



Attendance Policy

Sherwood Montessori is committed to delivering a high quality, authentic Montessori education by a concerted community-based effort between the school, the parents, and the individual child. Families put their trust in us that we will adhere to this commitment just as we put our trust in families that they will do the same. Regular attendance is essential for children to succeed in school. A child who is excessively absent will miss out on community building and social opportunities that cannot be recreated. Excessive tardiness can have a similar effect on a child's educational experience. Late arrival is also disruptive to the class as children stop their activities to wonder why their peer was late.

Arrival

The Montessori classroom is a structured environment, with the early part of the day being reserved for organizing activities and planning the work period. Late arrival interferes with the community as a whole and prevents the child from participating in cooperative learning experiences.

Please allow sufficient time for your child to arrive at school and not feel rushed. The feelings of the child as he enters class can set the tone for the day.

Children arriving *after the school start time* are tardy, and they *must be signed in at the front office* immediately upon arrival. Please park and walk your child in through the main entrance and sign them in with the office manager. Your child will be given a tardy slip to hand to her or his teacher as a means of communicating that late arrival procedures were followed.

Dismissal

There is a 5-minute grace period for pick-ups after school is dismissed. After the five minutes, children who have not yet been picked up will be taken to the office.

Absences

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments outside of school hours.

Education Code Section 48205 provides the following absences as "excused"- illness; quarantine; medical, dental, optometric, or chiropractic appointment; funeral services of a member of the immediate family; and for justifiable personal reasons. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations.

(Education Code 46014)

Most students will have times when it will be necessary to be absent from school. It is important for sick children to stay home to recuperate. **We are not equipped to accommodate children with illnesses while they convalesce.** Following is a list of conditions that warrant an excused absence due to illness:

1. A temperature of more than 100°F orally

2. Nausea or vomiting
3. Stomachache
4. Diarrhea
5. Persistent cough
6. Earache
7. Thick yellowish discharge from nose
8. Sore throat
9. Rash or infection of the skin
10. Red or pink eyes

Following are guidelines for determining when it is appropriate for a student to return to school after an illness:

- **Bronchitis:** on antibiotics for 24 hours or more
- **Chicken Pox:** when lesions are crusted over (approximately one week)
- **Colds:** no presence of yellow or green mucus, which may be related to an infection (may return if there is no elevated temperature, sore throat, or severe cough)
- **Conjunctivitis:** when discharge from eyes has stopped; for bacterial conjunctivitis, usually 24 hours after starting antibiotic eye drops; see physician regarding viral infections
- **Diarrhea:** free of diarrhea for 24 hours or more if caused by illness and not medication
- **Ear Infection:** on antibiotics for 24 hours or more
- **Fever:** fever-free for at least 24 hours (readings generally lower in morning)
- **Strep Throat:** after treatment with antibiotics for at least 24 hours
- **Vomiting:** free from vomiting for 24 hours or more

Truancy

Truancy is defined by the law, and Sherwood is not exempt from these laws. Education Code Section 48260 defines a "truant" as any pupil absent without valid excuse 3 full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on 3 occasions in one school year, or any combination thereof.

- A. Attendance rates for all students shall be reviewed weekly. When thresholds for excused and unexcused absences as detailed below are reached, family contact shall be made as follows:
 1. Four unexcused absences will generate a mandated, legally compliant initial attendance letter detailing the school attendance policy and the legal ramifications of excessive unexcused absences.
 2. Five absences, excused or unexcused, will initiate an attendance conference held with the parents/guardians and the student, if appropriate. The purpose of this meeting is to communicate the attendance policies clearly to families to ensure maximum attendance for the remainder of the year.
 3. Seven unexcused absences will generate another attendance letter referencing truancy guidelines and the school's expulsion policy. The Butte County Office of Education will be notified of the potential for a truancy referral at this time.
 4. Ten unexcused absences will generate another attendance letter referencing truancy guidelines and requiring review under the school's expulsion policy for possible

expulsion from the school for truancy. At this time the student will be referred to the Butte County Office of Education for truancy.

5. Eight excused absences will generate a letter requiring third-party proof for excusing any future absences. The intent is not to castigate or persecute families with frequently or seriously ill children. Discretion will be required by the Director in determining the facts of these situations. The intent is to reveal fraudulent claims of illness to avoid truancy and expulsion.

Family vacations are not valid excuses for missing school. Please schedule your vacations during school vacation times. If an extended absence is unavoidable, please contact the Director to see if an Independent Study Contract can be implemented.

Legal Reference: EDUCATION CODE

46010-46014 Absences

46100-46119 Attendance in kindergarten and elementary schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48210-48216 Exclusions from attendance

48240-48246 Supervisors of attendance

48260-48273 Truants

48292 Filing complaint against parent

48320-48324 School attendance review boards



BOUNDARIES POLICY

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Sherwood Montessori that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the School Director. It is recommended that any such gifts be filtered through the Director along with the rationale therefor.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.

Unacceptable Behaviors, continued

22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Director and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Staff mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. “High-fives” and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one’s lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from Director to take students off school property for activities such as field trips or competitions, including parent’s written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student’s fixation on an adult)

Acceptable Behaviors, continued

19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
20. Recognizing the responsibility to stop “Unacceptable Behaviors” of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one’s self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of “grooming behavior,” he or she must report the suspicion to the Director promptly. “Grooming behavior” is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. “Suspicion” means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of “unacceptable behaviors” observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. When observant staff members call attention to a boundaries violation(s), the likelihood of harm is greatly reduced.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse (or you reasonably suspect it), **California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to your county child protective agency (CPS) or local police/sheriff.** The report shall be made by phone immediately, and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse.

You do not need permission to report. No supervisor or administrator can impede or inhibit a report or sanction you for making the report. Your report is confidential, and you are protected from liability as long as you do not discuss the matter with anyone other than law enforcement, CPS and your school’s designated responsible administrative person. Failure to meet your reporting obligation can result in a monetary fine and/or jail.

Internal reporting to the Director occurs after the phone-in report is made to the police/sheriff or CPS.

Internal Investigations

The Director will promptly communicate with the investigating enforcement agency to determine whether an investigation will be conducted by that agency. The administrator will confirm with law enforcement as to whether the initiation of an internal school investigation would interfere with any criminal investigation. Only law enforcement has the authority to grant clearance to investigate the matter administratively.

Upon receiving information from the mandated reporter, the designated responsible administrator must take immediate action to stop the alleged inappropriate conduct — by removing the employee (or volunteer/vendor/guest) from the classroom or worksite when there is a potential risk to student or school safety. The Director shall consult with legal counsel as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.



Campus Search & Seizure Policy

Statement of Findings

Sherwood Montessori recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other item of contraband prohibited by law, or Sherwood rules and regulations, jeopardizes the health, safety and welfare of students and Sherwood employees. Incidents which jeopardize the health, safety and welfare of students and Sherwood employees may necessitate the search of students and their property, student use areas, student lockers and/or student automobiles and may necessitate the seizure of any illegal, unauthorized or contraband materials in the search.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Sherwood adopts this policy outlining the search of students and their property, student use areas, student lockers and/or student automobiles and the seizure of illegal, unauthorized or contraband materials in the search.

Notice

Written notice of this policy shall be provided to students and their parents and/or guardians at the commencement of each school year and upon enrollment during the school year. A summary of this policy shall also be placed in the Family Handbook and other materials, as appropriate, to be disseminated by Sherwood Montessori to students, parents and/or guardians and Sherwood Montessori employees.

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or Sherwood Montessori rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. For example, if a school official has reasonable suspicion to believe that a student has on his or her person an item imminently dangerous to the student or others, a more intrusive search of the student's person may be conducted.

In no case shall a strip search be conducted by school officials. These types of searches are prohibited by law and require a student to remove or arrange some or all of their clothing, and undergo the inspection of parts of the student's body.

A search of a group of students where no particular student within the group is suspected may be conducted only if there is reasonable suspicion of conduct imminently dangerous to students, others or school property.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are school property and remain at all times under the control of Sherwood Montessori. However, students shall assume responsibility for their part in maintaining the security and condition of these areas. Periodic general inspections of instructional space and other areas of the school may be conducted by school officials for any reason at any time without notice.

