event of an unresponsive individual:

1. Staff will notify the front office to call 9-1-1 immediately.
2. The front office will:
 - Dispatch staff to gather medical supplies and the Automated External Defibrillator (AED).
 - Announce a school-wide emergency “STAY” message with the emergency details.
 - Direct staff to meet and guide emergency personnel.
 - Notify the school site administrator.
3. Administrators will:
 - Clear the area of additional students.
 - Ensure emergency personnel have clear access.
 - Notify the parents if the unresponsive individual is a student.

AED Availability

Chapman Elementary’s AED is in the main office in a non-lockable, visible wall-mounted case with a sign mounted above the case that reads “AED.” Annually, the principal will inform students in grades 6- of the AED’s location. The AED complies with the Butte County Office of Education Automated External Defibrillator Policy.

CPR and AED Training

The Butte County Office of Education's training meets the current standards set by the American Heart Association. If CPR/AED training is not mandated as part of the employee’s job description, the training will be optional.

Instructional Continuity Plan – Ed Code 32282 (a)(3)(A)

If in-person instruction is disrupted due to an emergency:

1. **Communication:** Establish contact with the pupil within five calendar days to assess social-emotional, mental health, and academic needs.
2. **Instruction Plan:** Implement in-person or remote instruction within ten days. This may include assisting with enrollment at another school.

Note: The deadline to implement AB 153 was extended to July 1, 2026 by AB 176. If an emergency disruption occurs before this date, Sherwood will implement instruction using IEP emergency plans as a guideline, including remote synchronous and asynchronous instruction.

High Fire Hazard Plan - Ed Code 32282 (a)(2)(B)(i)(III)

In the event of an evacuation order, schools in high and very high fire hazard severity zones must:

- Identify a refuge area for all pupils and staff.
- Notify the operational area of having jurisdiction over the refuge area of their location.
- Develop procedures for receiving evacuation warnings and determining whether an evacuation order is appropriate.
- Refer to high-fire areas listed on the [State Fire Marshal's website](#).

Student Naloxone

Pupils aged 12 or older may:

- Carry and administer naloxone hydrochloride or another opioid antagonist.
- Provide emergency treatment for suspected opioid overdoses while on school sites or participating in school activities.
- Section 49414.35 of the Education Code.

Response Procedures for Dangerous, Violent, or Unlawful Activity

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

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.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

