



Board Members:

Jessika Lawrence, Chair (2019)
Lowell Daun, Vice Chair (2019)
Michele Mittman, Treasurer (2019)
Chris Constantin, Secretary (2019)
Brian Ausland, Member (2019)
Charles Thompson, Member (2019)
Suzanne Zivnuska, Member (2020)

AGENDA

BOARD OF DIRECTORS REGULAR MEETING
September 12, 2018, 5:30pm
Chico Country Day School – Room 7 (Middle School Campus)
102 West 11th Street/1054 Broadway, Chico, CA 95928

Mission Statement

Chico Country Day School provides a safe, joyful environment where all learners are inspired to achieve their personal best.

1. CALL TO ORDER & ROLL CALL (5:30pm)

2. CLOSED SESSION (Closed Session will take place in Room 6)

2.1 Public Employee Evaluation

Per Government Code §54957

Title: Director of Education, Dean of Students, Special Education Director, Chief Business Officer

If Closed Session is not complete by 6:00pm, it will resume immediately following the regular meeting

3. REGULAR SESSION (6pm – Room 7)

3.1 Approval of Regular Agenda

4. PUBLIC COMMENTS CONCERNING ITEMS NOT ON THE AGENDA

5. CONSENT AGENDA

5.1 Minutes from the regular & special meetings of 8/8/18

5.2 Leadership Team Board Report

5.3 Unaudited Actuals 2017-2018

5.4 Policy Updates:

Student Policy 7: Health Examinations, Immunizations, Oral Health Assessments

Student Policy 8: Administration of Medication, Anti-Seizure Medication, Emergencies & Head Lice

Board Policy 1: Board Duties & Responsibilities

Board Policy 8: Acceptance of Gifts

6. DISCUSSION/ACTION ITEMS

6.1 School Safety Standing Report

6.2 LCAP report – 1819 goals

6.3 2018-19 Comprehensive School Safety Plan

6.4 FY2019 SchoolAbility Contract

6.5 Discussion/Direction: Establishment of the CCDS Educational Foundation

7. ADJOURNMENT: Adjourn; Next regular meeting is 12/12/18; Board Workshop on 9/17/18



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Brian Ausland, Member (2019)
Charles Thompson, Member (2019)
Suzanne Zivnuska, Member (2020)

Information, Procedures and Conduct of CCDS Board Meetings:

Student Participation:

At the discretion of the Board Chair, students may be given priority to address items to the Board

Public input on specific agenda items and those items not on the agenda:

The CCDS Board of Directors welcomes and encourages public comments. Any person of the public desiring to speak shall be allowed to speak during public comment time and has the option of speaking once on any agenda item when it is being discussed. Speaking time shall generally be limited to three minutes, unless a longer period is permitted by the Board Chair. In the case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. Each person who addresses the Board must be first recognized by the presiding officer and give his or her name. Comments must be directed to the Board as a whole and not to individual board members or employees. The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. Items brought forth at this part of the meeting may be referred to the Administration or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

Special Needs: If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the CCDS office at 530.895.2650. CCDS will attempt to accommodate your disability.

Copies of Agendas and Related Materials: Materials are available at the meeting, on the website at www.chicocountryday.org, or in the Main office prior to the meeting @ 102 W. 11th Street, Chico, CA 95928.



Minutes

CCDS Board of Directors Regular Meeting

Date: Wednesday, August 8, 2018

Time: 5:45 p.m.

Location: CCDS Middle School

1054 Broadway Campus, Room 7

1. **CALL TO ORDER & ROLL CALL:** Attendees: Lowell Daun, Chris Constantin, Michele Mittman, Charles Thompson. Suzanne Zivnuska. Absent: Jessica Lawrence, Brian Ausland. Daun called meeting to order at 5:49 p.m.
2. **CLOSED SESSION**
 - 2.1 **Conference with Legal Counsel-Anticipated Litigation:** Significant exposure to litigation pursuant to Government Code §54956.9(b) (one case)
 - 2.2 **Public Employee Evaluation –** Per Government Code §54957
Title: Director of Education, Dean of Students, Special Education Director, Chief Business Officer
3. **REGULAR SESSION:**
 - 3.1 **Approval of Regular Agenda:** Constantin/Thompson to approve (5-0)
 - 3.2 **Report from Closed Session:** No action taken
4. **PUBLIC COMMENTS CONCERNING ITEMS NOT ON AGENDA** – None
5. **CONSENT AGENDA** – Constantin/Thompson to approve with modification to 5.4 - language added that prohibits the use of school equipment after or before school or when no authorized CCDS employee is supervising (5-0)
 - 5.1 **Minutes from meeting on 6/13/18**
 - 5.2 **Leadership Team Board Report**
 - 5.3 **MOU with Sherwood Montessori regarding Special Education Services**
 - 5.4 **Policy Updates:**
 - Student Policy #1: Admissions & Enrollment Policy
 - Student Policy #2: Attendance & Chronic Absence
 - Student Policy #20: Suicide Prevention Policy
 - Facility & Operations Policy #6: Drop off & Pick-Up & Parking
 - Student & Family Handbook
6. **DISCUSSION/ACTION ITEMS**
 - 6.1 **Election of Officers of Board 2018-19** – Constantin/Thompson to approve the current officers for the 2018-19 year (5-0)
 - 6.2 **School Safety Standing Report** – Reece presented report. Insurance company recommended that we have a standing report. CCDS had an inspection and have made

the changes recommended. School will do a Safety Week mid or end of September to ensure that students are aware of what they should do, including lockdown and evacuation. There will be an Alice Training hosted by BCOE. Chico PD will ensure training under the SRO program that occurs at Charter Schools.

- 6.3 **LCAP Report: 2018/19 Goals** – There will be a midyear cycle review for WASC-requested date for one-day visit in March 2019. Follow up: staff to bring back data on diversity and student performance to a future meeting.
- 6.4 **Report from Board Members: Strategic Planning and Discussion** – General discussion of what we want to see in the strategic planning process. Fairon passed out an article by Ron Berger called *Fostering an Ethic of Excellence*.
- 6.5 **2018-19 45 Day Budget Update:** Budget and revision were very different and not favorable for the school. The biggest change is one-time grant money which was reduced by 50% per ADA. Budget is about \$35,000 in the black vs. revenue versus expenditure.
- 6.6 **Employment Contracts: Dean of Students, Director of Education, Special Education Director, CBO** – Constantin/Thompson to approve (4-0 Zivnuska absent)
- 6.7 **Policy Proposal: Students Policy #16:: Homeless Education Policy**
Constantin/Thompason to approve (4-0; Zivnuska absent)
- 6.8 **Policy Proposal: Student Policy #18: Immigration Enforcement Policy -**
Constantin/Thompason to approve (4-0; Zivnuska absent)
- 6.9 **Policy Proposal: Student Policy #19: Response to Detention or Deportation Policy-**
Constantin/Mittman to approve (4-0; Zivnuska absent)

7. **ADJOURNMENT:** Daun adjourned meeting at 6:51 p.m. Next meeting is September 12, 2018

Respectively Submitted,
Chris Constantin



Minutes

CCDS Special Governing Board of Directors Meeting

Date: Wednesday, August 8, 2018

Time: 6:30 p.m.

Location: CCDS Middle School

1054 Broadway Campus, Room 7

1. **CALL TO ORDER & ROLL CALL:** Attendees: Lowell Daun, Chris Constantin, Michele Mittman, Charles Thompson.. Absent: Jessica Lawrence, Brian Ausland. Suzanne Zivnuska Daun called meeting to order at 6:51 p.m.

2. **SPECIAL SESSION**
 - 2.1 **Approval of Special Agenda:** Thompson/Mittman (All in favor – Daun, Contantin, Mittman, Thompson, Constantin 4-0)

3. **CONSENT CALENDAR:** Constantin/Mittman (All in favor – Daun, Contantin, Mittman, Thompson, Constantin 4-0)
 - 3.1 **Overnight Field Trip Request: Ashland, September 12-13, 2018 (middle school)**

4. **ADJOURNMENT:** Daun Adjourned meeting at 6:55 p.m.

Respectively Submitted,
Chris Constantin

Leadership Team Report-September 2018:

- We have been piloting “Recess Before Lunch” for the K-5 students since the first day of school, and so far we have found that students are eating lunch, coming back to class calmly, and are overall benefiting from this structure. One challenge has been finding enough time for kids to eat now that they need to eat and then return to class. We made a couple of 5 minute adjustments and it seems to have improved. Some of the older students report being hungry right at the beginning of their lunch break and would prefer to eat right away. We will continue to monitor and collect data as the pilot continues through September.
- EL Curriculum update: The curriculum has arrived and teachers have been diving in. It’s very supportive for students who need additional support, but also challenging for those ready to expand their thinking. Some highlights include the K-2 LABS element that includes play and discovery as a way to reinforce academic content. The fifth graders are learning about Human Rights and are deeply engaged with in-depth conversations about this high-level concept. Students are grappling with challenging content in grades K-5 with this curriculum. It’s definitely a lot to plan and prepare as the teachers learn this new material, but the payoff is amazing - challenging, engaging, empowering work for students! We appreciate the teachers working so hard to implement this curriculum with integrity throughout the grade levels. They have made great progress in the short time we’ve been back at school!
- Our Middle School Advisory program started the year off with some team building activities in the park on September 5th. Students and their advisors participated in 6 different stations, including ‘pool noodle challenges’ and ‘find the silver lining’ activity. Advisors and students all reported it was a successful day! Marijeanne Birchard took the lead on planning this day and a big thank you to her for providing such an amazing kick-off to the year.
- Last year we started using the Student Risk Screening Scale (SRSS) as our universal screening tool to identify students who display difficulties with externalizing and internalizing behavior patterns which may require intervention. This tool is used three times a year, and data is examined after each benchmarking period to determine supports and interventions that may benefit groups, or individual students. We will collect our Fall benchmark data near the end of September.
- Last year as part of our Multi-Tiered Systems of Support (MTSS) grant we purchased the 2nd Step Curriculum for grades K thru 5th. Teachers (and support staff) will continue to use this curriculum throughout the school year to support social-emotional learning at CCDS.
- Our books for 2017-18 are closed and the unaudited actual report is completed and on the agenda (due September 15). Our auditor was here on August 10.

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Chico Country Day School

CDS #: 04614246113773.1718

Charter Approving Entity: Chico Unified School District

County: Butte County

Charter #: 112

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,091,969.00		2,091,969.00
Education Protection Account State Aid - Current Year	8012	721,964.00		721,964.00
State Aid - Prior Years	8019	40,292.66		40,292.66
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,355,846.00		1,355,846.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		4,210,071.66	0.00	4,210,071.66
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182		61,367.00	61,367.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		10,065.40	10,065.40
Total, Federal Revenues		0.00	71,432.40	71,432.40
3. Other State Revenues				
Special Education - State	StateRevSE		164,273.00	164,273.00
All Other State Revenues	StateRevAO	158,603.32	95,858.52	254,461.84
Total, Other State Revenues		158,603.32	260,131.52	418,734.84
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	483,249.47	40,798.50	524,047.97
Total, Local Revenues		483,249.47	40,798.50	524,047.97
5. TOTAL REVENUES				
		4,851,924.45	372,362.42	5,224,286.87
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,397,582.10		1,397,582.10
Certificated Pupil Support Salaries	1200	62,802.32	261,768.71	324,571.03
Certificated Supervisors' and Administrators' Salaries	1300	206,812.52	43,711.99	250,524.51
Other Certificated Salaries	1900	64,287.97	2,340.00	66,627.97
Total, Certificated Salaries		1,731,484.91	307,820.70	2,039,305.61
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	111,564.20	99,371.69	200,935.89

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

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Noncertificated Support Salaries	2200	365,144.24		365,144.24
Noncertificated Supervisors' and Administrators' Salaries	2300	86,275.00	15,225.00	101,500.00
Clerical and Office Salaries	2400	188,240.17	12,558.00	200,798.17
Other Noncertificated Salaries	2900	9,050.00		9,050.00
Total, Noncertificated Salaries		750,273.61	127,154.69	877,428.30

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July 1, 2017 to June 30, 2018

Charter School Name: Chico Country Day School

CDS #: 04614246113773.1718

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	245,799.20	40,540.10	286,339.30
PERS	3201-3202	101,064.83	2,540.31	103,605.14
OASDI / Medicare / Alternative	3301-3302	81,910.62	11,696.45	93,607.07
Health and Welfare Benefits	3401-3402	349,935.54	54,243.12	404,178.66
Unemployment Insurance	3501-3502	21,097.47	70.65	21,168.12
Workers' Compensation Insurance	3601-3602	25,558.24	2,910.26	28,468.50
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		825,365.90	112,000.89	937,366.79
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	3,711.26		3,711.26
Books and Other Reference Materials	4200	5,787.92		5,787.92
Materials and Supplies	4300	80,133.95	27,131.62	107,265.57
Noncapitalized Equipment	4400	25,611.97	246.51	25,858.48
Food	4700	8,461.06	39.35	8,500.41
Total, Books and Supplies		123,706.16	27,417.48	151,123.64
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	28,926.06	1,677.22	30,603.28
Dues and Memberships	5300	11,695.18		11,695.18
Insurance	5400	57,156.52	6,567.00	63,723.52
Operations and Housekeeping Services	5500	95,339.06		95,339.06
Rentals, Leases, Repairs, and Noncap. Improvements	5600	184,817.69		184,817.69
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	280,433.48	50,898.84	331,332.32
Communications	5900	17,604.09	7.41	17,611.50
Total, Services and Other Operating Expenditures		675,972.08	59,150.47	735,122.55
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	237,350.00		237,350.00
Total, Capital Outlay		237,350.00	0.00	237,350.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
Transfers of Apportionments to Other LEAs - All Other	7281-7299			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
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July 1, 2017 to June 30, 2018

Charter School Name: Chico Country Day School

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Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	93,757.06		93,757.06
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		93,757.06	0.00	93,757.06
Total, Other Outgo		93,757.06	0.00	93,757.06
8. TOTAL EXPENDITURES		4,437,909.72	633,544.23	5,071,453.95

**CHARTER SCHOOL UNAUDITED ACTUALS
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July 1, 2017 to June 30, 2018

Charter School Name: Chico Country Day School

CDS #: 04614246113773.1718

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		414,014.73	(261,181.81)	152,832.92
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(261,181.81)	261,181.81	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(261,181.81)	261,181.81	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		152,832.92	0.00	152,832.92
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	6,761,717.61		6,761,717.61
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		6,761,717.61	0.00	6,761,717.61
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		6,914,550.53	0.00	6,914,550.53
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	230,848.54		230,848.54
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	6,683,701.99	0.00	6,683,701.99

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Chico Country Day School

CDS #: 04614246113773.1718

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,662,897.84		1,662,897.84
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	2,046.97		2,046.97
4. Due from Grantor Governments	9290	548,875.64		548,875.64
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	74,450.02		74,450.02
7. Other Current Assets	9340	4,435.76		4,435.76
8. Capital Assets (accrual basis only)	9400-9489	8,903,867.06		8,903,867.06
9. TOTAL ASSETS		11,196,573.29	0.00	11,196,573.29
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	151,589.39		151,589.39
2. Due to Grantor Governments	9590	26,378.03		26,378.03
3. Current Loans	9640	385,909.10		385,909.10
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	3,718,146.24		3,718,146.24
6. TOTAL LIABILITIES		4,282,022.76	0.00	4,282,022.76
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		6,914,550.53	0.00	6,914,550.53

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2017 to June 30, 2018

Charter School Name: Chico Country Day School

CDS #: 04614246113773.1718

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. <u>none</u>	\$		0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

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CDS #: 04614246113773.1718

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2016-17 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2019-20.

a. Total Expenditures (B8)	<u>5,071,453.95</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>71,432.40</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>5,000,021.55</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	<u>331,107.06</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	<u>\$ 4,668,914.49</u>



Student Policy #7

HEALTH EXAMINATIONS, IMMUNIZATIONS, AND ORAL HEALTH ASSESSMENTS

Health Examinations

Health Examination Certificates or Waivers

On or before the 90th day after a student's entrance into first grade at **Chico Country Day School** (the "School"), all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver. If the student fails to provide the required documentation, the student will be excluded from the School for not more than five days. In limited circumstances, up to five percent of the School's first grade enrollment may obtain exemptions from exclusion if the School contacts the student's parents/guardians at least twice before the 90th day after entrance to the first grade and they refuse to provide either a certificate or waiver. These exemptions shall only be used in extraordinary circumstances, including, but not limited to, family situations of great dysfunction or disruption, including substance abuse by parents or guardians, child abuse or child neglect.

Health Examinations by the School

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary. The School shall conduct health examinations of students as needed to insure proper care of the students.

Vision Appraisals: During the kindergarten year, or upon first enrollment in the School if it is the student's first entry in a California school, and in grades 2, 5 and 8, the School shall appraise the student's vision. The school need not appraise a student's vision in the year immediately following the student's first enrollment or entry if the student's first enrollment or entry occurs in grade 4 or 7. The appraisal shall include tests for visual acuity, including near vision and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers are responsible for continuous and regular observation of the student's eyes, appearance, behavior visual performance, and perception that might indicate vision difficulties. Where a student's school performance begins to give evidence that the existence of the problem might be caused by a visual difficulty, a visual evaluation shall be done in consultation with the school nurse.

A student's vision may be appraised by using an eye chart or any other scientifically validated photoscreening test. Photoscreening tests shall be performed, under an agreement with, or the supervision of, an optometrist or ophthalmologist, by the school nurse or a trained individual who meets requirements established by the CDE.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a

physician and surgeon, a physician assistant, or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color vision. Parents/guardians may also avoid the testing and observation if they file with the Administrator, or designee, a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion.

A parent/guardian may file annually with the Administrator, or designee, a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. The student will thereafter be exempt from physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the Administrator, or designee, is satisfied that any contagious or infectious disease does not exist. .

The Administrator, or designee, shall ensure that staff employed to examine students are fully qualified to do so and exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

The School will provide for the testing of hearing of each student enrolled in the school in kindergarten and again in second, fifth, eighth and first entry into the California public school system. Pupils at risk of hearing loss are: those exposed to loud noises, including loud music, pupils that have been referred for testing by a parent or teacher, repeat tests for those pupils for whom there was a previously documented problem, pupils who have not had a hearing test for three years; and any student who has enrolled for the first time in the School.