Lockers

Student lockers are school property and remain at all times under the control of Sherwood Montessori. However, students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement.

Inspections of lockers may be conducted by school personnel and/or law enforcement though the use of trained dogs. These inspections shall not be arbitrary, capricious, or discriminatory. Either all lockers must be inspected or the lockers to be inspected must be randomly selected.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

Discipline

If illegal, unauthorized or contraband materials are discovered through the use of a trained detection dog, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Sherwood Montessori's discipline policies and procedures. Sherwood Montessori shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.



Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Sherwood Montessori) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions 1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. **2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the

discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly,

from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person: **a.** Has received a copy of the conflicts of interest policy, **b.** Has read and understands the policy, **c.** Has agreed to comply with the policy, and **d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its taxexempt purposes.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

WRITTEN CONSENT OF DIRECTORS ADOPTING CONFLICT OF INTEREST POLICY

We, the undersigned, are all of the persons named as the current Directors in the Articles of Incorporation of Sherwood Montessori, a California nonprofit corporation, and, pursuant to the authority granted to the Directors by the Bylaws of the corporation, consent to, and hereby do, adopt the foregoing Conflict of Interest Policy, consisting of three (3) pages.



Discipline Policy

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.

Special Needs Students and Discipline

Students with disabilities have the same responsibilities and rights as other students and may be disciplined for the same behavioral offenses. However, certain Code of Conduct proceedings must be altered if the student being considered for suspension or expulsion is a special needs student. If the student facing a disciplinary hearing is a special needs student with an IEP, a trained special needs teacher will be included as a member of the discipline committee in order to ensure the student's rights and to make recommendations as to appropriate penalties or actions. See appendix for more details.

Disciplinary Action

If it is determined that inappropriate conduct has been committed by a Sherwood Montessori Charter School teacher, student, parent, supervisor, co-worker, vendor, or other third party, the Sherwood Montessori Charter School will take action that is appropriate under the circumstances. Action may range from counseling to termination of employment, discipline, up to and including expulsion, or reporting to state and/or federal agencies.

Classroom Management

Teachers will be models of positive behavior for the children. The following are considered unacceptable types of behavior and will not be tolerated. These include any form of physical or verbal abuse, inappropriate gestures and actions of discrimination or harassment resulting in a child being singled out, humiliated or personally violated – emotionally and/or physically. These behaviors can range from mild and one time occurrences to more severe. Mild, one time occurrences as well as more severe instances must be dealt with swiftly, by the Director in consultation with the Board if required.

- Physical abuse includes, but is not limited to, hitting, grabbing a child by an extremity, grabbing and/or pulling a child by their clothing, pushing a child and /or striking a child with any object.

- Verbal abuse includes, but is not limited to, using inappropriate language, making disparaging remarks, using a mocking or belittling tone of voice, using threatening language, and inappropriate and unrestrained shouting.

If such an incident occurs, then the Director will be required to interview the individual teacher or teacher's aide concerned, and make a record of disciplinary action which must be brought to the attention of the School Board of Directors. If the Director and School Board consider the incident to be sufficiently serious, then the teacher or teacher's aide in question will be suspended pending a thorough investigation. If the Director and Board of Directors agree that the behavior in question could be remedied with a plan of action, including guidance and support, then this option should be implemented. In such a case, the guidance and support should be provided by the Director and any others s/he deemed appropriate. The Director will be required to observe the teacher at regular intervals and write follow-up reports to outline whether or not the „plan of action“ has been successfully implemented. This will subsequently be reviewed by the School Board of Directors.

Student/Teacher Relationships

Schools that foster positive relationships and offer structures for caring provide an environment that supports meaningful learning. Sherwood Montessori employs a highly qualified, professional staff who are able to nurture these positive relationships while maintaining appropriate boundaries.

Teachers and TA's will not discuss sexually explicit topics with students -- nor song lyrics, jokes, or movies. Teachers and TA's will problem-solve with students if such conversations are heard on school grounds, directing the students to refrain from discussing topics on campus that could be upsetting for or offensive to other students.

Teachers and TA's will avoid being alone with students in a space that is out of the visual range of other staff and students.

Teachers and TA's will endeavor to maintain appropriate boundaries with students and will demonstrate an understanding of the role of teacher versus "friend."

Under no circumstances will students be allowed to engage in inappropriate behavior while in the company of other students or oneself (i.e., nudity, flirting). If such behaviors occur, immediately report these to the Director. If a teacher observes inappropriate behavior of their colleague with a student, it is mandatory that this behavior be reported to the Director.

Discipline

Discipline will be positive, consistent, and non punitive, thereby helping the children to learn what is, and what is not, acceptable behavior. Difficult behavior should be dealt with by the teachers and teachers' aides ("TAs") by re-focusing a child's attention towards positive communication, actions and activities. The teachers and TAs will reinforce good behavior through positive encouragement and good role modeling.

If a child's behavior becomes of particular concern to the teacher or teacher's aide, s/he should raise the matter with the Director. It is the teacher's responsibility to liaise with the Director regarding such matters for guidance and support. S/he should address matters of concern relating to a child promptly. Teachers' aides will consult with lead teachers regarding concerns about students' behaviors. If the Director is in agreement, the teacher should then approach the parent(s)/guardian(s) of the child to try and ascertain what has triggered the problematic behavior. S/he will also make the parent(s)/guardian(s) aware of her concerns and, keeping them informed, devise a plan of action of how to deal with the behavior, at the same time keeping the child under close observation to monitor his/her behavior. If both the teacher

concerned and the Director feel, after observing a child, that they need to seek professional advice, then they will refer to the SBIT (School based intervention team), provided that the child's parent(s)/guardian(s) are consulted first and are in full agreement.

Expectations for School Climate

Maria Montessori developed her approach to education with nothing short of world peace as its ultimate goal. At Sherwood Montessori, we uphold this high expectation by creating classrooms and a school as a whole that reflects our belief in this possibility.

To achieve a climate of peace, joy, and respect, high expectations for positive behaviors will be the norm and problematic behaviors will be dealt with firmly and consistently.

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. Bullying can include:

- verbal putdowns
- threats of exclusion
- tattling
- boasting and drawing disparaging comparisons
- talking behind one's back with other students
- 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 conflicting dynamics between teacher, students, and parents.

Students who exhibit emotional instability (i.e., externalizing behaviors such as "acting out" and/or internalizing such as withdrawal, self-isolating, and mood disturbances) will be referred to the Director within 24 hours and the parent(s) will be notified and offered support if required. Subsequent action will be taken if deemed necessary (i.e. referral to SBIT). If students report parental abuse or neglect, a report to Child Protective Services will be made within 36 hours.

Guidelines for teachers who have their own children within their classroom

The Montessori classroom ideally is a place where there is equality, respect, and where the focus is on learning. The learning environment shall be as free of as many "distractions" (i.e., parent-child relational dynamics) as possible.

Prior to school beginning, the teacher will discuss with the director any concerns that they have about having their child in the classroom. Plans for how to manage their role as teacher rather than parent will be discussed. All children in this classroom must be treated equally. The child of the teacher may need reassurance, and be given expectations for how the relationship with their parent will be different in the classroom.

If and when problems arise, it is the teacher's responsibility to discuss the incident with the director and plan accordingly.

Our recommendation is that when possible, there not be parents employed as TAs whose children are in the classroom. The rationale for this recommendation is that the role of the TA is a teacher's assistant, and it is advised that we create a classroom as free as possible from dual relationships (i.e., teacher's aide and parent). These dual relationships are problematic because they may create dynamics that are unsuitable and unhealthy for the classroom environment, the child, and the other students in the classroom.

In summary, equality and intolerance of favoritism, mutual respect, celebration of diversity, joy of learning, and emphasis on cooperation are some of the guiding principles of Sherwood Montessori.

If other instances arise that have not been mentioned in this document, but do not support or conflict with the aforementioned principles, it is the teacher and/or director's responsibility to address these concerns in a timely manner. Therefore, the teachers and staff of Sherwood Montessori, and the Sherwood Montessori community as a whole are encouraged to remain aware of and committed to the consistency and accountability of its operation that is aligned with the Sherwood Montessori mission and philosophy. Those with concerns are encouraged to speak directly with the interested persons and the Director of Sherwood Montessori.