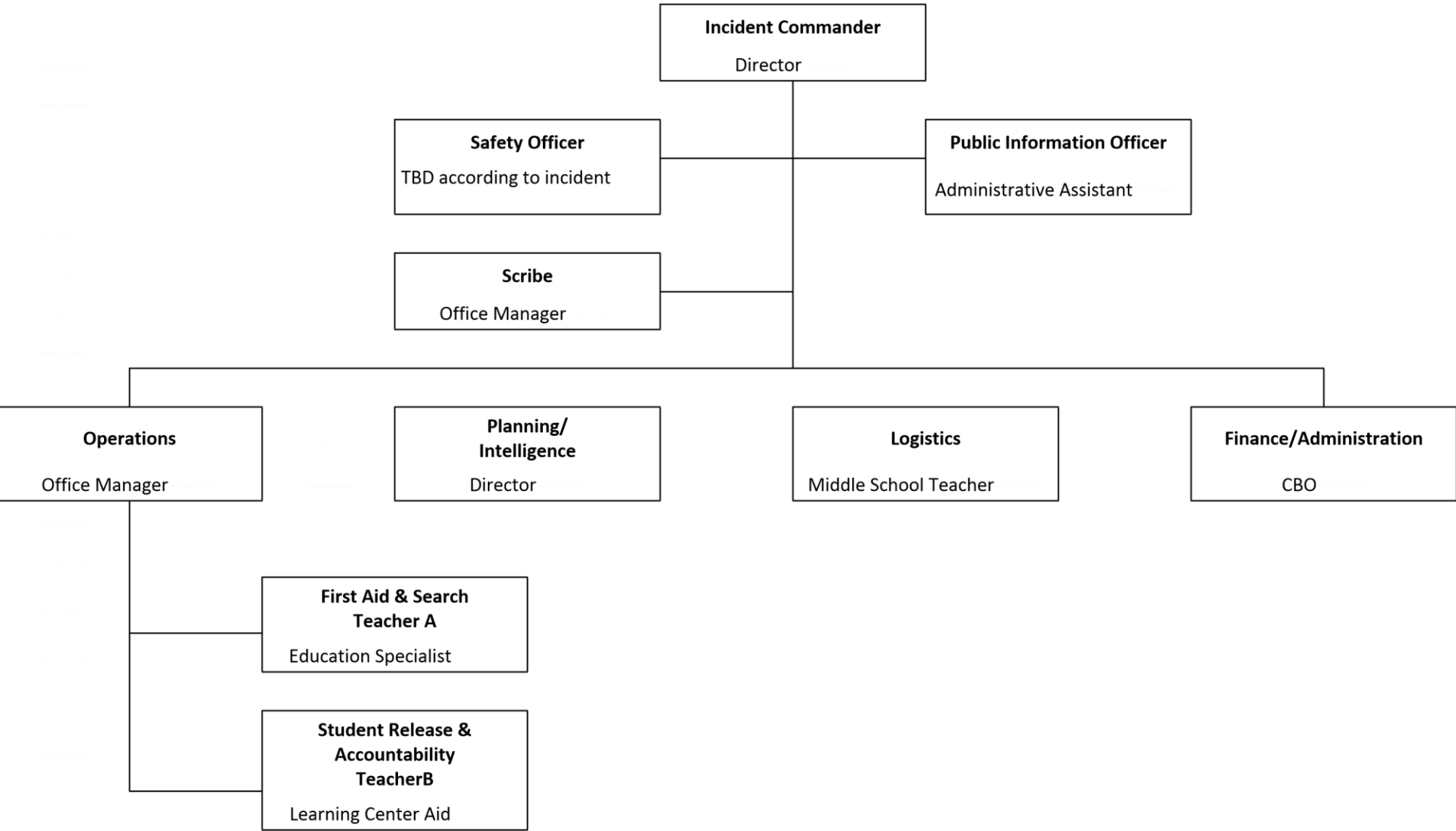
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Chico Police Department	530-897-4900	
Law Enforcement/Fire/Paramedic	Chico Fire Department	530-897-3400	

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

7. All Call (Walkie Talkies, channel 5): "Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown."
8. 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.
9. 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:

2. 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.

31. 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.
32. Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
33. 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.

34. Advise students that there is some type of emergency that requires a lockdown, but that you don't know what it is.
35. 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.
36. 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.).
37. 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.
38. Wait until the office asks for your classroom's accounting of students to report missing students.
39. Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown.
40. Project a calm attitude to quell student fears.
41. Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
42. When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
43. 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.
44. 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.
21. 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.
22. 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:

5. 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."
6. 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.

During Recess/Lunch/PE:

Involving an Armed or Potentially Dangerous Intruder on Campus

15. Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
16. Students should be instructed to drop to the playground and cover their heads.
17. Students should be instructed to get up and quickly line up when shooting stops.
18. The office staff should alert all teachers to lockdown. A member of the office staff should quickly lock all doors.
19. Via 9-1-1, local enforcement will be contacted immediately.
20. If possible, a staff member should keep the office informed of the location of the intruder.
21. 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:

13. Be courteous and confident
14. Keep a distance from the individual
15. Not touch the individual
16. Protect him/herself at all times
17. Encourage students either verbally or with hand signals to keep away from the situation.

18. 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.

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.

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

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.

7. 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.
8. 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.
9. 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.

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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

Students with disabilities will be best supported by staff members who are most familiar with their individualized education plans and the accommodations and modifications within these plans. For some students, this will be a 1:1 aide. For others, it will be the Education Specialist, and for others it will be the general education teacher. Staff will communicate via walkie talkie, channel 5, to determine what is the best course of action to take for different students. In the event that it is unsafe for staff to move from an area to the student, consult should be given over the walkie talkies. Every effort to preserve the students’ privacy should be made. Safety with the students’ protection should take priority in emergency situations.

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.

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

- a. 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.
- b. If students are on the playground, they should stay away from buildings and trees, drop, and assume the proper position.
- 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. 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 phone available - cellular phone or 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
 - 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.