Each student enrolled in a special education program, other than those pupils enrolled for a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individual education program team's evaluation of each individual student.

The School will provide parents/guardians of children who fail the hearing tests with a written notification of the test results and recommend that a medical and audiological evaluation be obtained under certain circumstances identified in regulation.

Dates and results of all screening hearing testing shall be recorded on each pupil's health record. The School will prepare an annual report of the school hearing testing program using Annual Report of Hearing Testing forms, PM 100, provided by the State Department of Health Services.

The School shall endeavor to follow the equipment standards, test environments, and testing procedures identified in Title 17 of the California Code of Regulations, section 2951.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to require immunization of all students against preventable diseases.

Admission: Students shall not be unconditionally admitted to the School unless prior to his/her first admission to the School, he/she presents an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law. Students may be conditionally admitted in accordance with the regulations promulgated by the Department of Health Services. If a student conditionally admitted fails to fulfill the conditions of admission, the

School will prohibit the student from further attendance until that student has been fully immunized as required by law.

The School shall not unconditionally admit or advance any pupil to the 7th through 12th grade levels unless the pupil has been fully immunized against pertussis (whooping cough), including all pertussis boosters appropriate for the pupil's age. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy. If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

Exemptions from Requirements: Students who, prior to January 1, 2016, submitted a letter or affidavit on file at any public or private elementary or secondary school stating beliefs opposed to immunization, shall be allowed to unconditionally enroll in the School. (Note: this exception is only permitted until the pupil enrolls in the next grade span.)

Health and Safety Code section 120370: Additionally, a student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that the immunization is not considered safe. The statement should include the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

The School will file a written report on the immunization status of new entrants to the School with the Department of Health Services as required by law.

Oral Health

Admission: By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment.

A student may be excused from this requirement if his/her parent or guardian indicates on the approved form provided by the school one or more of the following reasons apply:

- The oral health assessment poses an undue financial burden on the parent/guardian;
- The parent/guardian lacks access to a licensed dentist or other licensed or registered dental health professional; or
- The parent/guardian does not consent to the assessment.

Notice: Upon initial enrollment in kindergarten or first grade, the school will notify parent/guardians of the required oral health assessment on the California Department of Education approved form.



Student Policy #8

ADMINISTRATION OF MEDICATION, ANTI-SEIZURE MEDICATION, EMERGENCIES, AND HEAD LICE

Administration of Medications

The following policy regarding the administration of medications is applicable when the staff of Chico Country Day School (the “School”) is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home (5 C.C.R. § 601(g)), because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance: Before the School will allow a student to carry and self-administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- A written statement executed by the student’s authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;
- A written statement by the student’s parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider’s written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement.
- In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student’s self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.
- New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student’s authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student’s parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The

School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the **School Nurse, Liz Seaman or designee**.

Authorized Personnel: A nurse who is employed by the School and certified in accordance with Education Code section 44877 will administer or assist in administering the medication to students. If not available, a designated School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

Storage of Medication: Medication for administration to students shall be maintained in the office of the School nurse in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the School nurse and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality: School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the Administrator, the School nurse or other designated School employees.

Medication Record: The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Deviation from Authorized Health Care Provider's Written Statement: If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by a licensed

health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) If discovery is made by an individual other than a licensed health care professional, notification shall be given to the Administrator, the student's parent/guardian, any School employees that are licensed health care professionals and the student's authorized health care provider.

Specialized Physical Health Care Services for Individuals with Exceptional Needs:

Authorized Personnel: The following individuals may assist students with exceptional needs who require specialized physical health care services during the regular school day:

- Qualified persons who possess an appropriate credential issued pursuant to Education Code sections 44267 or 44267.5
- Qualified designated school personnel trained in the administration of specialized physical health care if they perform those services under the supervision, pursuant to 5 C.C.R. § 3051.12, of a credentialed school nurse, public health nurse or licensed physician and surgeon and the services are determined by the credentialed school nurse or licensed physician and surgeon, in consultation with the physician treating the pupil, to include all of the following:
 - Routine for the pupil;
 - Pose little potential for harm for the pupil;
 - Performed with predictable outcomes, as defined in the Individualized Education Program of the pupil;
 - Does not require a nursing assessment, interpretation, or decision making by the designated school personnel
- Persons providing specialized physical health care services for students with exceptional needs shall demonstrate competence in basic cardiopulmonary resuscitation and shall be knowledgeable of the emergency medical resources available in the community in which the services are performed.

Specialized health care or other services for students with exceptional needs that require medically related training shall be provided pursuant to the procedures identified in this policy generally.

Specialized physical health care services include catheterization, gastric tube feeding, suctioning or other services that require medically related training.

Emergencies

First Aid and CPR

All teachers are certified in first aid and CPR. First Aid Kits containing appropriate supplies are accessible by all staff. First aid will be administered whenever necessary by trained staff members.

When necessary, the appropriate emergency personnel will be called to assist.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical “do not resuscitate” orders. School staff should not be placed in the position of determining whether such orders should be followed.

Emergency Contact Information

For the protection of a student’s health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

Emergency Aid to Students with Anaphylactic Reaction

The School will provide emergency epinephrine auto-injectors to trained School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414 and any regulations promulgated in line therewith.

Trained School personnel may immediately administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylaxis reaction at School or a School related activity when a physician is not immediately available.

For purposes of this policy, “anaphylaxis” means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction and exercise.

Head Lice

Parents are to be contacted when lice or nits within ¼” from the scalp are found on a student and recommended that the student be picked up at the end of the school day. At no time will a student be excluded from school for the presence of lice or nits. It is preferable to have a parent or guardian pick up the student so information is provided including options for treatment with methods such as an anti-lice shampoo and other options for the student infested and the procedures to be followed to eliminate head lice in the home. All members of the family must be checked for lice. School age siblings of the student will be checked for head lice by school staff as soon as possible.

An “awareness” email will be sent home with all the classmates of the identified student at the elementary school level ONLY if NEW cases of head lice are confirmed. This communication will inform parents that head lice were detected in their child’s grade level and will provide general information about head lice and suggestions as to what parents can do to screen their children for head lice. No student will be identified in the provided communication.

The day following treatment, the child should be re-examined and admitted to class. If the child is still infested, then the parent should be re-contacted. Approximately one week after being readmitted for having had head lice, the student will be rechecked for head lice by school staff.

In situations where the student has repeated cases of head lice, school personnel will contact the family to assist them in evaluating current interventions and make additional recommendations as appropriate.

CHRONIC CASES: If a child is found repeatedly infested with head lice for six consecutive weeks or in three separate months of the school year, the child should be deemed to have a “chronic” head lice case. It is important to identify these students since their continuing infestations may signify other family or socioeconomic problems. Chronic cases should be reviewed by a multidisciplinary team to determine the best approach to identify and resolve family problems that impact the child’s chronic louse infestation and school attendance.

To: All Staff of Chico Country Day School

From: Administration

RE: Epinephrine Auto-Injector volunteers

Dear Staff:

With the rise in hypersensitivity to allergens, the school is committed to provide volunteers trained to administer epinephrine auto-injectors for those persons within the school community suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Anaphylaxis is a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise. At times, the injection of epinephrine is necessary to save a person's life.

This memorandum is the school's formal request for school personnel to volunteer to be trained to administer an epinephrine auto-injector to persons suffering, or reasonably believed to be suffering, from anaphylaxis. The training will include all of the following:

- Techniques for recognizing symptoms of anaphylaxis
- Standards and procedures for the storage, restocking, and emergency use of epinephrine auto-injectors.
- Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the pupil's parent and physician
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Instruction on how to determine whether to use an adult epinephrine auto-injector or a junior epinephrine auto-injector, which shall include consideration of a pupil's grade level or age as a guideline of equivalency for the appropriate pupil weight determinations.

As a trained volunteer, the school will provide you with epinephrine auto-injectors for emergency situations and will provide you with any necessary defense and indemnification for any and all civil liability as a result of actions taken as a volunteer.

If you have any questions about the training please contact **Liz Seaman, School Nurse**.



Board Policy #1

BOARD DUTIES AND RESPONSIBILITIES; DELEGATION OF POWER

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board of Directors and the CCDS Administrators work together as a governance team in operating Chico Country Day School (CCDS). This governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policy identifies the role of the Board and the role of the Administrators.

Role of the Governing Board

Vision and Strategic Plan:

- The Board drafts, modifies and approves the School Mission and in each subsequent year, reevaluates the School Mission;
- The Board reviews, provides input and approves the one- and five-year Strategic Plans submitted by the Administrative Team;
- The Board adopts policies to successfully implement the School Mission and Strategic Plans.
- The Board oversees the CCDS Administrators to ensure that the School Mission and Strategic Plans are reflected in the day to day operations of the school, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring:

- The Board, or a committee thereof, annually reviews student performance based on state- and federally-mandated assessments and sets goals for student achievement;
- The Board, or a committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments;
- The Board reviews and adopts academic policies to achieve the student achievement goals;
- The Board approves all academic performance reports to all federal, state and local agencies as required by law;
- The Board approves a Local Control Accountability Plan (LCAP) and annually reviews, updates and approves it.
- The Board, or a committee thereof, researches or develops student data collection systems and periodically reviews them to ensure their effectiveness.

Staffing and Personnel:

- The Board reviews and approves personnel policies and any amendments thereto;
- The Board hires, evaluates, and terminates the employment of the Director of Education, Dean of Students, Special Education Director and the Chief Business Officer (“Administrative Team”).
- The Board establishes performance goals for the Administrative Team and communicates the goals to the Administrative Team;
- The Board annually reviews the Administrative Team performance;

- The Board annually reviews the Administrative Team’s employment contracts, and reevaluates it yearly;
- The Board establishes and annually reviews the Administrative Team succession and recruitment plans;
- The Board approves the salaries and compensation policies for all School personnel in compliance with any applicable state laws;

Parent, Student and Community Relations

- The Board, or a committee thereof, hears and decides student expulsion recommendations;
- The Board, or a committee thereof, hears and decides student suspension appeals, if applicable;
- The Board reviews and approves student and parent policies and any proposed amendments thereto;
- As needed, the Board communicates with the media and community at large consistent with the School’s Mission and Vision;

Finance and Budget

- The Board enters into financing and building contracts;
- The Board approves construction and remodeling of facilities;
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

Board Internal Business

- The Board drafts, reviews and approves board policies and amendments thereto;
- The Board recruits prospective Board members;
- The Board orients new Board members;
- The Board, as needed, provides training to its members;
- The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- The Board annually reviews the school performance reports;
- The Board, as needed, reviews charter school renewal proposals and reports.

Delegation of Power to the CCDS Administrative Team

The Board delegates the following powers to the Administrative Team, or their delegate:

Vision and Strategic Plan:

- The Administrative Team provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it reevaluates the School Mission;
- The Administrative Team drafts and submits to the Board the School’s one- and five-year School Goals and/or Strategic Plans;
- The Administrative Team implements the Board-adopted policies to implement the CCDS Mission and Strategic Plans, by among other things adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring:

- The Administrative Team creates a report reflecting student performance based on state- and federally-mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on state assessments. The Administrative Team implements the goals for student achievement on such assessments;
- The Administrative Team quarterly creates a report reflecting student performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student assessment on school level assessments. The Administrative Team implements the goals for student achievement on school level assessments;
- The Administrative Team implements Board adopted policies to achieve the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- The Administrative Team creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;
- The Administrative Team consults with teachers, other school personnel, parents and pupils in developing the local control and accountability plan and annual update to the Local Control and Accountability Plan(LCAP), which is approved by the Board annually;
- The Administrative Team develops the school calendar and class schedule and provides them to the Board for approval.

Staffing and Personnel:

- The Administrative Team drafts all personnel policies and presents them to the Board for review and approval. The Administrative Team also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval;
- The Administrative Team has authority for all hiring and terminating all school personnel other than the Administrative Team. The Administrative Team is responsible for all recruitment activities associated with the hiring of school personnel;
- The Administrative Team ensures that all school personnel are evaluated on a regular basis and creates the process for such evaluation;
- The Administrative Team implements all personnel policies, including the school's internal complaint procedures.

Parent, Student and Community Relations

- The Administrative Team implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The Administrative Team follows the policies and procedures adopted for student suspensions and refers any student appeals to the Board to hear and decide such appeals;
- The Administrative Team drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Administrative Team drafts amendments to the student and parent policies, and presents them to the Board for approval;

- At the request of the Board, the Administrative Team communicates with the media and community at large in a fashion that is consistent with the School's Mission and Vision;

Finance and Budget

- The Administrative Team drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Administrative Team drafts amendments to the fiscal policies, and presents them to the Board for approval;
- The Administrative Team drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts;
- The Administrative Team drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements;
- The Administrative Team implements the responses to the audit report as instructed by the Board.

Facilities

- The Administrative Team conducts school site needs assessments at the direction of the Board;
- The Administrative Team conducts capital campaigns as needed;
- The Administrative Team implements any facilities policies.

Charter Performance and Renewal

- The Administrative Team annually drafts any required school performance reports for Board review;
- The Administrative Team, as needed, drafts charter school renewal proposals and reports.

ACCEPTANCE OF GIFTS

All Board members who receive gifts in their individual capacity must reflect such gifts in accordance with the Political Reform Act annually on their Form 700, if required.

The following gifts or donations must be accepted by the Board at a regularly scheduled Board meeting: real property, gifts of personal property and gifts of securities. The Board will not accept gifts that would result in the School losing its charter, would result in the School losing its tax-exempt status with the IRS, are not valuable enough in relation to the difficulty or expense in administration, could produce unacceptable consequences for the School or are in contravention of School's mission.

Adopted:

Amended:

Comprehensive School Safety Plan SB 187 Compliance Document

**2018-2019
School Year**

School: Chico Country Day Charter School:
CDS Code: 04614246113773
District: Chico Country Day School
Address: 102 West 11th Street
Chico
Date of Adoption:

Approved by:

Name	Title	Signature	Date

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at www.chicocountryday.org.

Safety Plan Vision

The mission of Chico Country Day School is to provide a safe, joyful community where all learners are inspired to achieve their personal best. Our core purpose is to educate student toward becoming engaged and thriving learners. CCDS has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site based emergency preparedness for all students, faculty and staff. Chico Country Day School (CCDS), a public charter school, was established in 1996 by local teachers, parents, and community members. CCDS was unanimously re-approved by the Chico Unified School District March 25, 2015.

Components of the Comprehensive School Safety Plan (EC 32281)

Chico Country Day Charter School: Safety Committee

Colly Fischer (administrator), Margaret Reece (administrator)

Anne- Marie Chik (staff), Debbie Hardesty (staff), Jeff Hall (staff), Jamie Saderup (staff), Lisa Hoppe (staff), Liz Seaman (staff), Pamela Wilson (staff), Stacy Ferguson (staff), Stuart Langford (staff)

Michele Mittman (parent/board member), Zach Plottel (parent), Nick, Bauer (parent)

Assessment of School Safety

School safety data sources include:

Attendance Rates, Suspension/Expulsion Rates, Office Referrals, Student and Parent Surveys, Local Law Enforcement data, and anecdotal evidence

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

Chico Country Day School developed and implements a safety program that encompasses school emergencies, disaster procedures, crisis response, student safety, discipline and well-being. Students' best interests are at the core of all decisions we make and our purpose is to educate students toward becoming engaged and thriving learners. Our staff is trained in mandated reporting, first aid/cpr, CPI, yard supervision, and school norms and best practices for ingress and egress of the students. In addition, we have an incident team that has proven successful in all emergency situations. Each year, the safety committee meets to review and/or update our school plan. CCDS has implemented multi-tiered supports for student well-being and success. These include positive behavior supports, academic support, and social-emotional curriculum K-8.

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

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Employees may, but are not required, to report such incidents to the Administrator. Reporting such incidents to the Administrator does not relieve the Employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. Child protective agencies are the police, sheriff, probation, child protective services/welfare department.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person" and includes:

1. Physical abuse resulting in a non-accidental physical injury;
2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child;
3. Sexual abuse including both sexual assault and sexual exploitation; and
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment

There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

When two or more persons who are required to report jointly have knowledge of or suspect an instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.

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

Disaster Plan (See Appendix C-F)

FIRE DRILL and SCHOOL-WIDE EMERGENCY PLANS:

The CCDS Earthquake Plan, Fire Drill and School-Wide Emergency Plan are included in this Safe School Plan. These procedures and assignments are updated on an annual basis or whenever necessary as a result of events or training, or best practices.

School Wide Emergency Plans:

When dialing 9-1-1 from campus phones, dial 9-9-1-1

Fire Evacuation Procedures:

- Sound the school alarm
- Teachers and staff will
- Bring the emergency binder.
- Using your emergency door exits, clear rooms silently and close doors, leaving them unlocked.
- Evacuate to the designated area on the field. Students walk to the fence (middle school students cross the street) and turn to face the middle of the field.
- Maintain control of students at a safe distance from fire, fire personnel, and equipment.
- Conduct roll call and display GREEN card if all students are accounted for or RED card if student(s) are missing. This includes students in special services. Administrator will clarify that students are accounted for when evacuation is complete. (When in doubt, put red out.)
- An ALL CLEAR signal will be given indicating that conditions are safe to return to classrooms

Earthquake Procedures:

- Earthquakes strike without warning. Students and staff are to DROP, COVER, AND HOLD when inside building and DROP when outside buildings.
- Inside School Building: Staff in charge implements DROP, COVER and HOLD. All students and staff should immediately turn and/or move away from glass areas and place themselves under tables and desks until shaking subsides.
- Outside School Building: Staff in charge implements DROP. Move away from potential falling objects and into the open if possible. Drop and hold until shaking subsides.
- The administrator or office staff will announce "Evacuate to the fire drill location" over the PA. Staff in charge will bring emergency binders, evacuate students, and close doors. Special consideration should be given to exit routes to ensure safety.
- Take roll at the fire drill location and display RED or GREEN cards.