English Language Learner Reclassification Policy

The reclassification criteria set forth in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) section 11303 advise local educational agencies (LEAs) to use the following four criteria to establish reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC (English Language Proficiency Assessments for California); and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

Sherwood Montessori will use Performance Level 4 on the Overall score of the ELPAC to determine whether a student has met the ELP assessment criterion.

Formative assessments and the report card will be used to inform the teacher's evaluation of student's curriculum mastery.

Parents will be consulted when determining if a student has reached reclassification level.

Results of valid assessments measuring basic skills in English will also be considered to determine whether or not the student is able to perform similarly to other students of the same age.



Free and Reduced-Price Lunch Programs Guidelines for the NATIONAL SCHOOL MEAL PROGRAMS

Sherwood Montessori is committed to providing free and reduced-price lunch and breakfast for students unable to pay the full price for meals. Children from households that meet federal guidelines are eligible for free or reduced-price meal services under the National School Lunch and School Breakfast programs.

All meals served must meet the U.S. Department of Agriculture meal requirements. However, if a child has been determined by a doctor to have a disability and the disability would prevent the child from eating the regular school meal, Sherwood Montessori will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. If you believe your child needs substitutions because of a disability, please contact the School Director for further information.

An Application Form will be available on the school website and hard copies will be available at the school office. In addition, a copy will be provided to all parents upon completing registration. To apply for free or reduced-price meal services, households must complete the application as soon as possible, sign it and return it to the school. Households should answer all applicable questions on the form. An application which does not contain all the required information cannot be processed and approved by the school. The required information is as follows:

FOOD STAMP/TANF HOUSEHOLDS:

Households that currently receive food stamps or “Temporary Assistance for Needy Families” (TANF) for their child(ren), only have to list the child(ren)’s name and food stamp or TANF case number and sign the application. Link card number cannot be used.

ALL OTHER HOUSEHOLDS:

If a household’s income is at or below the level shown on the income scale, children are eligible for free or reduced-price meal services. Households must provide the following information: (1) the names of all household members; (2) the Social Security number of the adult household member signing the application, or the word “none” if the adult does not have a Social Security number; (3) the amount of income each household member received last month and where it comes from (wages, child support, etc.); and (4) the signature of an adult household member.

The information on the application may be verified by school or other officials at any time during the school year.

Households may apply for benefits at any time during the school year. Households that are not eligible now but have a decrease in household income, an increase in household size or have a household member that becomes unemployed, should fill out an application at that time.

In certain cases foster children are eligible for free or reduced-price meal services regardless of the household income. Households that have foster children living with them and wish to apply free or reduced price for meal services for them should complete the application.

Households that do not agree with the ruling of the official may wish to discuss it with the school. Households also have the right to a fair hearing. This can be arranged by calling or writing the School Director.

In accordance with Federal law and U.S. Department of Agriculture policy, Sherwood Montessori is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.



Internet Safety Policy

Introduction

This policy was created to ensure that the students of Sherwood Montessori can utilize the vast resources of the World Wide Web (Internet) without fear of exposure to inappropriate content. It is also the goal of this policy to create guidelines that will protect the school and the school employees from unintended misuse of computers while using the Internet, e-mail, or other electronic communications, including unwarranted dissemination of personal information of students and employees. These guidelines are in compliance with the Children's Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

Sherwood Montessori will strive to maintain the latest technology used to filter inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. This technology will comprise either a centralized, physical blocking device, or a filter that is attached to each computer associated with school activities. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

The staff of Sherwood Montessori will strive to impress upon the students the appropriate use of e-mail, chat rooms, instant messaging (IM), and other forms of direct electronic communications. CIPA requires the prevention of inappropriate network usage including: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of the staff of Sherwood Montessori to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. The ability to disable or otherwise modify any internet filters on any computer must be approved by the School Director or designated representatives.



Mathematics Course Placement Policy

Advising Graduating 8th Grader Students on 9th Grade Mathematics Course Selection and Placement

Findings and Declaration of Purpose

The Board of Directors of Sherwood Montessori recognizes that student achievement in mathematics is critical for preparing students for college and career, especially in science, technology, engineering and mathematics (STEM). A student's 9th grade mathematics placement in particular is crucial to ensuring future educational success.

The Board affirms that 8th grade teachers play an important role in providing mathematics course placements recommendations to high school districts and in counseling graduating 8th grade students on their mathematics course selection when they enroll in high school. A fair, objective, and transparent protocol for advising and recommending mathematics placement that strictly limits the use of subjective criteria will result in an appropriate 9th grade mathematics student placement and will prevent mathematics misplacement, particularly of students of color.

Pursuant to California Education Code Section 260, the Sherwood Montessori Board of Directors has the primary responsibility for ensuring that school programs and activities are free from discrimination based upon enumerated characteristics, including race and ethnicity. Because the Board is responsible for ensuring that all students, regardless of race or ethnic background, receive an equal chance to advance in mathematics, the Board desires to ensure that the school implements a fair, objective and transparent protocol for advising outgoing students on their high school mathematics course selection.

The Board of Directors therefore directs school staff to create, implement, and monitor a protocol for 9th grade mathematics placement recommendations that includes the following elements:

Reliance on Objective Determinations

Recommendations made to the high school and any advising of 8th grade students regarding their mathematics placement in 9th grade shall be based on objective measures. These measures may include:

- Diagnostic placement tests such as Mathematics Diagnostic Testing Project (MDTP) tests aligned to state-adopted content standards;
- Standardized tests that reflect statewide mathematics assessments;
- Student grades that reflect comprehension and mastery of the subject matter, from both semesters of the 7th and 8th grade year; and
- Other objective indicators of student performance and proficiency in mathematics.

Limitation on the Use of Subjective Measures for Recommendations

Subjective measures may not be considered when making recommendations to 8th grade students and to the high school district on their 9th grade mathematics placement. However, recognizing that teachers are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to recommend advancing a student to a higher mathematics class than objective data indicates.

Implementation, Monitoring, and Accountability

Sherwood Montessori staff involved in advising students on mathematics course placement, or involved in sending recommendations to the high school district for placement, shall be properly trained on the protocol and its use. The protocol shall also include steps for ensuring that it is being followed in practice.

Sherwood's recommendation and advising protocol shall be developed and implemented in coordination the corresponding high school district. Once finalized, Sherwood shall work with its partner high school district to ensure that mathematics teachers and counselors at those schools are aware of the recommendation and advising protocol and are appropriately trained on its proper use, implementation, and monitoring.

Governing Board Approval and Review

Sherwood staff shall report to the Sherwood Board of Directors on a regular basis while the recommendation and advising protocol is being developed. When the protocol is finalized, Sherwood staff shall return to the Board to seek approval of the protocol. Once approved, the protocol shall be posted on the school's website and shall be made readily accessible to parents/students and administrators. Sherwood staff shall subsequently report to the Sherwood Board of Directors on implementation on an annual basis.



Parent Complaint Policy

Differences and disagreements are a part of life and Sherwood Montessori recognizes the need for healthy communication and a positive and proactive way to handle grievances that is aligned with our Mission Statement.

If parent(s) have a complaint, we ask that parent(s) report their concerns directly to the school personnel concerned, and discuss these concerns in a private meeting, preferably within 24 to 48 hours. The School Director shall be made aware of these concerns by the parents and/or individual if they are unresolved. If, in discussion with the School Director, the parent wishes to file a formal grievance, proper paperwork will be provided. The paperwork will become part of the permanent records of the school and will outline the issue and includes an appropriate timeline. The Director will meet with those filing within five working days to review the complaint. The Director will work with the parent or guardian, student, teacher, aides, or other employees whose participation is relevant in order to resolve the concern. The Director will provide a written response within 10 working days of the meeting. If the parent or guardian is not satisfied with the outcome or decision by the Director regarding the complaint, they have the right to file a written appeal with the Director within five days of receiving the response. The Board of Directors will serve as an appeals body if a complaint is not resolved. The Board will respond within 30 days of receiving the appeal. If a parent has a complaint with the Director of the school, a letter would be sent to the Board of Directors for the administrative remedy to be followed.