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.

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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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)
- After contact with a cleaning agent
- After using the restroom
- After providing first aid
- Before and after eating or handling food
-

b. Personal Protective Equipment (PPE)

- Wear disposable gloves when in contact with blood or any body fluid
- Wear protective eyewear whenever eyes may come in contact with body fluids (e.g.: squirting blood)
- Wipe up any blood or body spills as soon as possible
- Double-bag the gloves/soiled paper towels 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:

- 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.
- CPR (cardiopulmonary resuscitation) barriers – CPR mask or shield.
- Eye protection and face mask when the face is likely to be splattered with another's blood or body fluid.
- Gowns when clothing likely to be splattered with another's blood or body fluid.
- 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:
 - Possible physical symptoms;
 - At risk groups
 - Medical response – only health professionals should provide medical advice
 - Actions being taken.
 - Clean and sanitize rooms and facilities
 - 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 can 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. 552.3929. 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
- Attendance rosters of affected classrooms or schools
- Reports from students and staff with symptoms of illness
- Reports showing what materials were provided to families and staff
- Actions taken by nurses, teachers, office staff and school administrators

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.

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

Emergency Evacuation Map



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

QUICK ACTION GUIDE

CATAPULT EMS ALERTS & EMERGENCY RESPONSE GUIDE



February 2024



CatapultEMS

Emergency Management System

CAUTION ALERT

NO Action required by Staff.

Information given only as a precaution.

ACTION ALERT

Action required by Staff.

ACTION ALERT OPTIONS

CUSD HOLD



NO unsupervised movement outside of the buildings by students.

POLICE INITIATED SECURE



NO movement for students or staff outside of the buildings.

LOCKDOWN / BARRICADE



IMMEDIATE THREAT ON CAMPUS.

EVACUATE



Students and staff must immediately vacate the building utilizing the fire drill evacuation map.

EMS ALERTS AT A GLANCE

CAUTION ALERT

CAUTION ALERT

..... **NO Action required** by Staff.

EXAMPLES

- *Nearby accident causing traffic delays*
- *Unsafe tree nearby*
- *Emergency in neighboring town*

- Information is given as a precaution.
- Lights can remain on.
- Normal classroom activities may continue inside and outside the classroom.

CAUTION

HOLD ALERT



HOLD

EXAMPLES

- *Out of control Parent or Student*
- *Medical situation on campus*
- *Stray/wild animal*

NO unsupervised movement outside

- 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**



HOLD

POLICE INITIATED SECURE



POLICE INITIATED SECURE

EXAMPLES

- *Nearby police chase*
- *Nearby hostage situation*
- *Suspicious activity in the area*

..... **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**



POLICE INITIATED SECURE

LOCKDOWN / BARRICADE



LOCKDOWN / BARRICADE

EXAMPLES

- *Suspected fugitive in surrounding area*
- *Irate visitor threatening to harm others*
- *Shots heard or fired**

IMMEDIATE THREAT ON CAMPUS

- Lockdown/Barricade
 - LOCK Doors.
 - LIGHTS OFF.
 - CLOSE Curtains/Windows.
 - TAKE ROLL.
- *Active Shooter—shots heard or fired
 - Run, Hide, Fight

During ANY event, COMMUNICATE via Walkie Talkies Channel 5.



LOCKDOWN / BARRICADE

EVACUATE



EVACUATE

EXAMPLES

- *Fire/Explosive*
- *Bomb Threat*
- *Evacuation after Earthquake*

Students and staff must immediately vacate the building

- Evacuate utilizing the Fire Drill Evacuation Map.
- Once safe, TAKE ROLL.
- Site administrators will issue an all clear when conditions are safe for returning to buildings.
- All staff are to stay with students until all students have been released.
- If the evacuation site is determined unsafe, additional instructions will be communicated via Walkie Talkies channel 5.
- COMMUNICATE via Walkie Talkies channel 5 if you need assistance.