Evacuation:

- Alert: Administration or office staff will announce to staff "This is an evacuation to ..." by PA.
- Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.
- Follow directions from Incident Command Team. Maintain radio contact.
- All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.
- If the relocation site is unsafe, wait for the Incident Commander's instructions.
- An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.
- Assist persons who may need assistance and render first aid as necessary.

Student Runaway Procedure

- Keep the student in your sight at all times.
- Follow student but do not chase
- Communicate with main office through your walkie talkie
- Contact police
- Continue visual contact and remain on scene until police and parents are present and situation is under control

Security Alert (Code Yellow)

- Alert (provided twice in two separate announcements): Administrator or office staff will announce to “Check email and monitor walkie talkies for a security alert” by PA. Runners will notify substitute teachers.
- This is a precautionary alert where teaching day continues
- Students stay in class, recess and dismissal may be altered or withheld depending on direction from law enforcement
- Blinds closed, doors locked, gates locked
- No entry or exit from campus until situation is resolved
- Administrator or office staff will notify staff by PA to check email and monitor walkie talkies. Runners will notify substitute teachers.
- If you are in the gym, use the access keys (hide-a-keys) to lock the doors from the interior.

Lockdown Procedure (Code Red)

- Alert (provided twice in two separate announcements): Administrator or office staff will announce “Lockdown. We are in lockdown with an outside threat. Staff and students in classrooms, lock doors, turn off lights, get low to the ground.”

All Staff will:

- Lock doors, turn off lights, close blinds, and account for students. Students will remain quiet
- Immediately email lockdown@chicocountryday.org with “all present”/“students missing”/or “extra adults” in subject line. Do not call the office unless it is absolutely necessary. If you do not have email capability, the office will contact you via phone or walkie talkie.
- Playground: Hurry to the closest building
- Staff in Gym: lock doors
- Lunch area: hurry to closest classroom or gym
- Restrooms: If students are in the restroom, they must remain there.
- NO STAFF or STUDENTS ALLOWED OUT UNDER ANY CIRCUMSTANCES.
- Call 911 and notify administration if there are injuries
- Administration will provide updates based on direction from law enforcement. Utilize the emergency buckets in the classroom for bathroom use.
- Law enforcement will take charge of the situation and direct activities and procedures
- Do not open the door until the ALL CLEAR signal is given.
- If you are in the gym, use the access keys (hide-a-keys) to lock the doors from the interior.

Evacuation site is Boys and Girls Club

601 Wall Street

Chico, CA

95928

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion as Disciplinary Actions

CCDS will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or special education local plan area (“SELPA”) policies require additional or different procedures.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

1. Mandatory Suspension. A student shall be suspended with a mandatory recommendation for expulsion where he/she is found to have:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

2. Discretionary Suspension. A student may be suspended for any of the following offenses:

a. Possession, use, offering, arranging and/or negotiating to sell or provide of a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

b. Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.

c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.

d. Physical assault including, but not limited to aiding or abetting in the same.

e. Damage to school or private property including, but not limited to attempted or caused damage.

f. Sexual harassment.

g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."

h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.

i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.

j. Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.

k. Violations of CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.

3. Mandatory Expulsion. A student shall be expelled when it is determined that the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

4. Discretionary Expulsion. A student may be expelled for any of the following offenses:

a. Possession, use, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

b. Possession, use, being under the influence of, offering, arranging and/or negotiating to sell tobacco, alcohol, drugs, other controlled substances, or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.

c. Theft of property including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.

d. Physical assault including, but not limited to aiding or abetting in the same.

e. Damage to school or private property including, but not limited to attempted or caused damage.

f. Sexual harassment.

g. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."

h. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.

i. Disruption and/or defiance, including, but not limited to disruption of school activities and/or willful defiance of the authority of school personnel.

j. Violations of CCDS academic policies, including, but not limited to plagiarism and/or cheating.

k. Violations of CCDS Internet Use and BYOD policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.

Authority to Impose Discipline

The Dean of Students (or his/her designee) may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement of authorities.

The Dean of Students (or his/her designee) may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The Dean of Students (or his/her designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing is warranted; or, (2) Companion to setting an expulsion hearing. The Dean of Students (or their designees) have the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the Dean of Students (or his/her designee) shall have the authority to hear the matter and to determine whether or not to impose an expulsion. The decision of whether or not to expel a student remains at the sole discretion of the Dean of Students (or his/her designee).

Suspensions

Suspension Pending Investigation

The Dean of Students (or his/her designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the Dean of Students (or his/her designee) determines that a student is to be suspended, the Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward or some other form of restorative process as the School may determine in its sole discretion.

Suspension Pending Expulsion Hearing

If the Dean of Students (or his/her designee) determines at the outset that an expulsion hearing is warranted, the Dean of Students (or his/her designee) may impose a suspension pending an expulsion hearing. The Dean of Students (or his/her designee) shall provide written notice to the student's parents and/or guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing and provide information regarding CCDS expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

Discipline Review Meeting

If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the Dean of Students (or his/her designee) will discuss with the parents and/or guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and, (3) next steps. If the Dean of Students (or his/her designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an expulsion hearing, the Dean of Students (or his/her designee) will provide the parents and/or guardians with a Suspension Pending Expulsion Hearing Notice.

Expulsions

Expulsion Hearings

If the Dean of Students (or his/her designee) determines that consideration of expulsion is warranted, the Dean of Students will hold an expulsion hearing where the Dean of Students shall serve as the hearing officer. The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Dean of Students will consider evidence and/or testimony as appropriate and will render a decision that shall be in the best interests of the student and CCDS. If a Dean of Students determines that a student is to be expelled, the Dean of Students shall inform the student's parents and/or guardians of his/her determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The Dean of Students written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the Dean of Students determination.

Right to Appeal Dean of Student's Determination

The parents and/or guardians shall have ten (10) days from the Dean of Students Expulsion Determination Letter to submit a written request of appeal to the Director of Education of Chico Country Day School ("Written Appeal Request"). In response to the Written Appeal Request, the Director of Education of CCDS shall convene a committee consisting of one member of the CCDS Board of Directors, Special Education Director and the CBO of CCDS or his/her designee. The committee members appointed will be knowledgeable about CCDS basis for expulsion and the procedures regarding expulsion. The committee shall have the right to rescind or modify the expulsion. The committee shall convene a hearing on the appeal within fifteen (15) days of receipt of a timely written request for an appeal. At the hearing on the appeal, the student shall have the right to counsel and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and CCDS. That decision shall be final.

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

To notify teachers of suspensions as they occur during the school year, the following process is used: After reviewing the cum folder of newly enrolled students, the site administrator will advise unit members at that site of documented incidents which, if repeated, could pose a threat to unit members, other students or employees. Unit members shall be responsible for maintaining confidentiality on a need to know basis.

When a child is suspended from school, copies of the suspension are placed in the student cum folder. Notification of suspensions are given to: parent/guardian, teacher, Dean of Students, Director of Special Education (if applicable).

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

Student Sexual Harassment Policy

It is the policy of Chico Country Day School to maintain learning and work environment that is free of sexual harassment. The goal of this policy is to have a process that is sensitive to the needs of students as well as the rights of those against whom allegations have been made. All complaints, both formal and informal, will be handled with confidentiality appropriate to the investigation. The administrator/designee will be the investigating officer. The administrator/designee will assist students at both the formal and informal grievance levels and be prepared to answer any questions or concerns. Parents of the complaining student will be notified.

At the informal level the administrator/designee will assist the student in approaching the person who has caused the complaint. If the student does not feel comfortable approaching the person, then the administrator will approach the person on the student's behalf. The student should specify the incident that caused the complaint and the action that, in the student's opinion, would resolve the matter.

At the formal level the student will file a written grievance with the administrator/designee. The written grievance will detail the specifics of the sexual harassment claim and must be filed in writing within 60 days of the occurrence. The administrator/designee will then conduct an investigation to determine the validity of the grievance and what disciplinary sanctions or further referrals should occur. The investigation must be completed within a 90-day period and the complainant will receive written notification of the final disposition. Findings may be appealed to the CCDS Board of Directors.

Definition

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, when made by a student to another student, or when made by a student to a staff member. Sexual harassment may include, but is not limited to:

Suggestive or obscene letters, notes, or invitations; derogatory comments, slurs, jokes, or epithets; assaults, touching, impeding or blocking movement; leering gestures, display of sexually suggestive objects, picture or cartoons.

Continuing to express sexual interest after being informed that the interest is unwelcome. Reciprocal attraction is not considered sexual harassment.

Implying or actually withholding grades earned or deserved. Offering favors, such as grades, in exchange for sexual favors.

Coercive sexual behavior to control, influence, or affect the educational opportunity, grades, and /or learning environment of a student.

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

Objective: To promote a professional and respectful learning environment and readiness for the world of work.

Clothing must cover the body with no undergarments exposed.

No exposed midriff and/or cleavage.

No backless, strapless, tube tops and/or halter tops. Please note a bandeau is considered an undergarment.

Shorts must have a two-inch inseam/skirts must be longer than the student's thumb when arms are straightened.

Shoes or sandals must be worn at all times. All shoes must have a backs on them, no backless flip-flops or slides. Slippers and heeels (shoes with wheels) are not acceptable. Closed-toed shoes must be in student's possession daily for required P.E, walking field trips, and some electives.

Any clothing or accessories that display or promote the use of alcohol, tobacco, drugs, racial or ethnic slurs, gang affiliation or identity, violence, sexually suggestive or profane content are not allowed.

If a student comes to school in clothing that does not adhere to the above dress code, parents will be contacted and asked to either take your child home or bring a change of clothes for him/her. The student will be provided with appropriate clothing until the parent arrives.

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

Students can arrive at school no earlier than 7:45 a.m. and should be dropped off on the Main Campus (K-5 side.) Upon arrival, your child must remain in supervised areas on campus. Students may be dropped off in the Middle School Building at 8:25 AM. Please make sure that your child enters the school safely and that he or she is supervised as he/she is crossing streets, etc. Do not drop your child off in the parking lot.

Kindergarten students MUST be picked up at their classroom at 2:15 p.m by a parent or other authorized individual.

All students MUST be picked up by 2:40 PM (grades 1-3), 2:55 PM (grades 4-8) at the curb. On minimum days, all students MUST be picked up by 12:30 PM. Students are not allowed to wait in front of the building without supervision.

DROP OFF AND PICK UP OF STUDENTS & PARKING

Introduction: The safe arrival and departure of students is of paramount concern to the Charter School. The Charter School has promulgated the following policy and requests that students and parents adhere to its procedures in order to ensure the safety of all students and staff.

In addition, the Charter School desires to be a good neighbor to the residents surrounding the Charter School premises. Parents can help the Charter School to be a good neighbor by following the rules of the road and exercising courtesy to neighborhood residents.

General Guidelines

All visitors to the Charter School are expected to adhere to the rules of the road when driving on or around the Charter School premises. All visitors are expected to drive slowly when students are present.

Motor vehicles of any kind, including but not limited to, motorcycles, motor scooters, and motorized skateboards, are not allowed on the Charter School premises in any area except the parking lot or designated drop-off and pick-up areas.

Arrival and Departure of Charter School Students

Parents are requested to adhere to the following rules:

1. Drive slowly through the school zone.
2. Pay close attention to the directions of any crossing guard at any crosswalk or traffic light. He or she is trying to help get students to school safely.
3. When approaching the area designated for student pick-up and drop-off, remain patient and stay to the right side of the area. There shall be no passing around other vehicles.
4. Enter the parking lot only if you plan to get out and walk your child to school. Otherwise, the parking lot is not a safe drop-off and pick-up area.
5. When you pull to the curb of the designated pick-up and drop-off area, the first car should pull as far forward as possible allowing others to pull in behind.
6. When leaving, pull out slowly and look carefully for students and other cars.

7. For afternoon pick-ups, if you arrive early, circle the block until students are released. The curb is designated for 3 Minute Loading Zones. After the children are dismissed, the first car should pull forward as far as possible to wait for his or her child.
8. Treat other drivers with respect.

Procedures

Students to be picked-up and dropped-off must report to the designated area when they are dismissed from class.

Parking

Parking spaces designated for employee use and visitor use shall be utilized accordingly.

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

Component:

Universal Expectations

Be Safe

Be Respectful

Be Responsible

All Classrooms and Common Areas: Keep your hands, feet and objects to self. Walk to the right at all times. Use equipment and materials appropriately. Use appropriate language and voice level. Clean up after self. Take proper care of all school equipment. Leave toys or other personal belongings at home.

Arrival and Dismissal: Arrive on time. When you arrive, put backpack in your designated area. At dismissal, stay in the pick up zone on the campus side of the sidewalks. Be an active listener. Hands and feet to self. Be in class line by the second bell.

Bathrooms: Walk. Report unsafe conditions. Use appropriate language and voice level. Respect the privacy of others. Use the bathroom for its intended purpose.

Cafeteria/Lunch Area: Keep your hands and feet to self. Eat only your food. Playground equipment is not permitted in eating areas. Use appropriate language and voice level. Listen and follow adult directions. Remain seated until signal for dismissal. Clean up trash and belongings. Pack it in, pack it out!

Gym: Keep your hands and feet to self. Use playground equipment how and where it is intended. Use appropriate language and voice level. Listen and follow adult directions. Return equipment.

Passing Periods: Keep your hands, feet and objects to self. Walk to the right at all times. Listen and follow directions the first time. Help others. Stay with your group or class when traveling together. Travel on pathways destination to destination.

Recess: Keep your hands and feet to self. Use playground equipment how and where it is intended Stay in assigned areas. Be an active listener. Freeze at the bell and return to class. Return equipment.

Accident Protocol

If there is a medical emergency on campus requiring assessment or treatment beyond what staff can or should do, staff should immediately call an ambulance or paramedics (9-911), then call the parent/guardian.

Paramedics will assess and evaluate the need for transportation. Usually the parent/guardian show up during this time. If not, and the paramedics decide to transport, provide them with a copy of the treatment authorization (emergency card) to take along. If the parent is not present, a staff member will accompany the student.

Finances do not play a part in this protocol. Paramedics can assess and decide not to transport; there is no cost involved in calling them to the school. Decision to transport is theirs as well as the liability for course of treatment at that point.

The school is not responsible for the medical costs incurred unless found at fault (possible negligence, safety issues, etc.)

Element:

Opportunity for Improvement:

As per WASC- improve supervision for fourth through eighth grade.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide signs with behavior norms across campus.	Design signs		Dean of Students/Business Office	ongoing
Track referrals year to year	Reports run quarterly. Final report in June. Provide comparisons year to year to staff and board.	Student information system	Dean of Students	ongoing
Training for all staff regarding school universal and expectations.	PBIS rotations, staff expectations, refine referral process for MS staff.		Dean of Students	ongoing

Component:

Safe Schools Partnership:

A safe school is a shared responsibility between school staff, students and parents.

STAFF:

- Park and lock your car in well-lit non-isolated areas
- Use the buddy system whenever possible when entering or leaving the campus at night
- Secure purses and valuable while on campus
- Monitor the school campuses. Be aware
- Notify the administration or Chico PD immediately when you observe trespassers on campus
- Do not return to campus during non-school hours without permission of the administration and making the required notification
- Know the emergency numbers for Chico Police Department. Notify other staff members when remaining on campus after school hours. Campus is to be cleared by 6pm unless permission to remain has been given.
- Know the alarm code, placement of key pads on campus and how to activate and deactivate alarms
- Develop a system of rumor control relative to activities that occur on campus
- Be aware of safety concerns in the community surrounding the school

STUDENTS:

- Report violence, bullying or criminal activity immediately to an adult
- Be aware of your surroundings
- Avoid isolation and unsupervised activities and areas on campus
- Stay on campus during school hours

PARENTS:

- Talk to students about what to do if confronted with violence, bullying, or anything else that is prohibited at our school
- Be aware of the route the children take to school
- Be familiar with whom your children socialize
- Discuss your child’s activities at school
- Share with your children the importance of remaining on campus during the day
- Attend or chaperone school events when possible
- Help supervise the campus when you are there

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

School Safety - Conditions for Classroom and School Visitation:

While CCDS encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, CCDS 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. If a parent or guardian wishes to visit CCDS to view the education program, assist teachers, or conduct school business, 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. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds in a sign-in book. For purposes of school safety and security, a visitor’s badge must be worn.
3. The Administrator, 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 Administrator 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 Administrator 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 Administrator 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 Administrator 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 Administrator or the Board Chair within five days after the denial or revocation. The Administrator or Board Chair 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 Administrator shall be held within seven days after the Administrator receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the Chair receives the request.
7. The Administrator or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. No electronic listening, photographic, or recording devices may be used by students or visitors on school grounds or on school sponsored field trips and other school activities without the teacher's and/or Administrator's permission. Exception: Parents/guardians of currently enrolled CCDS students who have signed the "Conditions under which students may be photographed/filmed" section of the CCDS Student-Parent Handbook.

9. Visitors should only come onto campus for the purpose(s) they designate in the sign-in logbook. Visitors shall not get involved in situations which are the responsibilities of CCDS staff, such as directing other students and intervening in discipline situations. Visitors shall not share confidential information or student information with individuals who are not CCDS staff members.

10. Visitors shall not interfere with, disrupt, or in any way prevent or hinder a CCDS staff member in the performance of his/her job duties.

11. School age children shall not visit CCDS during regular CCDS school hours without prior permission from the school administration.

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 the 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 that would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Chico Country Day Charter School: Student Conduct Code

Conduct Code Procedures

Behavior at Chico Country Day School

In order to ensure a quality learning environment, we feel each student is entitled to a safe and respectful school environment. CCDS has implemented a Positive Behavior Intervention Support Program which provide clear behavior expectations and Restorative Practices which promotes positive behaviors focused on understanding conflict and how to repair harm. We believe that all our students can behave in a manner appropriate to school and that each student can be held accountable for their behavior. CCDS strives to build a community based on cooperation, trust and respect. The universal behavior norms are to be safe, respectful and responsible.

General rules for behavior and safety are:

- Use equipment for the intended use.
- Use appropriate language.
- Follow staff directions.
- Rough play is not allowed.
- Treat others with respect.