The Board prohibits retaliation against complainants. The Board of Directors will not investigate anonymous complaints unless it so desires. The steps above outline the process for filing a complaint and parents are expected to exhaust all the steps in this administrative remedy before pursuing other action.

PARENT'S PLEDGE

In an effort to protect your child and ensure their development in a positive way, the parents must respect the following pledge. This pledge seeks to remind us of the appropriate channels and ways to communicate with children, staff and parents in accordance with our complaint policy.

- We will strive to demonstrate our support for Sherwood Montessori in the way that we communicate with our children, the staff of the school and other parents. We will not be

discourteous to, threaten or use inappropriate language or actions towards any child, teacher, administrator, parents, guardian or any person acting on behalf of the school— either on or near school property, or when attending school-related functions.

- We will not approach any child, other than our own to obtain confirmation, clarification or “their view” on school-related issues, disputes or disagreements between children at school. Such matters or concerns must be brought to the Teacher or School Director’s attention.
- We will take any question or suggestions to the Teacher or School Director directly. We understand that gossiping and complaining among parents is destructive and counter productive, and not in the best interest of our child’s experience and education at our school.

PARENTS’ RIGHTS

1. Parents or guardians have the right to observe their child’s classroom within 24 hrs of making a request to the Lead Teacher. The Lead Teacher will strive to accommodate the schedule of the parent. The parent will also respect that there is a flow to the daily routine that is unique to each classroom and there are times that are not appropriate as it would be disruptive to the students’ learning. In the classroom, the observing parents should not interact with the children as this can be disruptive to the learning.
2. Parents or guardians have the right to file a complaint.
3. Parents or guardians have the right to review approved policies at the school site.
4. The law prohibits discrimination or retaliation against any child or parent or guardian should the parent or guardian choose to exercise his or her right to observe a classroom or file a grievance.
5. The law requires that parents or guardians be informed of their rights (see numbers 1,2, & 3 above).
6. The School Director, in the interest of safety for the children and staff, may deny access to a parent, guardian or adult if:
 - a. The adult is behaving in a way that poses a risk to children in the facility;
 - b. The adult is a non-custodial parent and the custodial parent has requested the facility in writing not to permit access to the non-custodial parent.

MISSION STATEMENT

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by 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**.

The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on **educating the whole child intellectually, physically, and psychologically**. The methodology used will develop a firm foundation for the students, and will emphasize **ethics, initiative, persistence, and self confidence**.

This mission will be accomplished by a concerted **community-based effort** between the school, the parents, and the individual child.

Core Values:

To successfully implement and sustain this mission, the school will be founded on the following core values:

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
- To maintain a diverse total school population through inclusive mixed-aged, mentor-based classrooms that welcome all students
- To place emphasis on collaboration, problem-solving, and self-directed goalsetting for each Montessori student according to developmental readiness
- To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Chico and in the greater world
- To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy
- To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy
- To nurture high parental involvement and collaboration in all areas of education and governance



Parent Participation Policy

Sherwood Montessori is a community-based, child-centered Montessori school that and values the contribution of parents toward nurturing their child's education. Parent involvement takes many forms ranging from support of the child at home to school volunteerism. Parent participation at school will be managed through teacher direction based on classroom needs respecting all students. While parent involvement is considered an important component of Sherwood Montessori, it is essential that parents work with teachers and the Director to ensure that the focus of the school remains *child-centered*. To this end, this Policy sets forth guidelines for the best means of enabling parent participation at Sherwood Montessori.

Sherwood Montessori Parent Organization

The Sherwood Montessori Parent Organization (SMPO) is an exciting opportunity for parents to contribute to the governance and maintenance of the school. Meetings will be regularly scheduled and all parents/guardians will be encouraged to be active participants in the organization. The SMPO will be self-governed by an elected panel of three parents, serving staggered two-year terms, chosen through an open vote of all parents prior to the annual April Meeting of the Board of Directors. The initial governing panel will be voted in at the first opportunity upon formal establishment of the SMPO Guidelines, and will serve one-, two-, and three-year terms based on straw vote. A representative of the SMPO will serve as a non-voting member of the Board of Directors and will be responsible for communication between the SMPO and the Board.

One of the main tasks of the SMPO will be the organization of volunteer and service activities. Activities include fostering community spirit through outreach, helping to welcome new families, promoting the school in the greater community, fundraising and implementing parental educational programs. Parents are invited to participate in their children's education by volunteering at Sherwood Montessori by:

- Serving our teachers by sharing their interests/skills with the children;
- Building our community through school-wide activities;
- Support fundraising activities;
- Being active members/officers of the SMPO;
- Chaperoning/driving for field trips;
- Laminating, cutting, photocopying, and typing;
- Assisting with classroom celebrations and book fairs;
- Participating in committees formed through the parent group;
- Assisting the Director or any staff member on short- or long-term projects;
- Planning educational programs of interest to parents; and
- Organizing parent and/or family social events

Parents will identify their strengths and skills through a “Parent Involvement Questionnaire.” Volunteers will also be called upon to support the school with specialized tasks as needed, such as classroom support and maintenance on the school grounds.

The SMPO will also annually update and distribute a Parent Handbook that will outline the unique roles parents play in the school’s mission. The handbook will include resources regarding Montessori education, and discuss ways the educational system can be incorporated at home. The SMPO will also assist the Board of Directors and staff, in offering occasional educational workshops for parents to attend on a voluntary basis. The SMPO may charge a nominal fee for material operations; this fee will be approved by the Board of Directors. Through educational and volunteer opportunities, the collaboration of parents, staff and students will be enhanced. The leadership of the SMPO will encourage this spirit of shared ownership and will rely upon the Board of Directors, administration and teaching staff to suggest avenues of involvement.

Classroom Observation

In order for parents to be actively engaged in their child’s education, it will be important for parents to understand the routines and curriculum that are expressed in the classroom. Parents are welcome to visit the classroom and observe their child’s learning and social experience at Sherwood Montessori. An observation can be arranged by teacher and parent. A Montessori classroom is an amazing environment that is child-centered, where the children take ownership and the teacher becomes more of a guide and an observer than the focus. As a public school, Sherwood Montessori also must take precautions to ensure that state regulations and safety procedures are followed. All visitors, including parents, must check in with the office during school hours. Each classroom has its own, age-appropriate schedule so parents are asked to arrange a best-time with the teacher for observation prior to scheduling a visit. Ultimately, the parents are encouraged to respect that the teacher is “in charge” of the classroom.

Classroom Volunteers

The focus of the Montessori classroom is on child ownership of the learning process. Through continued, concentrated work of their own choice, children grow in inner discipline and peace. Therefore, Montessori classrooms do not rely on adult aides to the same extent as other types of schools. At the same time, it is acknowledged that the parents of Sherwood Montessori are a diverse resource, with a treasure of skills and enthusiasm. To optimize parent involvement, parents will fill out the “Parent Involvement Questionnaire” to identify the skills they would like to share with the children. The role of participation will be handled at the discretion of the teacher and Director. Teachers will be encouraged to make use of classroom volunteers as a way of respecting both the joy of the parents and its positive impact on the children. Teachers will ensure that parent volunteers are not alone with a child in an enclosed space while volunteering at the school, as per safety protocols.



Payroll Policy

Sherwood Montessori will employ individuals in both salaried and hourly positions. The following policy provides guidance to insure accurate payroll allocations and reporting, an equitable pay schedule, and minimize bookkeeping workload.

Salaried Employees

Certificated teachers and the school Director will be paid an annual salary via twelve equal monthly paychecks. Teachers will be employed in an exempt status for ten months with 1/6th of the annual salary held over for summer payback. Monthly pay periods will run from the 21th to the following 20th of the next month. Paychecks will be delivered by the last working day of the month. The school Director will also be hired on a July 1-June 30 contract and the annual salary will be averaged between the twelve monthly paychecks, commencing with the July 30th paycheck.

Hourly Employees

Classified staff will be paid once a month with the pay periods running 21st to the following 20th. Paychecks will be delivered by the last working day of the month.