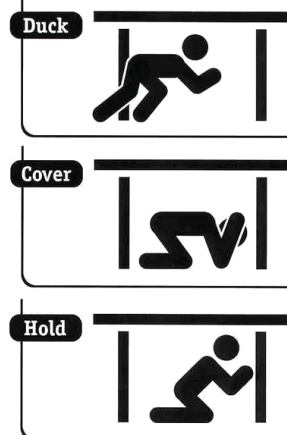
EVACUATE

EARTHQUAKE - ACTION

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

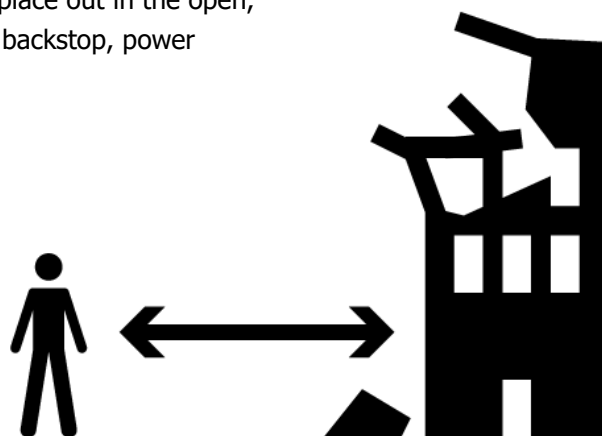
INSIDE SCHOOL BUILDING

- The teacher or person in authority implements action: **DUCK, COVER, HOLD.**
- All students and staff should immediately turn away from glass areas and place themselves under tables and desks.
- Move away from windows where there are large panes of glass and out from under heavy, suspended light fixtures.
- When the earthquake is over, initiate EVACUATION—giving special consideration to exit routes to ensure safety. Take roll.
- If necessary, render first aid.



OUTSIDE SCHOOL BUILDING

- The teacher or person in authority directs students to safe place out in the open, away from any potential falling objects (i.e. trees, portable backstop, power lines, buildings, etc.).
- Stay there until the earthquake is over.
- Take roll.
- As buildings may be damaged, wait until ALL CLEAR signal from Site Administrator before returning to classroom.
- If necessary, render first aid.



EARTHQUAKE

FIRE / EXPLOSION - ACTION

FIRE

1. Sound the school fire alarm.
2. All staff should stay inside classrooms/offices (unless you smell smoke or see flames) until the Site Administrator announces, "This is an evacuation" over the Walkie Talkies, channel 5. The code phrase will be used following the announcement to evacuate.
3. Once the evacuation order is given, teachers and staff will:
 - Clear room(s) of students.
 - Lock doors and windows. Shut off lights.
 - Bring attendance/student related documents.
 - Escort students to designated area and conduct roll call.
 - Maintain control of students at a safe distance from fire, fire personnel and equipment.
 - If necessary, render first aid.
4. Return to buildings only when the ALL CLEAR signal is given.



EXPLOSION

The following actions should be taken when an explosion occurs:

1. Staff with 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.

FIRE / EXPLOSION



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Mid-Year LCAP Update

Date: February 20, 2025

SUMMARY

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

DISCUSSION

This required report includes components required by law:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

ACTION REQUESTED

Receive report.

Attachment: LCAP Mid-Year Monitoring Report for the 2024-25 LCAP



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

Goal 1

Goal Description

Provide an equitable learning environment with high quality, authentic Montessori instruction, curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair.

1.1: Provide highly qualified teachers for all students.

1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).

1.3: Provide a broad range of Montessori materials.

1.4: Provide a facility in good repair and maintain recess equipment.