Restorative practices provide students a chance to learn about consequences of their actions, develop empathy, and figure out ways to repair relationships that may have been damaged. The process also addresses the needs of those who have been harmed. During a restorative dialogue, students are asked:

- To reflect on the conflict or problem (What happened? What were you feeling at the time?)
- To identify their needs and interests (What do you need in order for this class to go well? How do you want things to change?)
- To make a plan (What needs to happen to make things right? What is our plan for the future?)

Positive reinforcements may include:

- Eagle Eyes are given to students who demonstrate our universal behaviors. Students may turn these in for special drawings.
- Individual classroom incentives.

Discipline may include any one, a combination and/or all of the following depending on the circumstances, and at the school administration's sole discretion.

- Verbal and/or written warning given to the student.
- Loss of privilege. (Referral sent home)
- Restorative conversations and/or task to address the behavior (i.e. pick-up trash, clean lunch tables)
- Written commitment by student to improve his/her behavior and/or performance. (Think Sheet)
- Detention (Referral sent home)
- Parent /guardian notification (Referral sent home)
- Conference with Dean, Director or other faculty (Referral sent home)
- Suspension
- Expulsion
- Other forms of discipline that the school may determine appropriate

Any student who is in possession of any weapon will be recommended for expulsion from the school. (Education Code 48915).

Behavioral plan will apply to students (EC 48900) while on school grounds, while going to and from school, during any school-sponsored activity, on field trips, and during any other school related event.

Universal Expectations

(J) Hate Crime Reporting Procedures and Policies

For purposes of this Guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours. Contact the site administrator if you feel your child may have been a victim of a hate crime.

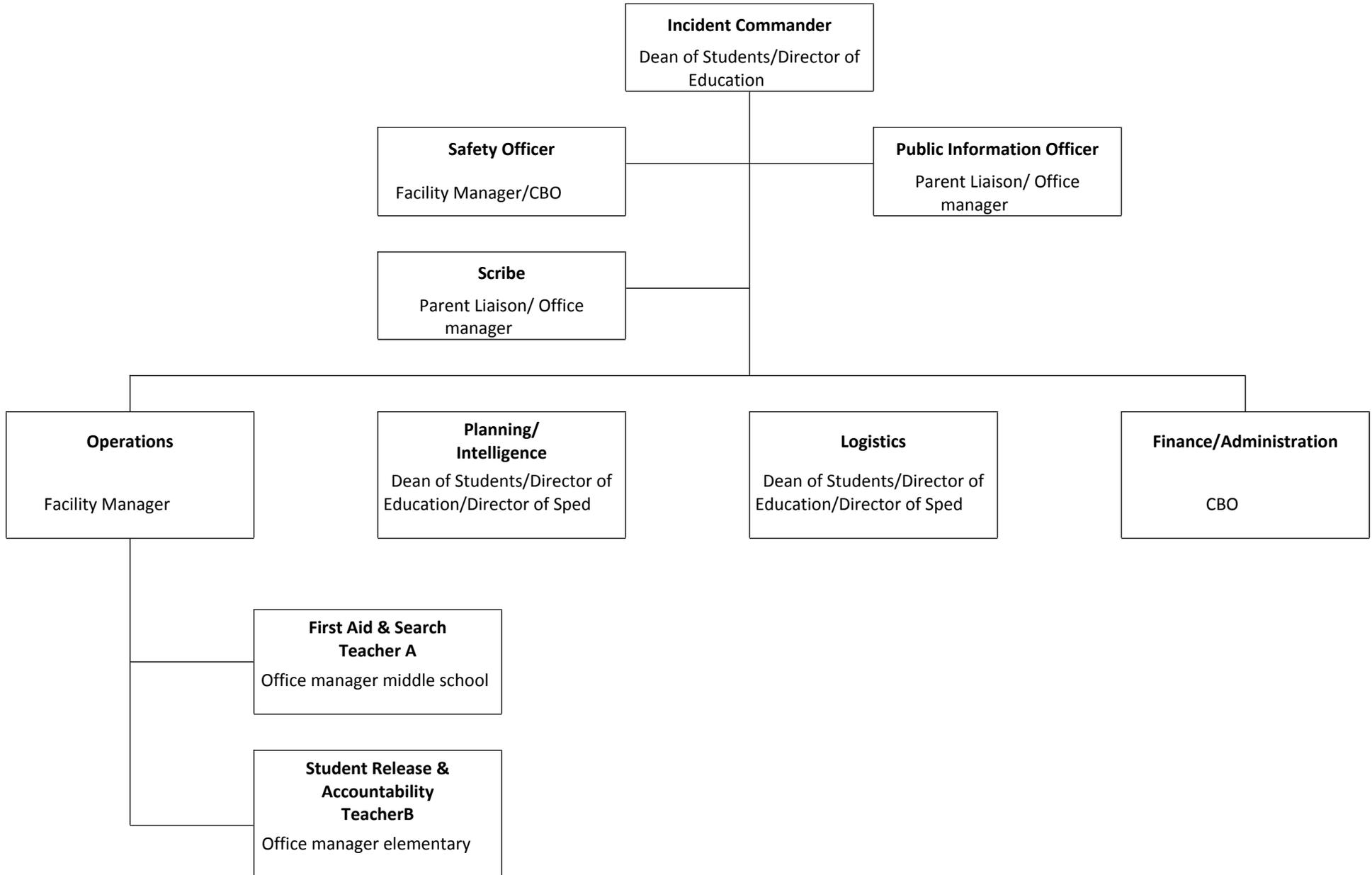
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Chico PD	897-4900	
Law Enforcement/Fire/Paramedic	Chico Fire	897-3400	
Local Hospitals	Enloe	332-7300	
School District	Chico Unified	891-3000	
Public Utilities	PG&E	743-5000	
City Services	City of Chico	896-7200	
Other	Chico Country Day School	895-2650	

Chico Country Day Charter School: Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Armed Assault on Campus

Active Shooter/Armed Intruder

An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm to students and staff. Such intruders may possess a gun, knife, or other harmful device. An active shooter or armed intruder will result in law enforcement and other emergency services responding as quickly as possible. It is critical to follow the instructions of and cooperate with law enforcement officers. Once law enforcement arrives, the School Incident Commander will be relieved by a law enforcement officer as quickly as possible.

If in close proximity to the danger, assess the situation for the best survival option. Make the decision on what is the best option at the pivotal time. The following are guidelines.

- Alert: The first person to note indication of an active shooter or armed intruder, as soon as it is safe, should call 911. All are authorized to alert the campus by any means using "Armed Intruder."
- Lockdown: Lockdown your room in any way possible if evacuation is not safe. Make use of barricades and any exits.
- Inform: Use technology to provide information to the School Incident Commander. If it is safe, use the lockdown email procedures. Upon arrival, law enforcement will commence communication through the School Incident Commander.
- Counter: If you are in immediate danger, you have the option to use whatever counter strategies necessary. This may include any and all forms of resistance to the threat.
- Evacuate: In the event of an intruder, the priority should be to safely leave the area as quickly as possible. If there is no safe manner, lockdown. Once evacuated, meet at the reunification site.
- Unless evacuating, rooms in lockdown shall remain secured until given the "ALL CLEAR" by the Incident Commander/law enforcement.
- Once the intruder is subdued, the Incident Commander in consultation with law enforcement will announce an "Evacuation" and relocation to the alternate site for the Family Reunification Process.

Biological or Chemical Release

Evacuation

Alert: Administration or office staff will announce to staff "This is an evacuation to ..." by PA.

Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.

Follow directions from Incident Command Team. Maintain radio contact.

All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.

If the relocation site is unsafe, wait for the Incident Commander's instructions.

An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.

Assist persons who may need assistance and render first aid as necessary.

Bomb Threat/ Threat Of violence

Bomb Threat Procedure:

Bomb Threat: A suspected bomb or explosive has been reported but not located. All threats toward the school are taken seriously. The administrator will contact law enforcement and initiate next steps.

- Alert: Administrator or office staff will announce “This is an evacuation to ...” over the PA
- Do not handle or move the suspected device.
- Call 911 and alert administration
- Staff will move students in an orderly way to the opposite campus from the suspected bomb and account for their students.
- Be aware of a potential second device. Open areas are best locations for gathering.
- Return to buildings only when the ALL CLEAR signal is given.

Disorderly Conduct

Earthquake

Earthquake Procedures

Earthquakes strike without warning. Students and staff are to DROP, COVER, AND HOLD when inside building and DROP when outside buildings.

1. Inside School Building: Staff in charge implements DROP, COVER and HOLD. All students and staff should immediately turn and/or move away from glass areas and place themselves under tables and desks until shaking subsides.
2. Outside School Building: Staff in charge implements DROP. Move away from potential falling objects and into the open if possible. Drop and hold until shaking subsides.
3. The administrator or office staff will announce “Evacuate to the fire drill location” over the PA. Staff in charge will bring emergency binders, evacuate students, and close doors. Special consideration should be given to exit routes to ensure safety.
4. Take roll at the fire drill location and display RED or GREEN cards.

Explosion or Risk Of Explosion

Evacuation

Alert: Administration or office staff will announce to staff “This is an evacuation to ...” by PA.

Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.

Follow directions from Incident Command Team. Maintain radio contact.

All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.

If the relocation site is unsafe, wait for the Incident Commander’s instructions.

An “ALL CLEAR” signal indicates conditions are safe for returning to buildings.

Assist persons who may need assistance and render first aid as necessary.

Fire in Surrounding Area

Evacuation

Alert: Administration or office staff will announce to staff “This is an evacuation to ...” by PA.

Staff and students will immediately vacate the buildings in an orderly fashion utilizing the evacuation routes. Take emergency binders and walkie talkies.

Follow directions from Incident Command Team. Maintain radio contact.

All staff will stay with students at the relocation site and take roll. If students are to be released to parents/guardians, the Family Reunification Process will ensue.

If the relocation site is unsafe, wait for the Incident Commander's instructions.

An "ALL CLEAR" signal indicates conditions are safe for returning to buildings.

Assist persons who may need assistance and render first aid as necessary.

Fire on School Grounds

Fire Evacuation Procedures

1. Sound the school alarm

2. Teachers and staff will

Bring the emergency binder.

Using your emergency door exits, clear rooms silently and close doors, leaving them unlocked.

Evacuate to the designated area on the field. Students walk to the fence (middle school students cross the street) and turn to face the middle of the field.

Maintain control of students at a safe distance from fire, fire personnel, and equipment.

Conduct roll call and display GREEN card if all students are accounted for or RED card if student(s) are missing. This includes students in special services. Administrator will clarify that students are accounted for when evacuation is complete. (When in doubt, put red out.)

3. An ALL CLEAR signal will be given indicating that conditions are safe to return to classrooms

**Compliance Checklist for a Comprehensive School Safety Plan
California Education Code Sections 32280–32289**

School/District: _____ Grade levels: _____ Date: _____

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
California Education Code (EC) Section 32281		
<p>(b) (1) Plan is written and developed by a School Site Council (SSC) or a Safety Planning Committee</p> <p>(2) The school Safety Planning Committee is made up of principal/designee, teacher, parent of child who attends the school, classified employee, others</p>		Include planning committee roster.
<p>(b) (3) SSC/Safety Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan</p>		
EC Section 32282		
(a) The comprehensive school safety plan includes, but is not limited to, all of the following:		
<p>(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing the following types of information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Office Referrals <input type="checkbox"/> Attendance Rates/School Attendance Review Board Data <input type="checkbox"/> Suspension/Expulsion Data <input type="checkbox"/> California Healthy Kids Survey <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Local Law Enforcement Juvenile Crime Data <input type="checkbox"/> Property Damage Data <input type="checkbox"/> Other: _____ 		<p>Describe the data reviewed, key analysis points, and table of findings.</p> <p>Document how this information was shared with SSC/Safety Planning Committee.</p>
<p>(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including, but not limited to the following:</p>		<p>Additional items to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Threat Assessment <input type="checkbox"/> Student Support Teams

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(A) Child Abuse Reporting Procedures		Board policy and site-specific steps.
(B) Disaster procedures, routine and emergency, crisis response plan, including adaptations for pupils with disabilities and the following:		Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act Section 8607 and the supporting <i>California Code of Regulations (CCR)</i> .
(i) Earthquake emergency procedures that include: <ul style="list-style-type: none"> (I) a school building disaster plan (II) a drop procedure (students and staff take cover) dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures 		Detail response procedures: <ul style="list-style-type: none"> <input type="checkbox"/> Lock Down <input type="checkbox"/> Secure School <input type="checkbox"/> Active shooter Describe information on training and exercise drills: <ul style="list-style-type: none"> <input type="checkbox"/> Fire Drills: 5 CCR, Section 550
(ii) Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency		
(C) Suspension/Expulsion policies and procedures		Refer to board policy, include site-specific steps, if needed.
(D) Teacher notification of dangerous pupils procedures		Refer to board policy, include site-specific steps, if needed.

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(E) Discrimination and Harassment policy. Include hate crime reporting procedures and policies here.</p> <p>Note: While the Legislature encourages school safety plans to include bullying policies and procedures to the extent resources are available, other legislation requires that all schools have an anti-bullying policy the covers all types of bullying, including cyber-bullying. While it is not required to place these policies in the school safety plan, they may be placed here.</p>		Include complaint and investigation procedure.
<p>(F) Schoolwide Dress Code, including prohibition of gang-related apparel</p>		
<p>(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site</p>		Reference campus visitor policies. Other items may include: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety, etc.
<p>(H) A safe and orderly environment conducive to learning at the school</p>		
<p>(I) Rules and procedures on school discipline</p>		
<p>(c) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees</p>		
<p>(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented.</p> <p>Also, keep an updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public</p>	Review, update and approve by March 1.	Demonstrate annually approved plan with board signature page.
<p>(e) Include, to the extent resources are available, policies and procedures for bullying prevention</p>		

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
EC Section 32282.1		
<p>Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):</p> <ul style="list-style-type: none"> • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus 		
EC Section 32284		
<p>Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one quarter mile of a school</p>		
EC Section 32288		
<p>(a) Submit the plan to school district office or county office of education for approval</p>		
<p>(b) (1) SSC/Safety Planning Committee communicated the school safety plan to the public at a public meeting at the school site</p>	<p>Public meeting announcements, etc.</p>	<p>See notification requirements in <i>EC</i> Section 32288(b)(2) and recommendations in <i>EC</i> Section 32288(b)(3).</p>



CCDS Emergency Procedures



Fire Evacuation Procedure

When the Fire Alarm is initiated:

1. Pick up this binder and carry it with you.
2. Using your emergency door exits, line up the students in your charge, reminding them to be absolutely silent.
3. Leave the room, closing the door, and evacuate the building. If the fire is in your room, exit using the nearest door, and then the nearest emergency door. Ensure that your room is empty upon evacuation.
4. Walk the students across the street to the fence bordering the parking lot. Student leading the line walks right up to the fence, all students turn and face the center of the field. Take roll using your class roster.
5. Stand at the field end of your line and silently hold up the GREEN CARD if all your students are accounted for, RED CARD if student(s) missing.
6. Everyone remains in silent lines until an administrator gives the "All-Clear," at which time they proceed quietly back to class, or follow further instructions. Quiet conversation is permitted.
7. Return this binder to the wall!



Emergency Phone Numbers Updated 7/2015

Chico Unified School Dist.
Kelley Staley, Superintendent
891-3000 Ext. 149

Poison Control
1 (800) 222-1222

Child Abuse Reporting
Emergency Line for
Mandated Reporters
1 (800) 400-0902

Children's Protective Services
24-hr hotline
1(800) 400-0902

Chico Police Dispatch
Non-emergency
897-4900

Jesus Center
1297 Park Ave
345-2640

Animal Control, City of Chico
897-4960

Butte Humane Society
343-7917

Air Quality Management
332-9400

PG&E
1 (800) 743-5000

Weather Conditions
www.weather.com

Local Road Conditions
879-1960

Butte County Sheriff
Non-emergency
891-2711

Road Conditions – Calif.
(800) 427-7623

Chico Fire
Non-emergency
897-4900

Local News Media
KCVU-Fox 20 DTV
893-1234

Butte County Fire
Non-emergency
538-7111

KIXE – Channel 9
891-5493

California Highway Patrol
Non-emergency
879-1999

KRCR – Channel 7
345-7318

KPAY
891-5729



Security Alert Procedure

- Precautionary
- Teaching day continues—students in classrooms; leaving rooms will be authorized by administration
- Bell schedule followed; recess may be withheld; wait for instructions
- May not dismiss on time, depending on outside authority direction
- Gates locked
- Front Doors locked
- No one on or off campus until situation resolved
- PA notification of staff to check e-mails; runners will notify substitute teachers
- Monitor radio and perimeter



Lockdown Procedure

Situation OUTSIDE Campuses

- **LOCKDOWN:** Doors locked, lights off, curtains closed, if possible; get lower to ground. Maintain until the “All Clear” signal is given. Students across the street, or enroute, shall find the nearest safe shelter. Staff members escorting students shall have keys to enter the locked front doors and gates if necessary.
- The announcement will be made in clear language; follow the instructions. “LOCKDOWN. We are in lockdown with an OUTSIDE threat. Staff and students in classrooms, lock doors, turn off lights, get low to ground.” Repeat as necessary.
- If a critically injured person is in your room, CALL 911. Using the intercom, walkie-talkies, or email, notify the office of a critically injured person.
- Do NOT call the office unless absolutely necessary. When asked, e-mail a brief message about your roll call, “All present,” “These students missing,” “These extra adults in classroom,” to: lockdown@chicocountryday.org. Title this list LOCKDOWN in your address book. If you don’t have e-mail . capability, the office will call you via intercom or walkie-talkie.
- If given permission by administration, students may be able leave classrooms to use the bathroom, one at a time, but otherwise, utilize emergency buckets in your room. Staff members may call for back-up if needing to use the bathroom. Do not leave your room unattended. Wait until someone is available to relieve you.
- Do NOT open your door until the “All Clear” has been given – except in the case of bathroom breaks as described above. If administrators or Emergency Response Personnel need to come in, they will let themselves in or call you.