Payroll Services

Initially, Sherwood Montessori will contract with a Payroll Service that is experienced in working with public Charter Schools. This will allow for a higher confidence in adherence to all state and federal employment laws.



Personnel Committee Policy

This proposal is for the formation of a Personnel Committee to help guide initial and on-going Board decisions relating to staffing and employee compensation. Specific goals of the committee are:

1. Propose an organizational chart for Sherwood Montessori;
2. Propose a salary scale for all positions except the School Director;
3. Propose job descriptions for all positions and contract language for all employees; 4. Ensure proper protocol and procedures for standard Human Resources systems;
5. Develop evaluation policy, procedures, and forms.

The School Director is responsible for filling all approved vacant positions and evaluating employees. The Board of Directors approves the organization chart, salary scale, job descriptions, contract language, and evaluation policy. Further, the Board approves notices of termination. Discussions involving a specific employee will be held as per Brown Act in closed session of the Board or, by request by employee, in open meeting format.

The committee should number four-five volunteers or appointees whenever possible: School Director, Business Manager, and separate representative from the Board Directors, the teaching staff, and the Sherwood Montessori Parent Organization (SMPO). The Board shall ensure that the committee is staffed and request periodic reports and proposals. Each committee member shall agree to execute a Confidentiality Agreement related to his/her participation.



Wellness Policy on Physical Activity and Nutrition

Sherwood Montessori is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. All students in grades K-8 will have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages sold or served at school, by Sherwood Montessori or its contractors, will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. Sherwood Montessori will provide nutrition education and physical education that foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Food Service/Child Nutrition Program

The Board of Directors recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Classroom celebrations, especially in elementary schools, should encourage healthy choices and portion control. Parents and families should receive guidance from the school on foods that are appropriate for such celebrations. Sherwood Montessori further recognizes that significant research indicates a positive relationship between adequate nutrition and learning resulting in academic success. The school will, as resources are available, provide adequate resources (personnel, equipment, ongoing maintenance, and technology) to implement this Wellness Policy. All employees of the school will support the implementation of this Wellness Policy.

Parents/guardians will be encouraged to support the school's efforts by considering nutritional quality when selecting any snack which they may donate for occasional special events. The Board will meet annually to review implementation of these policies and regulations.

Quality of Food

The Director shall ensure the meals offered by the school's food service program meet all legal requirements for participation in the National School Lunch and School Breakfast programs. The Director shall ensure that food sales by school-related groups are in compliance with state and federal law and do not impair student participation in the school food service program.

Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-11445. All food available to students on school premises during school hours, including food sold by students in support of school activities, will meet or exceed nutritional standards established in this policy.

All foods available to students during school hours shall be:

- Selected so as to contribute to student's nutritional well-being and the prevention of disease.
- Prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthful eating habits.

- Proved to give a variety of healthy choices at all site including ethnic and cultural favorites. Students will be involved in the selection, tasting and marketing of healthy foods that appeal to students.

Healthy food choices (fresh fruits and vegetables, whole grains, dairy products) should be promoted in school activities involving staff, students, and community.

Maintenance of a Healthy Environment

Drinking water and hand-washing facilities should be conveniently available for students at all times. All school sites will provide an environment where healthful eating behaviors are the norm and are modeled and reinforced. Adequate space in a pleasant surrounding will be developed so that students can be encouraged to eat a nutritious lunch. The Director will ensure practices are in place to foster mutual respect between service providers, school personnel and students.

Rewards

Schools should not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Classroom parties should serve food and beverages that meets nutrition standards for foods and beverages sold individually (above). The school will disseminate a list of healthy party ideas to parents and teachers.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity of at least 60 minutes per day and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity throughout the curriculum. Toward that end: Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television; Opportunities for physical activity will be incorporated into other subject lessons; and Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate. The Board of Directors recognizes the benefits of physical activity for student health and academic achievement. The Board desires to provide a physical education program that builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of goals. The school's programs shall strive to include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance. An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion. Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather or other inclement conditions.

Daily Physical Education (P.E.) K-8

All students in grades K-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education for the entire school year.

Physical Activity and Punishment

The school will not use participation or non-participation in physical education classes or recess as a way to punish or discipline students.

Monitoring and Policy Review

The Board of Directors will meet annually to review progress toward implementation of these policies and regulations. The Director will ensure compliance with this nutrition and physical activity wellness policy.



Purchasing Policy

Sherwood Montessori will maintain in effect the following principles in its ongoing fiscal management practices to ensure that (1) expenditures are authorized by and in accord with amounts specified in the Board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties

Sherwood Montessori will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the School Director who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All check requests and purchase orders over \$500 must be co-signed by the Director and countersigned by one Board member, preferably the Treasurer, to ensure separation of expenditure authorization and check signing functions. Ongoing, regular invoices, such as utilities, can be pre-approved on an annual basis by the School Director as sanctioned by the Board.

All transactions will be posted in an electronic general ledger. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

Budget Transfers

The Director may transfer up to \$2,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

Sherwood Montessori will maintain its accounts in a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts.

The School's bookkeeper will reconcile the school's ledger(s) with its bank accounts on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The School Director and Finance Committee of the Board will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed \$100, may be established with an appropriate ledger to be reconciled twice monthly by the school site Office Assistant, who shall not be authorized to expend petty cash.

All funds received shall be deposited or transferred into the school's accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

Purchasing Procedures

Payments will be signed by the Treasurer of the Board or other signatories on the bank account.

Record Keeping

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Property Inventory

The School Director shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$1,000. In addition, sensitive items including, but not limited to, computers, cellular phones, calculators, etc., shall also be inventoried. This inventory shall include the original purchase price and date, a brief description, serial numbers, percentage (if any) of federal participation in the cost of the property, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board. Adequate maintenance procedures shall be developed and tracked in the property records.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year.

Any excess or surplus property owned by the school may be sold or auctioned by the School Director provided the School Director engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$1,000 shall be approved in advance by the Board.



Preventing Sexual Abuse Policy

I. Screening and Selection for Work with Students

*All programs must adhere to screening and selection criteria required by licensing boards. In addition, the following steps must be completed before an applicant is released to work with students in a **paid** or **unpaid position**.*

A. New Personnel

1. All applicants for Personnel positions regularly working with or around students are required to complete the following, without exception:
 - a. A standard application that includes a release of information to conduct background checks;
 - b. Criminal records check in any state where the applicant has resided during the past 7 years;
 - c. Sexual offender registry check in any area where the applicant has resided the past 7 years;
2. For paid and unpaid positions with repeated contact with students, applicants must have individual interviews and reference checks;
3. All applicant records must be documented in a personnel file which is to be kept in the Sherwood Montessori office.

B. Existing Personnel

For Personnel who have worked at the school for six months or more, the application, criminal records check, and sexual offender registry check will complete their screening process.

1. For Personnel who have worked in the program for six months or less, a face to face interview and reference checks must also be documented in the file;
2. Criminal records check will be conducted every 5 years of a Personnel's paid or unpaid position;
3. All Personnel will have a clear job description.

II. Training Requirements

A. General Training Requirements

1. All Personnel are required to complete a basic orientation prior to contact with students. New Personnel are required to review this policy and agree to comply with the school Code of Ethics;
2. All Personnel are required to complete basic abuse prevention training within 30 days of beginning work with students;
3. All personnel are required to complete additional abuse prevention training every two years;
4. Documentation of training is maintained in personnel files.

B. Additional Training Requirements

1. Personnel who are responsible for screening and selecting Personnel to work with students are required to complete specialized training in screening and selection;
2. Personnel in supervisory positions are required to complete training in monitoring, supervision and responding to concerns.

III. Conduct with Students

The following guidelines are intended to assist Personnel in making decisions about interactions with students at Sherwood Montessori. For clarification of any guideline or to inquire about behaviors not addressed here, contact the School Director.