1.5: Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Personnel files/teachers' credentials	100% highly qualified credentialed teachers			100% highly qualified credentialed teachers have been hired.	100% highly qualified credentialed teachers
1.2	CASSPP Scores	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard.			Star Renaissance ELA & Math assessment data indicate students overall on target for expected growth.	30 points below standard for ELA 50 points below standard for math
1.3	Montessori Materials Inventories	Most materials are in good repair, worn or broken materials will be replaced after the end of the fiscal year.			Materials to replace worn or broken materials were ordered at the beginning of the year. Some were replaced with materials that had been kept in storage.	All classrooms will have a broad range of materials for the grade levels served.
1.4	Facilities Inspection Tool	Repairs request system implemented and facility is being kept up. PE and recess equipment check-out system working and new			Repairs request system is being implemented and facility is being kept up. PE and recess equipment check-out system is working and new materials were	Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		materials are ordered as old wear our.			ordered at the beginning of the school year.	
1.5	Local Indicator/School Community Survey	77% reported satisfied or very satisfied with support given to struggling learners.			TBD	80% satisfied or very satisfied with support given struggling learners.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Provide highly qualified teachers for all students. All classrooms will have highly qualified teachers. Teachers' credentials will be reviewed each year.	No	Fully Implemented	All teachers are highly qualified with appropriate credentials.		\$1,500.00	\$1,250.00
1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS). Instruction will provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	No	Fully Implemented	Two new teachers were sent to Montessori training. Curriculum materials have been purchased and training for all teachers has been implemented.		\$33,500.00	\$35,179.00
1.3	Provide a broad range of Montessori materials. Montessori materials are a necessary component of the Montessori classroom.	No	Fully Implemented	Classrooms are well stocked. Worn or broken materials are replaced, often with materials in storage.		\$3,000.00	\$1,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	Provide a facility in good repair and maintain recess equipment. It is a basic service for a school to provide a facility in good repair. Input from the students indicate that they value recess equipment.	No	Fully Implemented	Repairs request procedure is in place and repairs are completed in a timely fashion.		\$20,000.00	\$9,965.00
1.5	SST process Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	No	Fully Implemented	SSTs are being conducted for most students who are below grade level in one or more academic area or who have behavioral needs. An Alternate to SST document is filed for any student who is not yet at grade level and has not yet had an initial SST. 11 students progressed from needing intervention in ELA and 10 students progressed from needing intervention in math according to Star Renaissance		\$40,000.00	\$17,280.00

Goal 2

Goal Description

Provide a positive school climate with authentic opportunities for parent involvement.

2.1 Ensure that parents understand the ways the school communicates with students' families.

2.2 Ensure that parents understand the nature of the Montessori method of education.

2.3 Improve parent involvement and volunteerism.

2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Local metric/Parent Square	100% of parents contactable			98% contactable	100% of parents contactable
2.2	Local metric/Community Survey Results	90% of respondents agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 81% of respondents agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.			TBD	90% of respondents will agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 80% of respondents will agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.
2.3	Local metric/Parent Volunteer Tracking System	40% of families reported volunteer hours; 4% of families met or exceeded 30 hours			13% of families have reported volunteer hours; 3% of families are on track to meet or exceed 30 hours.	35% of families will report volunteer hours; 5% of families will meet or exceed 30 hours.
2.4	Chronic absenteeism Rate	35% Chronic Absenteeism Rate			Currently 11.45%	15% Chronic Absenteeism Rate
2.5	Decreased or maintained suspension rate	5.3% Suspension Rate			Currently 4.58%	5% Suspension Rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Ensure that parents understand the ways the school communicates with students' families. Office Manager and teachers will ensure that parents understand how announcements are sent home via the Parent Square Application	No	Fully Implemented	All parents are contactable, aside from two families with full inboxes. These families are reachable by phone or email.		\$6,000.00	\$4,500.00
2.2	Ensure that parents understand the nature of the Montessori method of education. Parents will have opportunities to learn about Montessori education.	No	Partially Implemented	Back to School Night and Open House were well-attended, especially by new families and families of younger students. Almost all new families attend a school tour and observe briefly in the classrooms. A parent education event was attended by 22 parents and a Sherwood teacher. We have had one parent observe in a classroom and another request to schedule an observation. We would like to see more parents observe in their children's classrooms.		\$30,000.00	\$12,413.00
2.3	Improve parent involvement and volunteerism. The school will provide opportunities for parents to become involved in their children's education and volunteer for the school.	No	Fully Implemented	22% of families have reported volunteer hours; 5% have exceeded the end of year goal, 6% more are on target to meet the goal.		\$5,500.00	\$2,500.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates. The school will promote regular attendance through the PBIS program(now called the Positive Discipline program) and through outreach efforts to educate families on the importance of regular attendance.	No	Fully Implemented	11.45% of students are chronically absent as of 1/10/2025,		\$15,000.00	\$15,762.00