Evacuation/Relocation Procedure:

***If campus needs to be evacuated for any reason EXCEPT an ALICE situation.**

- The signal for evacuation is the same as the fire drill with an announcement
- Staff should have all required devices with them, including this folder with class roster, walkie-talkies, staff ID, keys
- All students and staff are to immediately vacate the buildings utilizing the evacuation map. Each class will walk single file, with classroom teacher at the lead, following the map. All students shall remain with their class.
- Administration, office staff, and custodians will maintain radio communication during the evacuation.
- Upon arrival at the evacuation location, each class will line up and remain together with their teacher. Roll shall be taken.
- Administration will determine if the evacuation is temporary or if students will be released from the location.
- If students will be released to parents/guardians:
 - a. Identified staff will make calls to parents/guardians notifying them of the situation
 - b. An assigned person will contact the media to inform them of the evacuation for broadcast
 - c. Office staff will maintain a check-out and dismissal location at the evacuation site. Parents/guardians must show identification to pick up students. Office staff will collect students from individual class line-ups and bring them to the check-out location for release
 - d. Staff will remain at the evacuation location until all students are released or administration has given specific permission to staff to leave



Accident Protocol

If there is a medical emergency on campus requiring assessment or treatment beyond what staff can or should do, staff should **immediately** call an ambulance or paramedics (9-911), then call parent/guardian.

Paramedics will assess and evaluate the need for transportation. Usually the parent/guardian shows up during this time. If not, and paramedics decide to transport, provide them with a copy of treatment authorization (emergency information card) to take along.

Finances **do not** play a part in the protocol. Paramedics can assess and decide **not** to transport; there is **no cost** involved in calling them out to the school. Decision to transport is theirs as well as the liability for course of treatment at that point.

The school is not responsible for the medical costs incurred unless found at fault (possible negligence, safety issues, etc.)



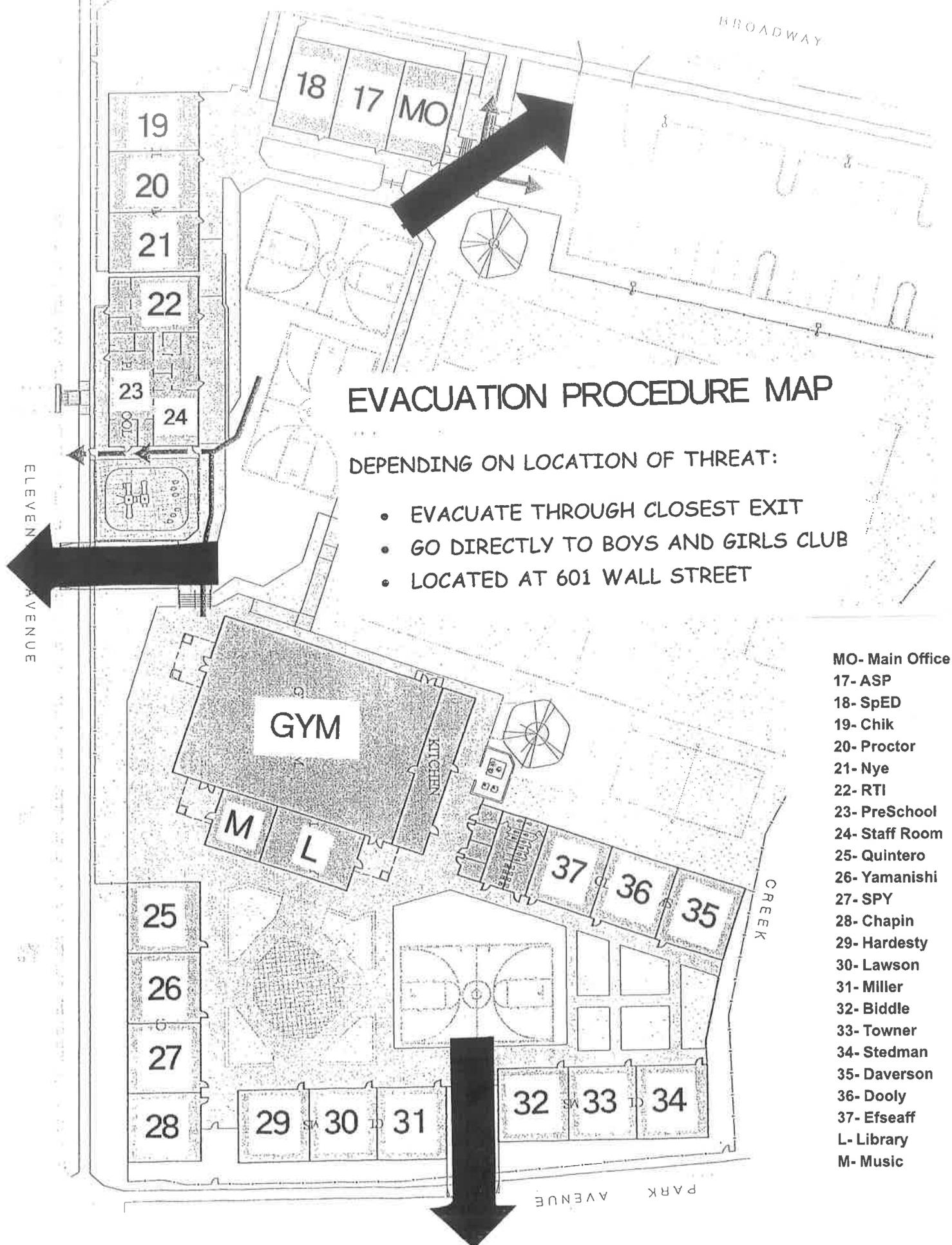
CHICO COUNTRY DAY SCHOOL

GENERAL RULES FOR BEHAVIOR AND SAFETY

1. Use equipment for intended use.
2. Use appropriate language.
3. Follow staff directions.
4. Rough play is not allowed.
5. Treat others with respect.

Be Safe, Be Respectful and Be Responsible

CCDS ELEMENTARY CAMPUS



EVACUATION PROCEDURE MAP

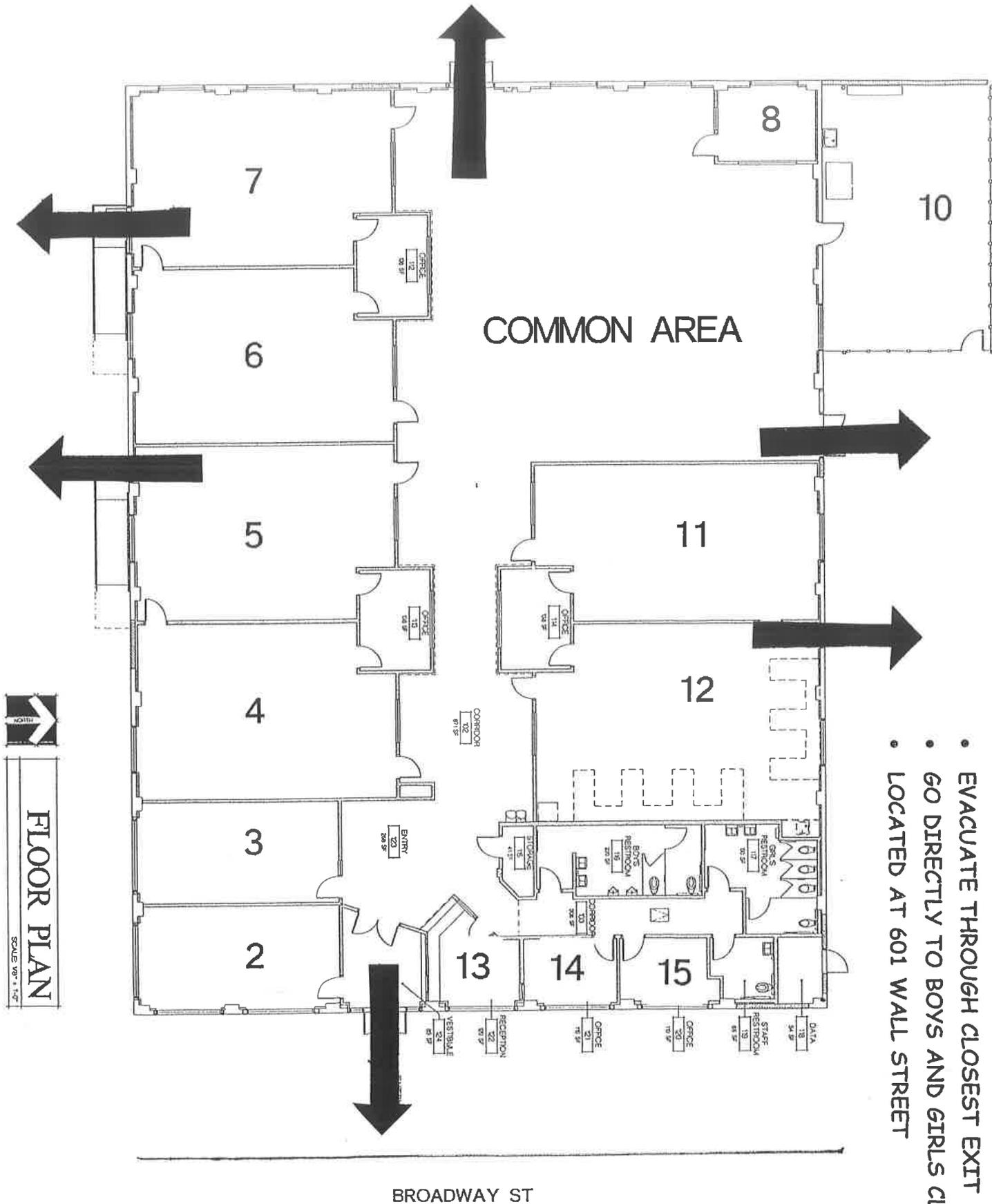
DEPENDING ON LOCATION OF THREAT:

- EVACUATE THROUGH CLOSEST EXIT
- GO DIRECTLY TO BOYS AND GIRLS CLUB
- LOCATED AT 601 WALL STREET

- MO- Main Office
- 17- ASP
- 18- SpED
- 19- Chik
- 20- Proctor
- 21- Nye
- 22- RTI
- 23- PreSchool
- 24- Staff Room
- 25- Quintero
- 26- Yamanishi
- 27- SPY
- 28- Chapin
- 29- Hardesty
- 30- Lawson
- 31- Miller
- 32- Biddle
- 33- Towner
- 34- Stedman
- 35- Daverson
- 36- Dooly
- 37- Efseaff
- L- Library
- M- Music

EVACUATION PROCEDURE MAP

CCDS MIDDLE SCHOOL



DEPENDING ON LOCATION OF THREAT:

- EVACUATE THROUGH CLOSEST EXIT
- GO DIRECTLY TO BOYS AND GIRLS CLUB
- LOCATED AT 601 WALL STREET



Chico Country Day School

PARENT/STUDENT REUNIFICATION PLAN

2018/2019

Parent Reunion Areas:

Chico Country Day School will reunify at Boys and Girls Club 601 Wall Street Chico, CA 95928 899-0335	Chico Country Day Preschool will reunify at Gates Resale 1152 Park Ave. Chico, CA 95928
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In the event of a school incident that involves the need to evacuate, parents will be directed to the reunion area. This information will be available for parents on the website and in the administrator’s safety communications. The evacuation procedures in the safe school plan will be followed and students and staff will gather at the reunion areas. Critical Incident Kits will be transported to the reunion area by staff.

Student and Parent Reunification Process

1. Students stay under the supervision of staff/teacher at all times. Once at the reunion area, students will be accounted for by the staff/teacher and held in the student area.
2. Missing and extra students should immediately be reported to the IC team member responsible for student accountability. This information should be passed on to police or fire personnel.
3. Parent Reunion Organizers will have student lists in student/parent areas.
4. Parents will check in at the parent area on Salem Street, showing identification. Students will be escorted to parent area and signed out.
5. Communication will be provided via any resources available. (Email, text, phone, media)

School Personnel

Incident Coordinator: Assumes command, orders and executes action, primary contact for law enforcement, evaluates initial response options.

Incident Coordinator Assistant: Serves as IC if needed, assists IC. Accounts for students at the reunion area.

Operations/Logistics: Knowledge of the school facility and how to turn off gas, water and power.

Parent Reunion Organizer: Coordinates the student release process to ensure the safe release to parents in an orderly manner.

Public Information: Communicates as needed with media, parents, community.

Critical Incident Kits

Walkie Talkies

Emergency Contact Lists for students (Binders from each office)

Whistles

Pens

Index cards

Sharpies

First Aid Kit

EMERGENCY INFORMATION FOR PARENTS Frequently Asked Questions

1. What is emergency preparedness?

Chico Country Day School has taken steps to ensure your child's safety while in school. Each school has developed a crisis response plan, Emergency preparedness is basically preparing the steps we will take in the event of an emergency, such as contact information, communications and evacuation plans.

2. What will the school do if an emergency situation occurs while students are in school?

The specific actions taken by the school in any emergency situation will depend on the specifics of the situation. Any action taken would depend on several factors, including the level of threat and the advice of local, state, and federal agencies. The safety of students and staff members will be the primary concern in any decision.

3. In the event of an emergency situation, will the district go into Lockdown (Code Red)?

Notification of extreme emergency will be announced by the Administrator or his/her designee via appropriate warning device or written notice. Not all incidents require a district to go into **Lockdown (Code Red)** .

4. What is a Lockdown (Code Red)?

This is a warning signal that will alert students and School personnel to an emergency. CCDS recognizes there are different levels of emergency. CCDS will respond to emergencies depending threat levels as described below:

Level I - Monitor (Security Alert)

- No immediate danger or emergency exists, but the potential is present.
- A minor incident occurs that appears to be of short duration.
- The situation is limited in scope and can be managed by the appropriate administration.

Level II - Standby (lockdown)

- The potential danger is real; school personnel should be prepared to react.
- The situation has the potential for expanding beyond a limited area.
- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally.

Level III — Emergency (lockdown)

- Students, faculty or staff are in danger. Immediate action is necessary.
- The incident is on school property, or it is off school property but close enough to affect the school.
- The situation requires the coordination with outside agencies.

What is a Security Alert?

A Security Alert is done to isolate all students, faculty and staff from the external environment or it can be used whenever 100% student accountability in response to an outside threat is needed. It may be done to protect people from a hazardous material incident such as an external gas leak, hazardous material spill, or other environmental contamination.

During a Security Alert incident, our facilities will be secured. On the advice of local emergency personnel, no one would be allowed in or out until the authorities give the all clear. While we protect our students in the school, we recognize that for their own safety, parents and community members in the affected area would be sheltered in their homes or at work.

During lockdown or Security Alert, people will not be allowed in or out of the building until an all clear is given by emergency offices. Parents will be informed of the parent-student reunification center location via the website, local media, email or by an automated phone call.

What is a parent reunification site? If public safety officials require that a school building be evacuated, students and staff members will be safely transported to a designated parent-student reunification center. Parents will be informed of the reunification location via the media or from the school website. At the reunification center, students will be released to their parents or others authorized to pick them up upon presentation of proper identification.

Who can pick up my children?

Children will not be released to individuals who are not pre-authorized on the student emergency cards.

Parents and guardians are responsible for the accuracy of the information on their child's records. If contact information has changed, parents need to update the information.

**Parents - Please
have your ID
ready for Parent
Check-In and
Release Gate**

**PARENT
CHECK-IN
SHOW ID**

PARENT INFORMATION AND WAITING AREA

**RELEASE
GATE
MUST SHOW
ID**

STUDENT HOLDING AREA

MEDIA INFORMATION AREA



CREDIT: NEWTOWN BEE, SHANNON HICKS

School Crisis

Reasonable preparation for the worst
day in a school administrator's life



Environmental
Resource Council
www.envrc.org

December 2012

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Introduction

As a school administrator, you are responsible for a complex gathering of people, including vulnerable students, in surroundings that can quickly become destabilized and dangerous. Whether it involves violence, weather, a fire, or some other crisis, you are the person relied upon to lead.

Your best chance of handling a crisis well is to prevent what you can and prepare for what you cannot prevent.

This booklet is designed to help you develop a comprehensive crisis management policy and plan.

Cover Photo: Connecticut State Police lead a line of children from the Sandy Hook Elementary School in Newtown, Conn. after a shooting at the school.

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Bomier, B. (2014). *School Crisis*. Anoka, MN: Environmental Resource Council.

The Role of the School Administrator in a Crisis

School administrators have two primary responsibilities: the safety of all school building occupants and the quality education of its students. A crisis can seriously undermine both. Prevention is key, but disaster can strike even a school that has taken comprehensive prevention measures. That is why it is imperative for school district officials to craft crisis management policies, develop a customized crisis management plan, conduct drills, and review and refine the plan regularly.

POLICY IS THE FOUNDATION

Each school board devises core policies for the district it governs, and a crisis management policy should be chief among them. However, it is important to remember that the policy is not the plan. A crisis management policy provides guidelines for school administrators when developing detailed plans, delineating procedures and addressing the unique social and physical characteristics of each school.

Policy development is both an opportunity and a responsibility, because district policies can effectively become law. There was a landmark ruling in 2000, in which a federal judge issued a decision upholding the expulsion of six students for violating the Decatur (Ill.) School District's zero-tolerance policy on violence. The expulsions had been challenged in part on the basis that the school policy was not codified law. However, U.S. Judge Michael McCuskey upheld the district's policy; it was binding and, essentially, "the law."

A FRAMEWORK FOR DEVELOPING THE PLAN

It is important that a district crisis management plan incorporates best practices, is compatible with the unique needs and characteristics of your district, and blends as seamlessly as possible into district operations. Some other considerations in developing a plan are:

- **Basic Training in Crisis Response.** Such training can help assure that the basics are covered and that no relevant statutes or regulations are missed.
- **Relationships with Local Law Enforcement.** The relationship with local law enforcement and other helping resources can vary considerably from school district to school district. For example, many districts are involved with overlapping jurisdictions of law enforcement, while others have organized working relationships with only one county and one municipal law enforcement group.
- **Distribution Channels.** How a school district distributes its crisis plans also varies widely. Some districts have plans that are described in some detail in board minutes and publicly distributed. Others have systems that are understood but not formally archived or widely distributed. Still others have no established rules or patterns of distributing policy information.