A. General Conduct

1. Personnel are responsible for releasing students in a custodial care relationship only to parents, legal guardians or other persons designated by parents or legal guardians. In the event that Personnel are uncertain of the propriety of releasing a student, they should locate or contact their immediate supervisor before releasing the student;
2. Personnel will report unmanageable or unusual behavior of students to parents or legal guardians as soon as possible;
3. Personnel are prohibited from the use, possession, distribution, or being under the influence alcohol, tobacco products, or any illegal drugs while in the presence of students;
4. Personnel may occasionally be in a position to provide transportation for students. The following guidelines should be strictly observed when Personnel are involved in the transportation of students:
 - a. With the exception of emergency situations or for medical need, students should never be transported without written permission;

- b. Students should be transported directly to their destination. No unauthorized stops should be made;
 - c. Personnel will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;
 - d. Drivers who are assigned to transport students must be at least 21 years old;
 - e. Transportation logs will be utilized at all times;
 - f. Whenever possible, Personnel should endeavor to utilize two adults when transporting.
5. Personnel will respond to children with respect and consideration and treat all children equally, regardless of sex, race, religion, culture or socio-economic status. Personnel will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity;
6. Personnel are prohibited from speaking to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Personnel are expected to refrain from swearing in the presence of students;
7. One to one counseling with students will be done in a public place where private conversations are possible but occur in full view of others;
8. Personnel are cautioned against initiating sexually oriented conversations with students. Staff in a mentoring or counseling relationship may respond to sexually oriented questions or comments from students, but will do so in a manner consistent with school values and the position statements of Sherwood Montessori. Personnel are not permitted to discuss their own sexual activities with students;
9. All Personnel, including personnel under the age of 18, will maintain appropriate boundaries when in positions of power with program participants;
10. Personnel will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel;
11. Money or gifts will not be given to children or youth, except for within the context of a group gift, given to all participants in celebration of special events or recognition;
12. Personnel will never be rude or inappropriately dressed in presence of students. Personnel must be well groomed and appropriately dressed at all times;
13. Personnel are prohibited from possessing any sexually oriented or morally inappropriate printed materials (magazines, cards, videos, films, clothing, etc) on Sherwood Montessori property or in the presence of students;
14. Personnel are prohibited from viewing or downloading any sexually oriented or morally inappropriate Internet materials on Sherwood Montessori property or in the presence of students;

15. In the event of the school participating in a field trip, personnel are prohibited from sleeping in the same beds, sleeping bags or small tents with students;

16. Any contact between Personnel and students which takes place outside the context of scheduled activities or job description (phone calls, letters or face to face conversations) and is unrelated to program sponsored by Sherwood Montessori, will be permitted only with the express approval of the child's parents. Parents must be advised of the nature of the contact, and that such is not part of a Sherwood Montessori activity.

B. Physical Contact

Sherwood Montessori has implemented a physical contact policy that will promote a positive, nurturing environment while protecting children and Personnel from misunderstandings. The following guidelines are to be carefully followed by all Personnel working with students.

1. Appropriate affection between Personnel and students is to be maintained at all times. The following forms of affection are regarded as appropriate examples for most Sherwood Montessori sponsored and affiliated programs:

- a. Side Hugs;
- b. Pats on the shoulder or back;
- c. Handshakes;
- d. "High Fives" and hand slapping;
- e. Verbal praise;
- f. Touching hands, faces, shoulders and arms of students;
- g. Arms around shoulders;
- h. Holding hands while walking with small children;
- i. Sitting beside small children;
- j. Kneeling or bending down for hugs with small children;
- k. Pats on the head when culturally appropriate.

2. Some forms of physical affection have been used by adults to initiate inappropriate contact with students. In order to maintain the safest possible environment for students, the following are examples of affection that are not to be used at Sherwood Montessori:

- a. Full body hugs or lengthy embraces;
- b. Kisses on the mouth;
- c. Holding students over two years old on the lap;
- d. Touching bottoms, chests or genital areas;
- e. Showing affection in isolated areas of the program such as bedrooms, closets, staff only areas, or other private rooms;
- f. Sleeping in a bed with a child;
- g. Touching knees or legs of students;
- h. Wrestling with students;
- i. Tickling students;
- j. Piggyback rides;
- k. Any type of massage given by child or youth to adult;

- l. Any type of massage given by adult to child or youth;
- m. Any form of unwanted affection;
- n. Compliments that relate to physique or body development

C. Discipline Procedures

1. Personnel are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students;
2. Personnel are prohibited from using the following techniques for behavior management under any circumstances:
 - a. Isolation, except as needed for the child to gain self-control, and then only under the supervision of an adult, and no longer than 15 minutes;
 - b. Withholding food or water;
 - c. Degrading punishment;
 - d. Work assignments unrelated to a natural or logical consequence;
 - e. Group punishment for one child's behavior;
 - f. Excessive exercise;
 - g. Withholding access to contact with parents or guardians;
 - h. Withholding or using medications for punishment;
 - i. Mechanical restraint such as rope or tape to restrict movement;
 - j. Physical restraint.
3. Personnel must use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than inappropriate competition, comparison and criticism;
4. Personnel will have age appropriate expectations and guidelines that minimize the need for discipline.

IV. Supervision of Programs

A. General Monitoring

1. Personnel will never leave a student unsupervised;
2. Personnel must avoid being alone with a single student where they cannot be observed by others;
3. In special programs that require one to one contact, additional safeguards must be in place. Examples of safeguards include surveying of students, contact with students by supervisors and contact logs which are kept by Sherwood Montessori;

4. A minimum of two screened adults should be available in each classroom;
5. The adult-child ratio should meet state guidelines and should be directly related to the goals of the program, the design of the facility, and the use of other community resources;
6. The adult-child ratio should be adjusted for those programs that serve students with special needs;
7. Parents and guardians are encouraged to be part of any and all school activities in which their children are involved. Parents have an open invitation to observe activities in which their children are involved. However, parents who desire to participate in or have continuous, ongoing contact with their child's programs are required to complete the volunteer application process;
8. Sherwood Montessori will maintain up to date list of approved sponsored programs for students. The list will include activities, purpose, sponsors or coordinators of the programs, meeting times and locations;
9. Personnel are not permitted to develop new activities for children and youth without approval from the School Director. Requests to develop new activities should be submitted in writing.

B. Facility Monitoring

1. All unused rooms, storage areas, and closet doors must be kept locked at all times;
2. All unused buildings and areas must be designated, posted and enforced as off-limits to children;
3. All students are required to remain in facility areas that are easily viewed by Personnel;
4. All facilities are required to utilize open doors, open blinds and windows to allow informal monitoring by passerby.

V. Reporting of Problems

A. Reporting of *Inappropriate Behaviors* with Students

1. Because Sherwood Montessori is dedicated to maintaining a zero tolerance for abuse, it is imperative for every member of this community to participate actively in the protection of children and youth. In the event that Personnel observe any suspicious or inappropriate behaviors on the part of other Personnel, it is their personal responsibility to immediately report their observations. Examples of suspicious or inappropriate behaviors would be policy violations, neglectful supervisions, seeking private time with students, taking students off-premises without adhering to procedures, buying unusual gifts for children and youth, poor roles modeling, swearing or making suggestive comments to students.

Inappropriate behaviors or policy violations that relate to interactions with students should be reported to the Confidential Hotline;

2. All reports of suspicious or inappropriate behavior with children and youth will be taken seriously. Sherwood Montessori procedures will be carefully followed to ensure that the rights of all those involved are protected;
3. If at any point in gathering information about suspicious or inappropriate behavior, a concern arises that there is a possibility of abuse, the state authorities will be contacted and a report filed;
4. If at any point, policy violations with students are confirmed, Personnel will be subject to disciplinary action up to and including termination and possible prosecution.

VI. Progressive Discipline

A. Procedures

1. It is the policy of Sherwood Montessori to maintain the highest quality personnel who exhibit exemplary conduct and superior performance. To this end, all Personnel are to be informed by administration of what is expected of them in the performance of their roles, how to conform to Sherwood Montessori policies and how well their performance meets expectations;
2. When Personnel performance or conduct does not meet expectations of Sherwood Montessori, it is the responsibility of administration to address the problems (s) in a timely and equitable manner. The procedure would normally include four steps: 1) Counseling, 2) Formal Warning, 3) Probation, 4) Termination;
3. All documents associated with the Progressive Discipline Procedure are to be retained in the personnel file of the Personnel;
4. Refer to Sherwood Montessori discipline policy for further details.