Goal 3

Goal Description

Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	CAASPP Scores and/or growth data	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard.			Star Renaissance ELA & Math assessment data indicate students overall on target for expected growth.	ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math
3.2	CAASPP Scores and/or growth data	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard.			Star Renaissance ELA & Math assessment data indicate students overall on target for expected growth.	ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math
3.3	CAASPP Scores and/or growth data	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard.			Star Renaissance ELA & Math assessment data indicate students overall on target for expected growth.	ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Socioeconomically disadvantaged students will have	Yes				\$9,000.00	\$4,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	access to free or reduced lunch and healthy snacks. Students will have access to free breakfast and lunch through Chico Unified Nutrition Services and Sherwood will provide healthy snacks.						
3.2	Socioeconomically disadvantaged students will have access to free after school tutoring. Students will have access to free tutoring after school as described in our after care program, socioeconomically disadvantaged students will not pay fees to participate.	Yes				\$35,000.00	\$27,000.00
3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program. Students from lower income backgrounds will have access to free child care.	Yes				\$67,000.00	\$34,478.00

Goal 4

Goal Description

Socioeconomically disadvantaged students will have access to scholarships to attend field trips.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Local measures/Community Survey Results & Student Surveys	77% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.			TBD	The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Students in low-income will have access to scholarships to attend all field trips. All student fees will be covered by the school for families that can't afford to contribute, including end of year middle school overnight trips to Ashland/Shakespeare Festival or Environmental Camp.	Yes	Partially Implemented	Students have attended field trips and school has covered costs for kids who cannot pay. The Environmental Camp is at the end of the year, and another fundraising event is planned. Cost will be covered for any student who is unable to pay.		\$6,000.00	\$2,255.00

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$1,419,407	\$167,582
LCFF Supplemental/Concentration Grants	\$116,992	\$67,773



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Measure K Project Proposal: King Consulting Group

Date: February 20, 2025

SUMMARY

This proposal is to use Measure K funds to hire a consulting firm to fill the Charter School Facility Program (CSFP) application.

DISCUSSION

[King Consulting](#) has worked as a consultant with California school districts, including Chico Unified School District, on projects in the finance and facilities realm. They would be able to support Sherwood to apply for the CSFP for funding from the school bond that was passed by voters in the last election.

The funds to pay for their services would come from Measure K. Their fee is \$205/ hour for approximately 25 hours of work, or \$5,125.

The table calculating allocations on the form does not account for the distribution of Step Up Academy's allocation on 5.20.2019: \$10,244. Also, note that \$12,756 of unused funds from projects was also returned to the remaining funds available.

ACTION REQUESTED:

Approve proposal and contract.

Attachment: Measure K Project Proposal: CSFP application, Contract with King

Measure K Charter School Facilities Committee
Project Recommendation Form for Consideration by CUSD Board of Trustees

GENERAL INFORMATION:

Submission Meeting Date	03.12.2025
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave., Chico, CA 95928
Contact Name	Michelle Yezbick
Contact Phone/Email	(530) 345-6600 / michelle@sherwoodmontessori.org
Year Established	2010
Next Renewal Date	2025
CDS Code	04-61424-010
Charter Number	1166
Website	www.sherwoodmontessori.org

1. Type of Project:

- ☒ Planning
- ☐ Construction
- ☐ Health Safety (Including ADA)
- ☐ Modernization/Repair/Renovation/Improve
- ☐ Purchase or Lease Project
- ☐ Other (including FF&E)

2. Project Narrative:

This proposal is to use Measure K funds to hire a consulting firm to complete the Charter School Facility Program (CSFP) application.

3. Charter School Property Project Location: *(If project location is different from address above.)*

-
- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no
 - b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

4. Current enrollment and ADA: 122/106.597

5. Financial Questions

- a. Was your prior annual audit report free of any negative findings? ☒ yes ☐ no
If no, please explain _____
- b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year? 39.91%

6. Project Schedule *Please briefly describe the timeline for the project planning and completion.*

King Group estimates 25 hours to be spent on completing the application.