The Greatest Engineer and the Crisis

Shortly before dawn on a cold spring morning in 1979, Unit 2 of a nuclear power plant on Three Mile Island near Harrisburg, Pennsylvania, essentially melted down. It was unthinkable!

Because of the gas crisis and trouble in the Middle East, the United States began relying heavily on nuclear energy; a huge public relations campaign told Americans that nuclear power was perfectly safe. Suddenly, thousands of people were at risk and nearly one million Americans were preparing to be evacuated.

The individual who handled the crisis and took "full responsibility" in front of a record television audience was President Jimmy Carter, a former nuclear engineer. Slowly, the crisis was put into perspective, engineering controls were carefully implemented, and America's nuclear nightmare was temporarily under control. The crisis had seriously hurt the United States, and if this sort of crisis reoccurred, a significant loss of human life was inevitable, along with decimation of America's power grid.

Pres. Carter called upon the man whom he identified as the greatest engineer in American history to study what happened and format a path for preventing crisis of this nature in the future. This man, Admiral Hyman Rickover, (Ret.), father of the nuclear submarine, was asked to create a crisis prevention and response approach.

In addition to his profound technical talents, Adm. Rickover was known for taking the strengths and weaknesses of people and bureaucracies into consideration, along with engineering approaches to find solutions.

DISTRICT CORE RESPONSIBILITIES

A school district is charged with safeguarding its students, staff and property. To meet this responsibility, a district has the following six basic crisis management tasks:

1. **Develop or Review Crisis Management Policy.** Draft a clear and concise policy that works with existing district systems to prevent crisis and enhance crisis responses.
2. **Review Existing Crisis Procedures.** Review, codify, and improve the district's existing plan for handling crises. The plan must relate to, and must be compatible with, local, state and federal codes, regulations, and statutes.
3. **Develop or Review a Premeditated Violence Component.** There have been approximately 50 acts of extreme violence committed by students in schools nationally over the past decade, attracting great media attention and public concern. Such violence is rare but must be addressed in crisis management plans. Districts should develop a system to identify signs of potential premeditated violence, as well as outline basic response procedures. Identifying potentially violent students is not a predictable science. It involves recognizing signs of possible at-risk individuals and situations, evaluating rumors, and responding quickly but cautiously.
4. **Conduct Emergency Response Drills.** Develop a system for conducting emergency response drills, including evacuation, and review and update the emergency action plan annually or biennially.
5. **Preserve the District's Mission.** In constructing a crisis management plan, make certain that new systems do not undermine the mission and culture of the district. "Doing no harm" is fundamental to successfully addressing this unique administrative challenge.
6. **Establish Command and Control.** Decide who will be in charge under what conditions.



Rickover studied what happened and wrote a brief but powerful letter to Pres. Carter, which served as the crisis prevention policy safeguarding nuclear power plants, and still serves as the classic benchmark for leaders in preventing and responding to crisis. He made four simple points:

1. Crises are exacerbated by preventable human errors in both anticipation and response.
2. Crises can be eliminated or rendered less significant by timely recognition of risk and prepared responses.
3. The possibility of a crisis was, and typically can be, anticipated by observing what has happened in the past to similar institutions.
4. Rules and plans (technical standards) must be established and enforced with consistent and serious training and retraining of personnel.

The Admiral argued against a sort of "cops and robbers" game of increased regulation and pseudo-technical compliance, but advocated for fundamental change from the heart of the institution. Shortly thereafter, nuclear utilities formed The Institute for Nuclear Power Operations, and clear standards, supported through rigorous training of staff, were institutionalized. Nuclear power continues to provide 20% of American electricity, and there has been no major nuclear accident in America since the institutionalization of the technical standards and mandatory training of nuclear energy employees for crisis prevention and response.

A Crisis Management Policy

Each district has its own style and pattern for developing and working with school policies. Sometimes the policies are brief and succinct; sometimes they are detailed and highly proscriptive.

A crisis management policy needs to work with the style of the district as it covers the four basic topics displayed in Table 1.

Table I. Crisis Management Quadrant

Behavior Risks	Building/Property Risks
Identify and respond to potential at-risk situations and individuals	Create a safe physical environment in terms codes and common sense
Create a peaceful atmosphere	Assure there are systems in place for crisis response
Develop command-and-control protocol and lockdown, evacuation, and communication plans	Identify safety procedures and evacuation options
Prepare post-crisis support systems	Establish re-occupancy guidelines

The first step in devising a crisis management policy begins with establishing two teams: a district-wide team and a per-building team. Table II outlines potential team members and suggested responsibilities.

1. District Team. The team leader will likely be a district employee with an administrative background, and members would represent administration, teachers, employees, parents/guardians, and possibly students. The district team will likely seek input from community members, community emergency response agencies (law enforcement, emergency medical, and fire officials), county attorney staff, social service agencies, and/or any other relevant individuals or organizations. The makeup of the team will vary by district, but involvement by certain community organizations may be required by state regulations (e.g. fire marshal).

The team will potentially meet seven to ten times during policy development, then annually to review and possibly revise the policy after it is enacted, or regarding aspects of the district and building plans. The three primary responsibilities of the team are: To write a template for response for each building, ensure compatibility with state and local regulations and institutions, and describe the fundamentals of the plan to school professionals and possibly the community.

2. Building Team. This team may involve administrators, educators, facilities personnel and, in some cases, a community representative. It is important that the team include individuals familiar with the physical characteristics of district buildings and those who understand the district's system for dealing with students, employees, and other relevant individuals and institutions.

Violence

Administrators should AVOID the following three elements in developing a crisis management policy directed toward premeditated violence:

- **Do not deny the possibility of violence.** Administrators must not view premeditated violence as so rare that it cannot occur. Reasoned preparation to prevent, limit, and respond wisely to premeditated violence belongs in the district's plan.
- **Do not overreact.** It is understandable that there are often over-reactions following a highly publicized act of school violence. Examples include drafting a 70-page document on crisis protocols ranging from how to open a letter in case it contains a toxin, to providing SWAT team-type training for educators, or equipping a school with equipment more typical of a prison than a school. The plan should not undermine the district's educational mission, especially through projecting an "armed camp" culture.
- **Do not assume a policy or plan will become imbedded in the district's institutional memory.** Policies involving premeditated violence relate to situations that may occur once in 20 years, if at all. Policies and protocols can become outdated and forgotten. Any crisis management program requires reality testing and periodic review to remain viable.

The building team would meet five to seven times for development of a building plan and an annual meeting to review the adequacy of the plan.

Table II. Crisis Management Teams

Team	Members	Responsibilities	Meeting times
District	Administrators, educators, employees, parents/guardians, representatives from other key institutions, and possibly students	<ul style="list-style-type: none"> • Create a template for response for each building • Assure compatibility with state and local regulations and institutions • Describe the policy and plan to school professionals and the community 	7-10 times during policy development and an annual review after the policy and plan are enacted
Building	Administrators, educators, facilities personnel, and possibly community representatives	Create a specific building plan	5-7 times during development and an annual review

A draft crisis management policy that has been reviewed by an attorney familiar with school law, school administrators, and state education agency staff is included as Attachment A.

After a district adopts a crisis management policy, the district and each school creates a detailed plan that closely follows the district’s policy and customizes its responses toward addressing the unique needs and characteristics of each school and its students, faculty, staff, and other stakeholders.

ACTION STEP: Review of Existing Crisis Management Systems

Review of the district’s existing crisis management systems is necessary to ensure compatibility with external statutes and regulations and internal district plans.

The following are crisis categories:

- Fire safety
- Severe weather
- Assault/violence
- Premeditated threats
- Demonstrations & disturbances
- Hazardous materials
- Intruder/hostage situations
- Shootings
- Radiological incidents*
- Serious injury/death
- Suicide
- Weapons onsite
- Other occurrences that may compromise the health and safety of students and others
- Structural integrity of property
- Terrorism

*This applies to districts located near nuclear energy/storage facilities. The district plan must be compatible with U.S. Department of Energy building occupant plans and evacuation protocols.

Restorative Measures

We recommend that districts consider incorporating restorative measures into crisis management policies and plans as they may relate to intentional harm. Restorative measures help undo damage, in part by working with victims and violators. Such measures can be valuable in achieving a return to normalcy.

The Minnesota Department of Education has published, “Respecting Everyone’s Ability to Solve Problems: Restorative Measures,” which outlines potential school district options for both responding to and preventing violence.

Standard operating procedures and post-crisis response systems should be reviewed on a building-by-building basis. Special emphasis should be given to evacuation, lockdown, and sheltering issues that are unique to each building.

Discussion

It is likely that your district has some formal or informal protocol, developed in cooperation with local crisis response providers involving the traditional crisis management issues listed above. There may be variations related to local fire marshals or medical emergency providers so the plan must compile response options for most emergencies and crisis situations in schools in ways compatible with local providers.

There are two important questions relating to command-and-control and recovery that should be given special consideration:

- 1. Who is in charge under what conditions?** A clear command-and-control structure needs to be quickly established as a crisis unfolds. This may involve other institutions (law enforcement, health departments, emergency services, etc.), with school administration influencing and supporting the crisis response infrastructure.
- 2. What happens after a crisis?** Administration should focus on restoring educational and general operations, as well as promoting healing for students, faculty, staff, and the community after a crisis. A transition plan from the crisis response to post-crisis helping services, including communication outreach, should be included in the plan.

There are a number of areas where the district will typically benefit from third-party input, including:

- Establishment of rules, guidelines, and controls for counseling and other post-crisis helping agencies
- Legal liability and insurance issues and options
- Media outreach, including technical assistance from communication professionals who are experienced in crisis situations

ACTION STEP: Survey Buildings

The building survey process should include development of easy-to-read, standardized, color-coded, computer-accessible floor plans, including crisis-specific information unique to each school building. It is likely that formatted CAD schematics exist, as well as templates for updating. Certain portions of this material should be posted at various points in the school and the plans should

Command-and-Control Issues with Local Emergency Response Groups and the County Attorney

The relationship to local law enforcement, fire, and other emergency responders is different for each district. In some districts, a number of chartered helping organizations have overlapping jurisdiction, leading to possible jurisdictional confusion during a crisis. The county attorney's office, which works through law enforcement jurisdictional issues as part of its mandate, is typically the best interagency resource to help organize a coordinated system for emergency command and control. Some county attorney offices are more interested than others in providing coordination support. In addition, the Federal Emergency Management Agency (FEMA) guidelines represent a responsible starting point for local governance of an emergency response, including law enforcement and other emergency services.

Outreach through the county attorney's office to all local law enforcement agencies typically makes sense, unless some other agency has taken a lead role in this matter. If no system is in place, FEMA model command-and-control and communications guidelines should be reviewed. The objective is to help assure clarity regarding crisis situation control.



be distributed to—or access provided to—local law enforcement and other crisis response organizations. Hard copies of the floor plans should always be located at a central point in the school and key administrators should be able to access them remotely. An organized external review of these plans on either an annual or biennial basis is suggested; third-party review may be especially helpful.

Discussion

Any existing electronic floor plans should be updated with the following information:

- Phone numbers and e-mail addresses of key building contacts
- Diagrams showing the location of primary and secondary fire exits, hoses and fire alarms
- Instructions on how to de-energize alarm systems and shut off utilities (water/electricity/gas)
- Location of chemical storage areas, especially in building maintenance, laboratory science, fine arts and industrial arts areas
- Information on entering and exiting each building, as well as control information on locking systems
- Locations of pressurized tanks (320 psi+), which should probably include triggers for a prevention hydrostatic testing protocol
- Storage areas for flammables and other hazardous materials and rules on the use of fire cabinets
- Characteristics of the terrain, such as shrubbery, lighting, access points and fencing
- Review of structural integrity issues and areas where large amounts of glass could shatter in a natural disaster. A third party structural/mechanical engineering assessment focusing on safe/at-risk structural areas, and consequently safe/unsafe gathering points, may be of value.
- An extremely clear, easy to interpret review of ventilation systems (third party commissioned)
- Primary and secondary outdoor gathering points

Once the floor plan and building site diagrams are recast, they can easily be made electronically available to authorized emergency response organizations on a 24-hour basis through a non-electronic telephone call and confirmation code or a call-back verification procedure. Naturally, security control of this information is a consideration.

Controls and Techniques for Post-Traumatic Human Service Support

Many crisis situations involving such issues as suicides or accidents can often be addressed using district counseling staff and resources. Since the passage of federal mental health parity coverage guidelines, health insurance policies for families can be an important mental health resource in helping families work with this potential, and it may be a valuable district service. In a serious crisis, however, hundreds of counseling visits may be helpful within a short period of time. Basic guidelines for counseling services and patterns for recruiting helping professionals should be a plan consideration.

Professional counselors should inform district administration of significant attitudes, sentiments, and trends that emerge in their counseling interactions. This information gathering process must occur without unique identifiers that would violate traditional client/counselor privilege, but it is valuable for district administration in obtaining insight into the general state of mind of students and others following a crisis.

Supportive written materials regarding potentially traumatized students need to be prepared for quick and systematic dissemination to parents and guardians. A system for mental health assessment and monitoring regarding impact, and follow-up interaction with insurance providers, should be in place.

In the end, both the formal assessment and ongoing counseling support will likely be the responsibility of the family's health insurer. If the family is not insured, county human services support systems would likely be available. Managing a timely and smooth transition from emergency counseling services to ongoing mental health care is important.

ACTION STEP: Review Security Controls

Each building and its site should be reviewed from a security perspective. Each school should have a building team that provides recommendations regarding, for instance, egress (what doors should be locked or unlocked and under what conditions), whether police tours of the building should be held during school hours (would it destabilize or be helpful), how reporting of local violence-oriented websites or Internet postings should be considered, what the expectations and policies are regarding locker searches, whether there is appropriate lighting in parking lots, whether evacuation routes are posted per fire marshal code, etc.

Discussion

The reduction in property crime in the United States has been influenced by new generations of security systems. Video surveillance microchips for branding equipment, motion sensitive lighting systems, and other new technologies provide options for an elevated level of security for buildings and their occupants. Often, these new technologies operate in the background and are non-disruptive.

School buildings are open institutions, especially middle and high schools where there is a constant flow of individuals through different portions of the school building from pre-dawn into the night. This can represent inherent and unavoidable security problems. There should be a review of evolving technologies that can provide greater security while minimizing disruption.

Color-coded locking systems, thoughtful entrance and exit guidelines, and passive barriers should be considered, particularly as part of any new construction or renovation/remodeling. Use of security cameras or rotating phantom security cameras (empty black boxes that may or may not contain cameras) should be considered. The price of such systems has dropped significantly in the past decade. Property management measures as simple as security lighting assessment and security-sensitive landscaping of terrain elevations and plantings surrounding the buildings can have a significant impact on security. Thoughtful indoor barriers containing artwork or plants can influence, or even control, indoor traffic.

Crime prevention through environmental design (CPTED) has emerged worldwide as a promising, cost-effective pattern for reducing crime and disruption through certain orientations in building design, furnishings, passive barriers, and maintenance. The CPTED process may be reviewed as part of planning for major renovation, remodeling, and new school construction. The process includes, among other things, natural access control, natural surveillance systems, and "territorial reinforcement," or vulnerable space reduction. It involves studying building occupant flow based on need, nonthreatening boundaries for definition of controlled space, and clearly marked traffic zones.



ACTION STEP: Preparing for Emergency Response

- 1. Coordinate with local emergency response institutions.** Law enforcement and other local emergency services should be contacted as part of plan development. They should be given access to relevant area maps and coded building floor plans, a list of contact information for key personnel, and descriptions of utility, alarm, and electronic de-energizing systems. Characteristics of terrain and other exterior elements—lighting, fencing, access points, etc.—should be identified, as well as location of storage areas containing high risk compounds such as flammables. General guidelines for lockdown, sheltering, and evacuation procedures, including gathering points, should be briefly described. Some basic information on structural integrity also should be included.
- 2. Determine command-and-control structure.** Identify the probable point person or institution and chain of command for each type of crisis event. The school will likely have more than one law enforcement organization with jurisdiction.
- 3. Clearly designate gathering points.** Identify safe gathering points outside the building for evacuation. This should be considered a natural add-on to fire marshal-approved evacuation routes. Alternative assembly points for inclement weather or other unanticipated situations should also be identified.
- 4. Draft a crisis communications plan.** The plan should identify decision makers and spokespeople, outline a clear and streamlined process for key message development, and identify communication tools for distribution (e.g., up-to-date media contact list, websites, multiple phone hotline points), and delineate guidelines for working with the media (see detail in Section III). Targeted outreach to parents and guardians and other key community stakeholders may become especially important.
- 5. Provide crisis counseling.** An on-call or pre-approved crisis counseling support system should be considered. Having a pre-arranged list, or at least a pre-qualifying process for counseling support, in place may be helpful. Guidelines for parents and guardians regarding financial support from private insurance providers or publicly supported human services may be of special value.
- 6. Post emergency and evacuation procedures in school.** Posting emergency procedures, including information about lockdown, sheltering, and evacuation should be considered. Design and placement should be building-specific, reviewed periodically, and compatible with local fire marshal guidelines and postings.



7. Outline tentative re-entry inspection procedures. Rules regarding re-entry inspection following a crisis should be flexible. The district should coordinate such an inspection following a building crisis and guidelines should be published. A building's structural integrity, degraded asbestos, volatile organic gas (which could ignite with the flip of a light switch), shattered glass, and property security are all considerations to be addressed prior to resuming business as usual. It should be made clear that the district controls re-entry.

8. Keep plan relevant and up to date. A process should be in place to review key aspects of the plan on a periodic basis. The plans and policy should be formally reviewed and the results of the review submitted to the board or superintendent annually or at least every two years.

Considerations for Interacting with the Media During and Following a Crisis

This section describes strategies for working with the news media during a crisis. At times, it makes sense to enlist the help of consultants and legal counsel, but it is imperative never to “turn over the keys” of media communication to another person or institution. District leadership must demonstrate that the process inherent within the school district charter is intact and can be relied upon by the community.

Local media typically have institutionalized their coverage of school district events because everyone in the community cares about children. The connection between the district and the media is well established, but that relationship can quickly change in a crisis (see Attachment B for a quick list of considerations for media contact in a time-sensitive crisis).