Suicide Prevention Policy

The Board of Directors of Sherwood Montessori wishes to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. Sherwood Montessori:

- (a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- (b) further recognizes that suicide is a leading cause of death among young people,
- (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- (d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Specifically, this policy is meant to be applied in accordance with the school's Child Find obligations. The traditional definition of Child Find is:

Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

As regards to suicide prevention, the school will use the expertise of the education professionals on staff to identify students who are exhibiting behaviors associated with being at-risk for suicide, and initiate response according to this policy.

Definitions

1. **At risk** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. **Crisis team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring

school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental health** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
4. **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. **Risk assessment** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. **Risk factors for suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
7. **Self-harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
10. **Suicidal behavior** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. **Suicide contagion** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

12. **Suicidal ideation** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

Scope

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

Prevention

1. **Policy Implementation** A suicide prevention coordinator shall be designated by the school director. This may be an existing staff person. The suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.
2. **Staff Professional Development** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.
3. **Youth Suicide Prevention Programming**
Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all classrooms. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.
4. **Publication and Distribution** This policy will be distributed annually and included in the Employee Handbook, the School Safety Plan, and on the school website.

Assessment and Referral

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school

day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The school director and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or administrator will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following school emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or an administrator will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the school director or school suicide prevention coordinator regarding in-school suicide attempts.
7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, an administrator, or designee will meet

with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and school director. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Parent Notification and Involvement

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by an administrator, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child. Through discussion with the student, an administrator or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If an administrator, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

Postvention

1. Development and Implementation of an Action Plan

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

a) **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

c) **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

f) **Develop memorial plans.** The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

2. **External Communication** The school director or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:
- a) Keep the suicide prevention coordinator and administration informed of school actions relating to the death.
 - b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
 - c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.



Transitional Kindergarten Policy

The Board of Directors of Sherwood Montessori wishes to offer a high-quality, Montessori methods based transitional kindergarten program for families seeking a Montessori education for their young children.

The transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate and offers opportunities for each child to reach his or her own potential academically, personally, and socially. As the traditional Montessori curriculum for ages 3-6 develops the whole child intellectually, physically, and psychologically, it will be the foundation for this curriculum. Because the Montessori philosophy embraces multi-age groupings, transitional kindergarten students will be enrolled in a class that includes kindergarten students.

Sherwood shall allow children who will have their fifth birthday between September 2 and December 2 to enroll in a transitional kindergarten program in accordance with state law. Enrollment shall follow admission requirements outlined in Sherwood Montessori's Charter (Section 8.0). Exemptions from the lottery that exist in the Charter will be valid for students entering transitional kindergarten. Enrollment in the transitional kindergarten program shall be voluntary.

The number of instructional minutes will meet or exceed the minimum legal requirement.

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level. Additionally, the teacher assigned will be Montessori trained or will obtain Montessori training. The School Director may provide other professional development as needed.



Travel Policy

This Travel Policy for Sherwood Montessori coincides as nearly as possible to State of California policies, as outlined by the California Administrative Code and State Administrative Manual.

KEY POINTS

- All travel requires advance approval from the Director;
- A Request for Payment must be submitted to obtain reimbursement;
- All reimbursements **must include** an itemized receipt, including hotel bills;
- Sherwood Montessori will pay lodging and per diem on approved business;
- Travelers may request an advance of 80% of estimated costs;
- In most cases, Sherwood Montessori prefers if the traveler pays the costs and submits receipts for reimbursement. However, pre-payment may be arranged upon consultation with the Director;
- Sherwood Montessori will strive to reimburse the traveler quickly;
- Any advance not cleared within 60 days of the trip's completion will become taxable income to the traveler, and no new advances will be issued to any project personnel until all outstanding advances have been cleared for the requesting individual on that project/account.

I. SUBSISTENCE ALLOWANCES

Internal Revenue Code (IRC) 162(a) states that meal expenses, reimbursed by an employer to an employee, for travel away from home for less than 24 hours, where no overnight stay is required, represent taxable and reportable income; therefore, Sherwood Montessori will not reimburse for any meals on trips lasting less than 24 hours.

Sherwood Montessori has adopted the High-Low per diem rates established by the IRS which allow reimbursement for meals and incidental expenses (M&IE) at \$52 per day to all locations in the US. For some locations, the maximum reimbursement is \$65 per day for M&IE. Please check with the Director for the current high cost locations which will be based on the IRS recommendations (IRS Table 2). The meal expense must be incurred to be reimbursed. If a conference/training session is attended where meals are provided, per diem should not be claimed for the provided meals. However, if a provided meal was not consumed, a purchased one up to the amount of per diem for the meal may be claimed. Itemized receipts are necessary for lodging and other business expenses (see Travel Advance Request and Claim Instructions).

If the traveler chooses a flat per diem over actual costs, the rate is \$40 per day of domestic travel; or \$35 per day for travel over 30 days. This policy allows for the purchase of groceries over purchased meals, which will result in a savings to Sherwood Montessori. It also may be used for situations where receipts are not available. However, should meals be provided during travel, the rate shall be reduced accordingly. Please check with the Director for the current per meal rates.

Incidentals

An “incidentals” allowance of \$5 per 24-hour period may be claimed. This is intended to cover items such as non-food tips (i.e., bellman, valet, sky-cap), tax and personal expenses such as telephone calls home, laundry and newspapers. This \$5 allowance will be reimbursed without receipts.

Lodging

Lodging will be reimbursed for reasonable **actual** costs including taxes up to the local limit as published by the IRS. All lodging reimbursements require a receipt from a commercial lodging establishment such as a hotel, motel, bed and breakfast inn, or public campground that caters to the general public. No lodging will be reimbursed without a valid receipt. Employees who stay with friends or relatives are not eligible for lodging reimbursement, but may claim their actual expenses for meals and incidentals. The original receipt should clearly show the name of person paying the bill, name of the traveler(s), amount of the bill, itemization of charges, dates and establishment name. If the lodging bill includes phone charges, make a note if they are personal or business and enter business calls under “business expense” on the travel expense claim.

Use of a third party vendor (i.e., Priceline.com, Travelocity.com, Hotels.com, etc.)

Be aware that some reporting may require separate itemized receipting of airfare and lodging. If this is the case, third-party vendors should not be used as it is often difficult to get an itemized receipt from the hotel.

In the rare event where an employee chooses to use a third party vendor to make travel arrangements, the following instructions must be strictly adhered to:

1. Employees who request reimbursement for receipts from third party vendors for air and lodging expenses incurred while traveling on Sherwood Montessori business must provide a valid receipt from the third party vendor and attempt to obtain a receipt from the lodging establishment showing check-in and check-out dates.
2. An itinerary must be obtained showing the airline travel.

Employees should also be aware that some third party vendors do not provide refunds for cancelled trips; employees are responsible for any and all charges that are associated with a cancelled or changed reservation when booking through a third party vendor.

II. USE OF NON-COMMERCIAL SUBSISTENCE FACILITIES

Use of non-commercial subsistence facilities (i.e., house trailers, campgrounds, camping equipment) can be reimbursed at a rate up to \$68 per day for each 12-24 hour period and \$34 for each period less than 12 hours.

III. FOREIGN TRAVEL

All foreign travel requires approval from the Director at least 30 days prior to travel. Students are not allowed to travel to countries listed as a war risk or high hazardous.

Foreign travel frequently consists of both business and personal components. Per the IRS (IRC Sec. 274(c)), there is a taxability issue if BOTH of the following conditions are met:

1. The total period of the trip is longer than one week, and
2. At least 25% of the trip is personal

As a result, reimbursement and advances for airfare and other expenses on Sherwood Montessori travel claims meeting both conditions will be reduced for the percentage of personal time. This requirement applies to travel outside the 50 United States and the District of Columbia. For the purposes of calculating the percentage of business and personal time when a travel day consists of both business and personal time, the day would be classified as a business day.