7. Preliminary Estimate (Cost)

	Round 1	Round 2	Round 3
Allocation Per Round	400,174	509,695	481,893
Less Previously Allocated Funds	400,174	509,695	77,328
Less Current Project Funds Requested	---	---	5,125
Remaining Measure K Allocation	1,001,832	492,137	422,440

School Facilities Projects to be Funded with Proceeds of Bonds

“Bond proceeds will be expended to repair, modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities the [charter’s] existing schools, new school sites, and other [charter] owned properties to provide equity among campuses, improved facilities, and student access to instructional technology.”—Measure K

Documentation *(please indicate those completed)***All Projects**

Project Narrative: general scope of work ☒ *Included*
Enrollment Capacity: Current Facility and/or Proposed ☒ *Included*
Preliminary Estimate (Cost) ☒ *Included*
Project Schedule ☒ *Included*

Building/Modernization/Renovation Projects

Feasibility Study and Site Review ☐ *Included* ☒ *Not Applicable*
Enrollment Capacity: Current Facility and/or Proposed ☐ *Included* ☒ *Not Applicable*
Pre-Schematics *(to be completed by a District approved architect and/or engineering team)* ☐ *Included* ☒ *Not Applicable*
Facility Assessment ☐ *Included* ☒ *Not Applicable*
Schematic Drawing(s) *(areas of work)* ☐ *Included* ☒ *Not Applicable*
CEQA Process Determination *(pre-CEQA-form)* ☐ *Included* ☒ *Not Applicable*
Design Development Drawings ☐ *Included* ☒ *Not Applicable*
Design or Bid Estimate ☐ *Included* ☒ *Not Applicable*
Construction Documents ☐ *Included* ☒ *Not Applicable*

For Committee Use:

All necessary documents were included:
(if no: request for additional documentation)

☒ **yes** ☐ **no**

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, is the project an appropriate use of funds? yes

3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? yes 2.20.2025

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

*For questions or clarifications relative to the completion of this application, please contact:
Julie Kistle at jkistle@chicousd.org or (530) 891-3000 x. 20602*



January 22, 2025

Michelle Yezbick, Director
Sherwood Montessori School District
1010 Cleveland Ave.
Chico, CA 95928-6207

RE: Proposal for School Facility Program Consulting Services for Charter Facilities

Dear Ms. Yezbick,

King Consulting is pleased to present the Sherwood Montessori School District with the enclosed proposal for State School Facility Program (SFP) Consulting Services. We appreciate the opportunity to maximize State funding opportunities in Sherwood Montessori School District. King Consulting has extensive experience in assisting school districts obtain maximum funding for capital facility projects. Since the inception of the State School Facility Program in 1998 we have been assisting Districts throughout California, using our extensive experience in the program to provide creative funding strategies.

The enclosed proposal aids the District with the following services:

- Assisting in the preparation and submittal of Charter school Facility Program application Form SAB

If acceptable, please return signed Agreement to our office. We would welcome the opportunity to utilize our experience to support and assist the District in meeting its school facilities planning and funding needs. Please call if you have any questions or need additional information.

Sincerely,

Jamie King-Iseman



KING

Proposal:

Professional Services for Charter Facilities

Prepared for:

Sherwood Montessori School District

Attention:

Michelle Yezbick

Director

michelle@sherwoodmontessori.org

530-345-6600

Primary Contact:

Jamie King-Iseman

President

jamie@kinginc.com

916-706-3538



KING

916-706-3538 · info@kinginc.com · kinginc.com

Scope of Services

King Consulting will review all enrollment projection options and determine the most advantageous option for your District for new construction dollars; in addition, King Consulting will analyze, review and update all modernization eligibility in order to provide more State funding for facilities. With new and more complex State regulations being implemented for funding of projects, it is imperative that the District remain proactive in working to move projects forward for funding.

Our services include the following:

SUPPORT FOR SHERWOOD MONTESSORI CHARTER SCHOOL FACILITY PROGRAM APPLICATION

- Assist in the preparation and submittal of Charter school Facility Program application Form SAB 50-09 and participation in funding round, including:
 - Calculation of Modernization and New Construction eligibility for project
 - Narrative of Project
 - Recommended CDE Site Size Letter
 - Notification of Intent Letters
 - Site Diagrams
 - Any/All other required documentation

Consulting Fees

For the services outlined, the District shall pay King Consulting on a time and material basis at the **hourly rate of \$205, for 25 hours**. King Consulting will bill the District in increments of 15 minutes, and invoice on a monthly basis. The scope of work necessary to complete the services listed in this Agreement is dependent upon the availability and quality of the District's enrollment and facilities information.