Learning to work with the media is like navigating a river. The river is moving in the same general direction as you, and it can significantly help you get where you're going, but you have to respect and work with it on its own terms or you may be taken on an uncomfortable ride. You also are powerless to make it flow in a different direction. In other words, you can influence but not control the media.

There are two styles of media reporting with which school administrators are likely to interact and which they must learn to recognize as fundamentally different. The most common could be termed “chronicle” reporting. This involves stories about the school play, school lunch lists, awards, retirements, sporting events etc.—the generally positive information about daily activities within the district. Chronicle reporting arises out of, and is dependent upon, a mutually beneficial, symbiotic relationship between local media and the school district.

Chronicle vs. event reporting

School administrators are likely accustomed to the friendly and symbiotic nature of chronicle reporting.

However, the reporting style of the media shifts when a crisis event occurs. A more assertive or seemingly adversarial dynamic may be introduced. The fundamental mistake school administrators often make during such a crisis event is to assume that reporters are operating within the same paradigm they use to report on everyday school events.

For example, a soldier who was a graduate of a Metropolitan Area school died in the Middle East. The tragedy had a great effect on the school. Elementary school students from his former school collected money to plant and care for a tree in his honor. The tree planting ceremony was emotional and deeply moving for both students and faculty, and the local reporter artfully captured the human emotion of the event. She wrote a beautiful story and was extremely complimentary of school administrators who had invested substantial time in talking with the children, trying to describe the nature of sacrifice and war. The school administrators and faculty came to feel a special bond with the reporter.

Later, district staff contracted to remove non-asbestos-bearing insulation using hazardous waste protocols, a procedure that required unnecessarily expensive engineering controls. Administrators were relieved when the same reporter who had covered their tree planting ceremony was assigned to cover this event. The superintendent opened the meeting with “Well, we certainly have a mess.” The relief was short-lived, because the reporter began to ask a battery of hard-nosed questions.

The reporting style of the media shifts into something less congenial when a crisis occurs, i.e. “event” reporting. A whole new environment may dominate the interaction when, for instance, someone is endangered or harmed, or a malfeasance or tragedy occurs. The mistake school administrators often make during such an “event” is to assume the media are operating within the same paradigm they use to report on everyday school matters. For an event or crisis report, timelines change, the focus is different, and competition among various media organizations heats up. The reporter’s style can and must shift.

The Administrator and the Media Following Crisis

The fundamental responsibility of a school administrator in relating to the media when a crisis hits is to clearly outline the district’s response to help bring semblance, order, and direction to an event that could otherwise degenerate into chaos. To accomplish this, it is important to implement a thoughtful crisis communication plan, including a normal path for internal communication (employees, board, students, neighbors, website), and external communication, typically meaning working through the professional media.

In 30 years of working with school districts on controversial issues, we have made several observations regarding event reporting.

The following are important rules to remember when dealing with the media after a crisis hits:

- 1. Be clear and factual.** Reporters want to know the basics—who, what, when, where and why—and it is important to provide as many facts as you know. Try not to guess, speculate, or inject your opinion even if asked to do so. If you don’t know the answer to a question, say that you don’t know the answer but will get the information, if possible. Then follow up with the reporter. Proving you are a reliable source of information engenders trust. Statements such as, “We’re not certain...,” “We believe what occurred was...,” “The best information we have at this time is...,” are acceptable as long as what is stated as fact can stand scrutiny. Damage can be diminished if something is inaccurate, but is quickly corrected.
- 2. Be timely.** Inquire about reporters’ deadlines and try to help honor the deadlines by providing as much solid information as quickly as possible.
- 3. Be a good resource.** Provide the names and contact information for other reliable, potential sources that can provide additional information or insights or explain technical information. Other sources might be emergency responders, board members, teachers or union representatives, and contractors.

“What responsibility does the district have over money committed to handling contamination?”

“Did you check with the State Health Department to see if you’re working to proper standards now?”

“How will the employees responsible for this expensive mistake be held accountable?”

Then, the toughest questions of all—
“Could the problem have been reversed? That is, could you have inadvertently endangered the health and safety of building occupants by not understanding how to recognize asbestos?”

Board members were also contacted and asked to comment before district administrators had had a chance to brief them.

The change in reporting style was a shock to the administrators and seemed incongruous. The reporter, of course, felt that the dichotomy in her approaches was reasonable and professional.

4. Demonstrate that district administration is in control. Ross Bishop, former public information director for Xcel Energy, had a rule: The only person who publicly leads discussion about a crisis is an Xcel Energy executive—even if that executive does not have strong communications skills or technical background in the specific area of concern. What is said is important, but who says it is also important. As Bishop says, “No intelligent person would rely on Alan Alda’s medical advice.” The executive spokesperson will convene news conferences and will be the primary contact person for the media. The spokesperson can call on other representatives to speak, but district administration is in charge and that message should be reinforced. This strategy communicates that there is structure and control and the system is functional.

A senior school administrator should call any meetings involving the media, perhaps even hosting a special board meeting in which the ceremonial board meeting format would include a report on the crisis. Reporters would understand that they will learn what is important within the school district’s established process. At the board meeting, the administrative spokesperson could call on other administrators or technical consultants, but should remain in obvious control. The sense of chaos should recede as style and message come together to demonstrate that the crisis response is under control by a trusted and responsive institution.

Establish the Defining Moment

School administrators are typically experienced at recasting ambiguous situations into clear patterns of action. They are used to describing complex situations in understandable ways to parents, students and the public. A good administrator can typically organize information in ways that will assure the best response. Following a crisis, they need to set the stage to do just that and use their communication talent to define the situation in responsible terms. The district typically should select a place and time to explain to the community, through the news media, what has occurred and how they are responding. This can take the form of a news release, a news conference, or a special board meeting. Selecting one place and one time to communicate a consistent and clear message to all media sources often becomes the defining moment of the crisis.

There are several considerations in coordinating the defining moment:

- **Determine timing of the “defining moment.”** The defining moment should take place as soon as key facts are understood and some basic decisions regarding response are made. Try to accommodate news media deadlines in terms of the time of day for the formal statement. If you wait too long, journalists may speak to others and you may lose some level of control in handling the crisis and you may have to respond to misinformation. Staff, students, consultants, contractors, and

Beware of Losing Control of the Message

Over-the-counter, caffeine-based stimulants were being used by a number of high school students in a rural school district. There was little health risk, but public concern regarding student “drug use” led reporters to use an event reporting approach to cover the use of such stimulants.

The reporter discovered that these caffeine products were being used on school grounds. There had been some reported incidents of acting out that were attributed to caffeine highs. The district contracted with a speaker to make a presentation about the situation and invited journalists to the presentation. There was no special outreach to the local media. The speaker was a school psychologist with a background in substance abuse. A local television news crew filmed part of the presentation and interviewed several students who made provocative comments. “These people [school administrators and the speaker] don’t know what’s really going on. It’s really big, it’s serious, and it’s blowing a lot of people’s minds.” “It’s all over the place; people call the 3rd floor lavatory, “druggie central.”

The news segment was followed by an interview with an expert, who stated that such presentations don’t work and that counseling or treatment was needed. The expert was a substance abuse counselor.

The district could have tried to line up a more responsible set of interviewees for the reporter. However, in this case, the district did set up a website and published an open letter to the community, thereby helping the issue be seen in realistic terms. The public trust in the district was such that the issue diminished with time.

experts—all may have outlined the problem, listed solutions, and even critiqued your performance before you've created a controlled defining moment. On the other hand, you might also lose credibility if you choose to hold the defining moment before you have key information in hand.

- **Select the right venue to release information.** Select a formal, accessible setting and be sure everything—sound systems, overheads or PowerPoint presentations, chairs, lighting, etc.— is in good working condition. Also, consider providing beverages and snacks. In and of themselves, these are small acts, but they project a sort of civility and thoughtfulness toward the audience.
- **Provide an honest description of health or safety situations and possibly comment (with legal counsel) on malfeasance issues.** Describe exactly WHAT happened, WHEN it happened, WHO was placed at risk or harmed by whom or what, WHAT occurred that represented danger or damage, WHERE it happened and whether or not it can spread or harm others, WHAT the remedy or response will likely involve, and the timeline for response. Acknowledge what is not known and commit to keeping the public informed.
- **Communicate with people and groups in the right sequence.** Think about whether or not the information you release can inadvertently escalate the problem or be considered insensitive. If someone has been harmed, could there be further harm? Has the family and/or significant others of those placed at risk or harmed been taken into consideration? Should special information go out to certain parents, board members, or faculty via phone calls, e-mails, or other rapid communication prior to the media? Rely on common sense.
- **Hold a question and answer session.** A Q&A session may seem destabilizing because you can't predict the questions, but this is an important way to gain, as well as provide, information. The types of questions posed can help ascertain the reporters' approach to the story, where concerns exist, and where stereotypes and predispositions come into play. Journalists may have a clearer view than you do of what the public wants to know. Journalists are always professionally focused on community interests. Understanding the drift of the reporting enables you to better respond to potential misunderstandings. Q&A sessions also demonstrate your self-confidence in your understanding of, and response to, the situation. Responding to reporter questions is important, even if your answer is that you "cannot answer at this time" or "are not certain."

The defining moment, whether a special board meeting or news release, can sometimes have significance as a point of closure. The event reporter typically looks for closure, or a clear point where authorities "rule on" or "issue a final report



on” what occurred and define what will happen in the future (e.g. a verdict in a trial, a formal ruling by a board, etc.). The media may perceive the issue transcending from chaos to responsible management or possibly even closure.

Legal Counsel Should Establish Communication Guidelines

Legal risks are often lurking in the shadows of a crisis event. Most school attorneys are strong in contract law, but they may not be versed in specific technical areas. It may make sense to allow the district’s legal counsel to retain supporting legal counsel in special technical areas, i.e. an “attorney-of-counsel.” This may be especially true in environmental, medical, construction, civil rights, employment, or criminal justice areas.

It is a best practice to have legal counsel establish guidelines regarding who should share what information under what conditions. This especially would apply to anyone who represents the administration (someone with an “agency” relationship who can automatically create liability for the district). Anyone who can create liability for the district, including a contractor or consultant, needs to be provided with guidelines for sharing information, and the district should maintain records regarding its efforts to provide those guidelines.

It may make sense to have legal counsel present during any organized communication to the public, and legal counsel should generally have the authority to comment, amend, or clarify statements.

Utilize Special Mediums for Outreach

It may make sense to produce an issue-specific website to provide rapid updates and a consistent and constant flow of information about the district’s response to a crisis situation. This site may likely become a media resource.

A contact individual or team should be available to speak or respond to public and media questions in as timely a way as possible. The team could be made up of staff or volunteers who take calls, provide information, and record questions and concerns. The administrator should select trusted people who are insightful, exhibit common sense, and have good interpersonal communication skills. This person or team would have three functions:

- To screen and separate incoming messages (e.g. curiosity or crank calls, emotionally distraught people, people who need direction or support, those who have issues that need to be pushed through to a higher level of administration)
- To provide consistent information and limit misinformation
- To organize input that reflects the attitudes and concerns of callers in a pattern that will be of value to the district.

Enlisting the Right Legal Counsel Protects the District

Seeking advice from legal counsel in formulating messages during a crisis is critical to protecting the legal and financial interests of the school district.

A large school district had stored much of the district’s food in a central refrigerated supply room. A custodian noticed a leak from the roof into the room. He repaired the ceiling with fiberglass patching. He and others moved the stored food to the opposite end of the cooling room and began to apply fiberglass. Toluene, which is a constituent of fiberglass, volatilized and the gas penetrated into the butter and chicken. The fiberglass never dried in the cool temperatures, so the toluene continued to slowly contaminate the food products that were served to students and faculty.

Toluene is a teratogen, which has been associated with certain birth defects when ingested in substantial doses by pregnant women. A pregnant teacher explained to her obstetrician that the taste of the food in the cafeteria was odd and asked if it could threaten her pregnancy. The physician, through testing and questions, determined that she had, in fact, been exposed to low doses of toluene. The district had inadvertently exposed hundreds of women of child-bearing age to an agent that could cause birth defects. Teachers and parents demanded information.

The district contracted with a consultant to determine who had received what amount (dosage) of contaminated food and calculate the actual risk. The consultant worked with the state health department and sought input from the head of preventive medicine at Yale University in documenting the low level of risk due to the low dosage of exposure. The district

A phone or e-mail contact point can also be of special value to the media. Allowing somewhat personalized discussion is typically appreciated. Remember, the event media are trying to organize information that responds to community concerns so they can aid the district's crisis response. For instance, the fact that 100 people asked what will happen to the school play helps the news media determine what kind of information to publish or air. Such information can also help the district create a response that is in touch with community concerns.

Francis Bacon said that truth can be likened to a chest of gems; some, like rubies, are better appreciated by dim candlelight, others, like diamonds, in clear daylight. Communicating the truth ethically can be approached in different ways.

The **chronicle** media typically works by candlelight. A badly produced play becomes "interesting," a pathetic sports team is "hard working." The leathery tuna casserole for lunch is "hearty." Chronicle media do not publish falsehoods, but typically put a helpful and gentle spin on the day-to-day activities that occur within the school. They develop a friendly, symbiotic relationship with the district. Tact and taste are prioritized and what filters through is calm, steady, generally pleasant information.

The **event** media focus on absolute accuracy and stark daylight. Everything said may be scrutinized, reviewed, studied and validated. Many administrators find this destabilizing because they're used to being trusted and to having what they say simply and tactfully repeated by media sources. Truth is a constant, but styles of communicating should change with a crisis event.

Hang in There – All Crises End!

Time even heals the nightmare of crisis. Although it might seem impossible, the fear and hurt will fade and normalcy will return, and the district will be left wiser and stronger. Civil litigation, if any, may linger on, regulatory concerns may become an issue, special budget problems may remain, but slowly things are fixed, typically out of the line of vision of the event media. Scars may remain, but wounds heal and a well-managed district is left stronger.

also established procedures to assure that such exposures would not reoccur.

Some important legal issues were raised during the outreach effort. The product manufacturer had not included information about the risks of using the product near food, or the problem with using the product in cool, high humidity areas. The district was not provided appropriate Material Safety Data Sheets for the product, which is required by statute. There was also a question about whether the maintenance person could read or interpret the warnings on the fiberglass package. It became clear that there might be civil litigation, and the district needed to bring the product manufacturer into the legal paradigm to minimize potential district damages.

District administrators needed to communicate reassuring information to the community, especially those who had been exposed, but they also needed to be careful not to open the district to lawsuits or undermine its ability, if sued, to potentially recover financial damages through the manufacturer. Communications to the community were necessary, but had to carefully accommodate legal positioning.

The approach the district took was successful. It had legal counsel with a background in product liability and toxicology review all communications. The attorneys worked closely with staff and consultants. This approach permitted dissemination of information describing the unlikely possibility of human risk based on limited exposures and described the district's new preventive controls. Administration established the district's credibility, first with the media and then with the community. Having a leading physician from Yale University supporting the district's efforts was extremely significant. It also carefully preserved the district's legal position to eventual financial advantage.

ATTACHMENT A

Model Crisis Management

Following is a template for a general crisis management policy. It should be tailored to each district and reviewed by the district's legal counsel. More detailed procedures would be outlined in the district and building plans.

- DRAFT -

Policy for Enhancing District Crisis Management

WHEREAS, _____ is committed to providing an educational and work environment that promotes the safety and well-being of its students, employees, and all building occupants, and

WHEREAS, adoption of a Crisis Management Policy will help assure safety and well-being, and

WHEREAS, the District has systems presently in place in the interests of general safety;

NOW, THEREFORE, BE IT RESOLVED, that the _____ District will:

- Periodically review all existing systems to ensure compatibility with state statute and state agency guidelines and best practices to help assure health and safety in the areas of:

- | | |
|-----------------------------------|---|
| • Fire safety | • Radiological incidents* |
| • Severe weather | • Serious injury/death |
| • Assault/violence | • Suicide |
| • Premeditated threats | • Weapons onsite |
| • Demonstrations and disturbances | • Other occurrences that may compromise
the health and safety of students and others |
| • Hazardous materials | • Structural integrity of property |
| • Intruder/hostage situations | • Terrorism |
| • Shootings | |

**This applies to districts located near nuclear energy/storage facilities. The district plan must be compatible with U.S. Department of Energy building occupant plans and evacuation protocols.*

- Establish a district-wide plan encompassing the above.
- Establish crisis management plans for each building, with appropriate postings and on-hand or electronically available material, including individual building guidelines relative to:
 - Evacuation procedures
 - Lockdown procedures
 - Sheltering procedures
- Assure responsible coordination and communication with other community helping organizations that can assist the district in prevention of potential at-risk situations, emergency response, and post-emergency response.
- Establish an ongoing process for reviewing aspects of emergency response and submit a summary report to the (board/superintendent) every **(1 or 2)** years.

ATTACHMENT B

A Short List of Communication Considerations in Preparing a Media Information Release

1. Pre-Notification

Does it make sense to inform any particular group or individual(s) before communicating with the news media?

- Individuals (family or colleagues of individuals who could be at risk or to whom a special obligation is owed)
- Law enforcement who will have their own public information officer
- Other emergency responders (i.e. paramedics, fire department, etc.)
- Board members
- Faculty
- Students
- Medical/public health providers

2. Notification List

Is there a comprehensive, up-to-date contact list of media sources?

- District website managers
- Major newspapers
- Local radio stations
- Television stations
- Think-piece radio, newspapers and television (by special invitation)

3. Targeted Notification

Does it make sense to contact secondary communications sources?

- Faith community (via their bulletins or other publications)
- Student or district electronic newspaper
- Special weekly or biweekly district bulletin for interested parties

4. General Notification

- Special publication on the district website
- Municipal groups that control a bulletin board that shares important community information

5. Location

Identify a location that permits adequate attendance, has technical support for power points, video connections, etc., and has an adjacent room or place where individual interviews can be conducted subsequent to the announcement, if that's desired. Check and double check the audio system and any presentation such as overheads or PowerPoints. Consider providing beverages and snacks.

6. Coordinating Information Within the Organization

Is there general consensus about what is to be conveyed by board members and key administrators? Have you established guidelines relating to who is authorized to represent the district? Have you considered special information distribution for employees and students?