Per Diem Rates

For foreign travel, Sherwood Montessori uses the U.S. Department of State Foreign Per Diem rates. Foreign Per Diem rates are established monthly by the Office of Allowances as maximum U.S. dollar rates for reimbursement of government civilians traveling on official business in foreign areas. Please contact the Director for current foreign rates.

Foreign Travel Insurance Program

Foreign travel insurance is required for individuals traveling on Sherwood Montessori business. It is incumbent upon the traveler to procure appropriate insurance.

IV. TRANSPORTATION EXPENSE

Scheduling Airlines

E-Tickets are reimbursable with the original E-ticket Itinerary/Confirmation Sheet, which states the dates of travel, destination and departure cities, the price of the ticket and that it has been paid by the claimant. If the amount or payment information is not on this confirmation sheet, proof of price and payment needs to be shown via a cancelled check or a credit card statement. When using E-Tickets, proof of travel is also required for reimbursement. The following will constitute appropriate proof: the boarding pass stub, if provided, which shows the travel dates, departure and destination cities, or lodging/meals or other receipts from an establishment located at the trip destination.

Sherwood Montessori will pay the cost of one checked bag. Any additional cost of bags is to be borne by the traveler, unless a justification is submitted explaining why the traveler paid for extra luggage (such as presentation handouts, exhibits, workshop materials, etc.) and can demonstrate that the additional cost was required to conduct Sherwood Montessori business.

Travel Agency Fees will be paid; however, a copy of the Travel Agent's Itinerary Sheet/Invoice which shows the amount of the processing fee must be turned in with the travel claim.

Reimbursement for use of Private Automobile

Reimbursement for use of private automobiles on official Sherwood Montessori business will be at the current IRS rate. This rate is subject to change by the IRS. Please contact the Director for current rates.

Expenses arising from travel between residence and place of employment are not allowed. When a trip commences or terminates at the claimant's residence, the distance traveled should be computed from either the school or residence, whichever results in the lesser distance. The exception to this is when the travel commences or terminates before or after the regularly scheduled work day or on a regularly scheduled day off; in this case distance may be computed from the claimant's residence.

Requirements for use of Private Vehicles

For insurance and liability issues, Sherwood Montessori must document that all individuals who drive vehicles for the school hold a valid driver's license and, in cases where a personal

vehicle is involved, proof of automobile liability insurance on the car. This requirement applies to all individuals, employees or volunteers, who drive either as a required part of their position requirements, or as an incidental driver.

Vehicle Rental

Sherwood Montessori will reimburse for the actual cost of vehicle rental for out-of-town travel, including gasoline costs with the submission of original receipts. Reservations for vehicles may be made by the individual or the school. All rentals require the purchase of additional automobile liability insurance or the Loss Damage Waiver. Renters will need to provide credit card information at the time of pick up.

Out-Of-Town Vehicle Rentals

Sherwood Montessori will reimburse actual costs for any out-of-town vehicle rental including gasoline costs with submission of original itemized receipts.

Other Transportation (Motorcycle, Bicycle, etc.)

1. Bicycle. Where a privately owned bicycle is used in the conduct of official Foundation business, the employee will be allowed to claim **4 cents per mile**.

2. Railroad. No more than **actual fare** shall be allowed on any transportation service, in accordance with the latest tariffs at the time the trip was made. Special rates and roundtrip rates should be used whenever possible.
 - a. Reimbursement for roomette accommodations will be allowed. Where it is necessary to use Pullman accommodations that are more expensive than a roomette, a full explanation stating the facts constituting the official necessity must accompany the expense account together with a receipted voucher;
 - b. Unused portions of railroad and sleeping car tickets are subject to refunds, and all steps necessary to secure refunds on such tickets must be taken;
 - c. Meals incurred while on overnight train travel will be reimbursed in accordance with standard per diem rates for in-state and out-of-state short-term per diem.

REQUIRED RECEIPTS

Airfare	Required
Lodging	Required
Car rental	Required
Gasoline for car rental or emergency use for University bus	Required
Conference registration fees	Required
Railroad, bus, light rail fares Taxi, shuttle, parking	Required if any one instance is greater than \$10
Telephone, fax, Internet	Required if any one instance is greater than \$10
Meals	Required if claiming up to full per diem
Miscellaneous business expenses	Required



Sherwood Montessori Charter School

Conditions for Classroom and School Visitation and Removal Policy

Under the California Constitution, Section I (c) (c) Right to Safe Schools: All students and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful. This policy is to provide procedures ensuring a safe, secure, and peaceful school for our community.

While Sherwood Montessori encourages parents/guardians and interested members of the community to visit Sherwood Montessori and view the educational program, Sherwood Montessori also endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment.

Parents/guardians and other visitors, including children who are not students at Sherwood Montessori, shall not loiter on Sherwood Montessori premises, including the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students, and while conducting business. Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit Sherwood Montessori to view the educational program, the visitor must follow the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et, seq.:

1. Visits during school hours should first be arranged with the teacher and Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Director or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Director or designee may design a visible means of identification for visitors while on school premises.
3. The Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

4. The Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Director or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Director or the Board President within five days after the denial or revocation. The Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Director shall be held within seven days after the Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to Sherwood Montessori grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Director's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.



Sherwood Montessori
Wellness Policy On Physical Activity and Nutrition

Sherwood Montessori is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. All students in grades K-8 will have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. Schools will provide nutrition education and physical education that foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Food Service/Child Nutrition Program

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Classroom celebrations, especially in elementary schools, should encourage healthy choices and portion control. Parents and families should receive guidance from the school on foods that are appropriate for such celebrations. It further recognizes that significant research indicates a positive relationship between adequate nutrition and learning resulting in academic success. The school will, as resources are available, provide adequate resources (personnel, equipment, ongoing maintenance, and technology) to implement the Nutrition Policy. All employees of the school will support the implementation of the Nutrition Policy and related Health Education Policy.

Parents/guardian will be encouraged to support the district's nutrition education efforts by considering nutritional quality when selecting any snack which they may donate for occasional special events. The Board will meet annually to review implementation of these policies and regulations.

Quality of Food

The Director shall ensure the meals offered by the school's food service program meet all legal requirements for participation in the National School Lunch and School Breakfast programs. The Director shall ensure that food sales by school-related groups and the use of vending machines are in compliance with state and federal law and do not impair student participation in the district's food service program.

Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-11445. All food available to students on school premises during school hours, including food sold by the Food Service Department, through vending machines, and by student sales, will meet or exceed nutritional standards established by the district.

All foods available to students during school hours shall be:

1. Selected so as to contribute to student's nutritional well-being and the prevention of disease.
2. Prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthful eating habits.
3. Proved to give a variety of healthy choices at all site including ethnic and cultural favorites. Students will be involved in the selection, tasting and marketing of healthy foods that appeal to students.

Healthy food choices (fresh fruits and vegetables, whole grains, dairy products) should be promoted in school activities involving staff, students, and community.

Maintenance of a Healthy Environment

Drinking water and hand-washing facilities should be conveniently available for students at all times. All school sites will provide an environment where healthful eating behaviors are the norm and are modeled and reinforced. Adequate space in a pleasant surrounding will be developed so that students can be encouraged to eat a nutritious lunch. The Director will ensure practices are in place to foster mutual respect between service providers, school personnel and students.

Rewards

Schools should not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Classroom parties should food and beverage that meets nutrition standards for foods and beverages sold individually (above). The school will disseminate a list of healthy party ideas to parents and teachers.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity of at least 60 minutes per day and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class (required PE minutes include 200 minutes every 2 weeks). Toward that end: Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television; Opportunities for physical activity will be incorporated into other subject lessons; and Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate. The Governing Board recognizes the benefits of physical activity for student health and academic achievement. The Board desires to provide a physical education program that builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity.

Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of goals. The school's programs shall include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance. An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion. Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather or other inclement conditions.

Physical Education (P.E.) K-8

All students in grades K-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 200 minutes every two weeks) for the entire school year.

Daily Recess

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Physical Activity and Punishment

The school will not use participation or non-participation in physical education classes or recess as a way to punish or discipline students.

Monitoring and Policy Review

The Board will meet annually to review progress toward implementation of these policies and regulations. The Director will ensure compliance with this nutrition and physical activity wellness policy.