The fees shall cover all normal business expenses incurred on behalf of the District. Necessary visitations to the District by King Consulting will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval by the District.

The District shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by King Consulting on behalf of the District. The District shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports.

The terms of this agreement shall remain in force unless mutually amended.

ADDITIONAL CONSIDERATIONS

King Consulting shall be reimbursed as follows:

- Work Completed above and beyond the hours specified in this contract shall be billed at **\$205.00 per hour**;
- Mileage for all meetings shall be reimbursed to King Consulting at the IRS standard mileage rate;
- Application filing fees and other State-required fees are the responsibility of the District;
- Express Mail expenses will be documented and reimbursed to King Consulting;
- Reproduction of documents shall be the responsibility of the District. King Consulting will provide duplicating costs at an actual cost basis.

VALIDITY PERIOD

The quoted price and services outlined in this contract are valid for a period of 60 days from the date of issuance. Any acceptance of this proposal beyond the specified validity period may result in a reevaluation of the pricing and services offered. Both parties acknowledge and agree that any changes to the scope of work, market conditions, or other relevant factors may necessitate adjustments to the terms outlined herein after the expiration of the 60-day validity period.

Signatures

This Agreement is between the Sherwood Montessorri School District
and King Consulting.



Michelle Yezbick

Director

Sherwood Montessorri School District

Jamie King-Iseman

President

King Consulting

01/29/2025

Date

Date



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Community Engagement and Fundraising

Date: February 20, 2025

SUMMARY

The Board would like to continue the conversation started at the retreat in November on the topic of Community Engagement and Fundraising.

DISCUSSION

The board is asked to continue the discussion on fundraising and community engagement that was begun at the Board retreat. From the retreat minutes:

- A. Laying the Foundation for Future Planning
 - a. Thoughts:
 - i. timekeeping for future retreats, keeping the focus more narrowed and all topics afforded the appropriate amount of time
 - ii. We're still figuring out how this retreat should go as a Board consisting of many new members - this was a good, broad view of where we're at, what we need/want to do
 - iii. Look back each year's retreat goals - maybe build a singular document that is kept up to date year-over-year, reflect on goals, accomplishments, hiccups, road blocks, etc. - This would be passed down and live with the Board Gmail
 - iv. Community-oriented, larger scale fundraising event, not just for funds, but community recruitment, awareness, etc.

ACTION REQUESTED

Discuss fundraising and community engagement.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Elections

Date: February 20, 2025

SUMMARY

The board is asked to discuss the upcoming Board elections.

DISCUSSION

Dinah Weller and LeOsha Hamilton were the original board members appointed to the Elections Committee.

<u>Elections Committee</u> (Required, Ad Hoc)	
Members:	Two Board members, SMPO member
Meeting Frequency:	Meets typically two to three times annually, around Board elections time in the spring.
Purpose:	<ul style="list-style-type: none">● Recruit candidates, announce upcoming election, accept applications for potential candidates, present candidates to SMPO, facilitate election and voting process.● Committee is active in spring as elections approach. First actions would be encouraging recruitment efforts, especially of outgoing members, beginning in March and intensifying in April. The Elections Committee should be prepared to present candidates and their materials at the May meeting of the SMPO. The bylaws do not require approval of the candidates by the whole of the Board.

Goals:	Conduct a fair and successful election for a governing board, following bylaws outlined in the current Charter (relevant excerpts below): Sherwood Charter 2017-2022
Charter/ Bylaws:	<ul style="list-style-type: none"> ● Charter, Section 4.0 Governance Structure of School (<i>speaks to Elections Committee process</i>) ● BYLAWS, SECTION 2. SELECTION: The Board of Directors will be selected in the following way: <ol style="list-style-type: none"> 1. An Elections Committee, appointed by the Board of Directors, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO); 2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the annual meeting in May. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws; 3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win; 4. In the event of a tie, the deciding votes will be made by the Elections Committee. 5. New Directors will be announced before the end of the school year and will assume duties at the June meeting.

ACTION REQUESTED

Discuss elections.