7. Coordinating Information Among Other Groups

Have you coordinated your general information release with law enforcement and/or other response or helping agencies that have provided or intend to provide statements (i.e. health care institutions, state regulatory agencies, etc.)? Have you made certain that information from all organizations that may issue announcements or statements through the district will provide complementary information?

8. Legal Review

Has legal counsel reviewed what you intend to say? Have attorneys identified points where there should be special caution or focus and have you communicated that information to others who may provide information?

9. Basic Outline

Have you prepared handouts or web postings for news media to support the information release?

10. Public Responsiveness

Can you provide the news media with a list of major concerns relayed by the public, so news outlets can respond to those concerns in their reports?

11. Expert Contact

Have you identified qualified experts whom journalists can interview?

12. Timing

Can you help accommodate media deadlines?

ATTACHMENT C

Sample News Releases

A news release is an effective tool for communicating consistent information about a crisis to the public. The news release should be concise, establish a point of contact for further information, and designate a specific date and time for release of information, particularly if there is an embargo relating to release of information. Typically, the announcement will provide information about release of updates and pattern for release of additional information.

Following are two sample news advisories:

- SAMPLE -

NEWS ADVISORY

FOR IMMEDIATE RELEASE

DATE: [Include time]

CONTACT: [Name, title, phone number(s) and e-mail address]

CITY, STATE—Kennedy High School was evacuated and one cafeteria worker is being treated at an area hospital today after a blaze broke out in the cafeteria kitchen. School administrators called 911 after fire alarms sounded at about 12:45 p.m., and fire trucks, police and ambulances were at the scene within minutes.

“Our primary concern is the safety of all students and staff,” said Principal Mary Nichols. “We are checking and cross-checking to make certain we can account for the whereabouts and well-being of every student and staff member in attendance today.”

One cafeteria worker was taken to Regents Hospital, where she was being treated. Her identity and the extent and exact nature of her injuries were being withheld until her family is notified.

School will be closed for the rest of the week while investigators try to determine what caused the fire and building officials determine the extent of the damage. Cleanup will begin once investigators have gathered all the information they need. School officials said they are searching for an alternative site to hold classes in case the cleanup is not completed by Monday.

District officials are issuing updates on its website at [WEBSITE ADDRESS]. A news conference will be held at the District Office at 4:30 p.m. tomorrow, Wednesday, October 3, 2012, to provide further details and updates.

###

- SAMPLE -

NEWS ADVISORY

FOR IMMEDIATE RELEASE

DATE: [Include time]

CONTACT: [Name, title, phone number(s) and e-mail address]

CITY, STATE—A lockdown was issued at 1:32 p.m. today at Nixon High School after reports of gunshots and sightings of an armed man on school grounds. **No injuries have been reported.**

School administrators contacted Springfield police immediately, and police are securing the campus and investigating the reports. The lockdown will stay in effect until police assure administrators that the school grounds and surrounding areas are safe.

Police have asked parents and concerned citizens to stay at least one block from school grounds while they secure the area and search for the suspect. All students and other building occupants are accounted for and safe.

An e-mail has been sent to parents and guardians advising them of the situation, continuous updates are being published online at [web address], and a hotline [phone number] has been set up to field questions and concerns. Updates will be provided at a news conference scheduled for 4:00 p.m. today at the Springfield Police Department, [street address].

###



SchoolAbility Cost Analysis

Current Financial/HR System:

Quickbooks: \$400

PayChex: paychecks and H.S.A filing: \$18500

TimeClock Plus: timeclock punching: obsolete system, needs upgrading

Excel

SACS 2018 (Special Ed) (free)

Recommendation:

We looked at four different financial systems:

Sage 100

Quickbooks (continuing)

Abila MIP Fund Accounting

SchoolAbility

SchoolAbility had the best overall package with the most compatibility with other accounting systems used by CUSD and BCOE who use Escape, a version of SchoolAbility. It allowed for an upgrade in our timekeeping/HR without the purchase of an additional system, and had the position control feature that we were looking for and allowed for growth within CCDS should we have an additional school or campus. It also had features for purchasing that was desired, allowing for integrated PO's and the ability for our staff to purchase materials needed (with adequate approvals integrated). Several schools, as well as BCOE were contacted regarding their satisfaction with this system and all were very satisfied with how robust the system is and the features that it offers in terms of the overall budgetary/HR function of the organization. Our auditing firm was also consulted on this system as well as the others and they have familiarity with Escape and SchoolAbility and find it to be the most robust system.

Total costs:

\$25800

(\$19000 annual offset)

\$1800 annual hosting

\$8600 net costs

Fiscal impact:

The costs associated with SchoolAbility are partly offset by the elimination of PayChex. Additionally, the costs of SchoolAbility are already accounted for in the approved 18/19 budget. Once the system is up and running efficiently, we expect overall staff time spent on purchasing, payroll, budgeting, etc. to become more efficient.

Long term: Should CCDS decide to discontinue SchoolAbility, there is that option in the future

SCHOOLABILITY

There are many benefits of schoolAbility/Escape software including but not limited to:

- Support is provided by schoolAbility subject-matter experts
 - SchoolAbility is uniquely qualified to support school business office operations because it is the only organization that combines the expertise of financial management software architects and developers with top-tier licensed business managers and the hands-on experience of delivering business office services to schools across multiple states.
 - SchoolAbility staff has an unrelenting passion for delivering the highest quality of service.

- Enhanced functionality specifically customized for SchoolAbility clients
 - State-compliant Chart of Accounts
 - Integrated Cash Report
 - Budget export /import
 - Customizable electronic approval workflow for:
 - Purchase Requisitions
 - Accounts Payable
 - Electronic Time cards
 - Human Resources support for:
 - Position Control
 - Salary schedules
 - Benefits management
 - Leave accruals
 - Credential and certification tracking (T&E)
 - Payroll
 - Integrated government agency reporting support
 - Forms
 - Data files
 - eCommerce support for online purchasing
 - Available now:
 - Amazon
 - Office Depot
 - School Specialty
 - CDW Government
 - Frey Scientific
 - Give Something Back
 - Southwest Supply
 - Future support for:
 - Dell Computer
 - Staples Advantage
 - Quill.com
 - Fixed Assets & Inventory
 - GAAP and GASB compliant

- Platform-independent Employee Online Portal with on-demand access to employee's HR and payroll data:
 - Employee and emergency contact information including picture, address, phone, emails and more
 - Position information for current and past positions
 - Education and credentials (T&E)
 - ACA-compliant Benefits functionality including dependents
 - Leave balances and usages
 - Payroll pay stubs, W2's, and 1095's over multiple years
 - Payroll calculator with W4 "what-if" capabilities to see the impact on net pay and, at employees option, electronically submit a new W4
 - Supervisor access to information for their subordinate employees including open vacancies based on Position Control records

- Document publishing with configurable delivery confirmation, acknowledgement, and agree/do-not-agree tracking capabilities
- Electronic time card approvals with customized workflow
- Secure and robust state-of-the-art technology
 - Windows Server 2012 R2
 - Microsoft Azure hosting

SchoolAbility software is based on *Escape Online 5*, the best financial management system for California COE's and school districts. In 2016, *Escape Online 5* processed over \$7 Billion of California's school district payroll. Imagine the power of such a system but at an affordable price for your organization.

Below is the SchoolAbility price proposal:

Chico Country Day School	W2's	List Price SaaS Fee	List Price Emp Portal	Total List Fee FY2019	schoolAbility Discount	Discounted DMS Fee FY2019
CCDS Home Office (EIN)	10	\$24,000	\$2,400	\$26,400	25.00%	\$19,800
CCDS LA1-Middle & Elementary	110	\$24,000	\$0	\$24,000	75.00%	\$6,000
CCDS LA2-High School	TBD	\$24,000	\$0	\$24,000	75.00%	
Total SaaS Fee per Year						\$25,800

Estimated One-Time Fees		
Estimated <u>one-time</u> Implementation Services (Rate of \$150/hr. is 25% discount from list) ¹ :		\$6,000
	<i>¹ hours billed not to exceed 60 hours</i>	
Estimated <u>one-time</u> Expenses (2 on-site visits at 2-3 days per visit for training/go-live) ² :		\$3,000
	<i>² subject to CCDS written pre-approval per on-site visit</i>	
Estimated <u>one-time</u> Implementation, Training, and Expenses:		\$9,000

Hosted Data Center Fees		
Annual Microsoft Azure Hosting (50% discount from list):		\$1,800
		\$1,800



August 22, 2018

Margaret Reece
Chief Business Officer
Chico Country Day Charter School
102 West 11th Street
Chico, CA 95928

Re: Customer Agreement

Dear Ms. Reece:

This is a Customer Agreement (“Customer Agreement”) by and between **CHICO COUNTRY DAY CHARTER SCHOOL**, a California charter school with a place of business at 102 West 11th Street, Chico, CA 95928 (“Customer”) and **AERARIUM, LLC D/B/A SCHOOLABILITY**, a New Mexico limited liability company with a place of business at 6000 Uptown Blvd., Suite 490, Albuquerque, NM 87110 (“Consultant”), entered into as of the date first written above (the “Effective Date”). Customer and Consultant hereby agree as follows:

1. SUBSCRIPTION.

A. License. In consideration of Customer’s performance under this Customer Agreement, including without limitation Customer’s timely payment of Fees as described in **SECTION 3 (“FEES AND PAYMENT”)** below, Consultant hereby grants to Customer, solely during term of this Customer Agreement, a non-exclusive, non-transferable, annually renewable, license (without the right to grant sublicenses) to access and use, on a subscription basis and as hosted by or on behalf of Consultant, the executable object code version of the multi-tenant school business solution (the “Software Solution”) described as such in **EXHIBIT A (“SOFTWARE SOLUTION”)**. The parties understand and agree that Consultant provides the foregoing Software Solution license under sublicense from Escape Technology Inc. (“ET”), a California Corporation. Customer hereby agrees that Consultant (and not ET) shall be responsible for the provision of services hereunder, and that Customer’s access and use of the Software Solution shall be solely for Customer’s own internal business purposes.

B. Data. All data provided by or on behalf of Customer through the Customer’s use of the Software Solution (but excluding information that cannot be used to identify any individual or Customer) shall be deemed to be “Customer Data.” Customer agrees that Consultant or ET may permanently delete any Customer Data after thirty (30) days from the expiration or termination of this Customer Agreement. Upon Customer’s reasonable request and upon payment of any associated Fees required by Consultant, Consultant shall deliver Customer Data to Customer in a reasonable format to be agreed to by the parties.

www.schoolAbility.com

C. Effect. The parties understand and agree that all provisions of **SECTION 6 (“LIMITATION OF LIABILITY”)** and **SECTION 7 (“DAMAGES”)** shall apply equally to Consultant and ET, and that ET shall be deemed a third-party beneficiary of this Customer Agreement for purposes thereof.

C. Additional Terms. Customer hereby agrees to comply with all applicable laws and regulations, and with the “ET Terms of Use” as may appear on the ET website (www.escape.technology).

D. Contact. Customer may direct any questions to Consultant by emailing support@schoolAbility.com.

E. Connectivity. The parties understand and agree that it shall be Customer’s sole responsibility to provide suitable internet connectivity (with adequate broadband bandwidth) and suitable computers satisfying the minimum requirements specified on Consultant’s website (www.schoolAbility.com) for Customer’s users to access the Software Solution.

2. SERVICES. In consideration of Customer’s performance under this Customer Agreement, including without limitation Customer’s timely payment of Fees as described in **SECTION 3 (“FEES AND PAYMENT”)** below, Consultant hereby agrees to use its commercially reasonable efforts to provide to Customer certain implementation, training, and consulting services (collectively, “Services”) regarding Customer’s licensed use of the Software Solution, as such Services are further described in **EXHIBIT B (“SERVICES, FEES AND CHARGES”)**.

3. FEES AND PAYMENT.

3.1 Fees. Customer hereby agrees to pay to Consultant certain fees (“Fees”) under this Customer Agreement as described in **EXHIBIT B (“SERVICES, FEES AND CHARGES”)**. All Fees shall be deemed earned in their entirety upon payment.

3.2 Payment. Fees shall be due and payable no later than thirty (30) days from the date of corresponding Consultant invoice. Any late payment of Fees shall bear interest at a rate of one and one-half percent (1.5%) for each month or partial month during which Fees were owed and unpaid, or the highest rate allowed by law, whichever is lower. Without limiting the generality of the foregoing, any failure by Customer to pay Fees in a timely manner may be deemed a material breach of this Customer Agreement at Consultant’s option.

4. CONFIDENTIAL INFORMATION. Each party (the “Disclosing Party”) may in the course of performance of this Customer Agreement provide to the other party (the “Receiving Party”) certain confidential information regarding the business, technologies and plans of the Disclosing Party (“Confidential Information”). The Disclosing Party shall mark Confidential Information as such in writing, or when disclosed orally shall identify such Confidential Information as such at the time of disclosure, and shall confirm such identification in writing within ten (10) days thereafter. The Receiving Party shall use Confidential Information only in the performance of this Customer Agreement, and shall not disclose Confidential Information to any third party other than as required by law during or after the term of this Customer Agreement. The obligations of this

SECTION 4 (“CONFIDENTIAL INFORMATION”) shall continue for five (5) years from the date of expiration or termination of this Customer Agreement.

5. TERM AND TERMINATION. The term of this Customer Agreement shall commence upon the Effective Date and shall continue until June 30, 2019. Either party may terminate this Customer Agreement upon notice for the material breach of the other party which material breach has remained uncured for thirty (30) days after the date of notice thereof to the breaching party.

6. LIMITATION OF LIABILITY. ALL GOODS AND SERVICES, INCLUDING WITHOUT LIMITATION THE SOFTWARE SOLUTION AND SERVICES AS DESCRIBED IN SECTION 1 (“SUBSCRIPTION”) AND SECTION 2 (“SERVICES”), ARE PROVIDED ON AN “AS IS” BASIS WITHOUT WARRANTY. CONSULTANT HEREBY DISCLAIMS ANY AND ALL WARRANTIES WITH RESPECT THERETO INCLUDING WITHOUT LIMITATION ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT OF THIRD PARTY RIGHTS.

7. DAMAGES. OTHER THAN FOR DAMAGES ARISING FROM A BREACH OF SECTION 4 (“CONFIDENTIAL INFORMATION”) OR FOR ANY EXCEEDING OF THE SCOPE OF ANY LICENSES GRANTED HEREIN, NEITHER PARTY SHALL BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, INDIRECT, SPECIAL OR PUNITIVE DAMAGES UNDER THIS CUSTOMER AGREEMENT, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT SHALL THE TOTAL LIABILITY OF CONSULTANT UNDER THIS AGREEMENT EXCEED THE GREATER OF TOTAL FEES ACTUALLY PAID TO CONSULTANT HEREUNDER OR TEN THOUSAND DOLLARS (\$10,000) REGARDLESS OF THE CAUSE OF ACTION, IN CONTRACT, TORT OR OTHERWISE.

8. CHOICE OF LAW AND JURISDICTION. Any dispute under this Customer Agreement shall be subject to the laws of the State of California as apply to contracts entered into and performed in California between California residents and without regard to conflicts of laws principles. The State and Federal courts located in Sacramento, California, shall have sole jurisdiction over any disputes under this Customer Agreement and the parties hereby consent to the personal jurisdiction of such courts.

9. GENERAL. This Customer Agreement may not be assigned by either party without the prior written consent of the other party which consent shall not be unreasonably delayed or withheld. This Customer Agreement may be modified only in writing and signed by both parties. Any purported oral amendment to this Customer Agreement shall have no effect. This Customer Agreement is the entire agreement between the parties with respect to this subject matter, and supersedes any and all prior or contemporaneous, conflicting or additional communications, negotiations or agreements.

If you agree with the terms of this Customer Agreement, please so indicate by signing below and returning this Customer Agreement to me within thirty (30) days.

We look forward to working with you.

Very truly yours,

Alfredo Diaz
Managing Member

CHICO COUNTRY DAY CHARTER SCHOOL

BY: _____
MARGARET REECE

TITLE: CHIEF BUSINESS OFFICER

DATE: _____

EXHIBIT A
SOFTWARE SOLUTION

Software Solution includes programs and the associated documentation (here, collectively, the "Program"). Said Program consists of various software modules that perform administrative functions in the areas of Finance, Human Resources, and Payroll as specified in www.schoolAbility.com.

Employee Services Portal is not included in this Customer Agreement and may be licensed separately by Consultant to Customer or Customer's clients.

EXHIBIT B
SERVICES, FEES AND CHARGES

Consultant shall use its commercially reasonable efforts to provide the following Services, either directly itself or through subcontractors selected by Consultant, or both. Consultant shall remain responsible for the performance of any Consultant subcontractors providing Services hereunder:

1. Initial Installation/Activation/Business Process Review Description.

A. Process. Consultant shall install, setup, configure and activate the Software Solution at Consultant's third party data center, and Customer agrees to make available to Consultant certain of Customer's employees as Consultant and Customer shall agree ("Identified Employees") to consult with Consultant during such process. Such Identified Employees shall work together with Consultant to compile a workbook of all imported data, data mapping, and screen configurations which shall serve as a mutual reference document when such configuration has been completed.

B. Description. Services shall also include the following.

1. Implementation Preparation. Consultant shall work with Customer's Identified Employees to assess Customer's needs, goals and objectives for the Services, and to develop an initial project schedule with associated timelines and milestones.

2. Database Setup and Configuration. Consultant shall define and setup Customer's Software database with an initial default configuration.

3. Data Conversion. Consultant will work with Customer's Identified Employees to identify and obtain certain legacy data files and structures, if available, and to convert such files into the standard import format for the Software and then import such files for use in the Software application modules. Customer will be responsible for data "clean-up" prior to and after Consultant imports such files, and Consultant will not include detailed historical data in the data conversion.

4. Template Setup and Customization. Consultant shall work with Customer's Identified Employees to define the available customization elements for Software templates (e.g., purchase requisitions, pay stubs, etc.) and to manage the initial customization of those templates. Customer is responsible for ongoing maintenance and changes to the templates following the initial customization.

5. Production Preparation. Consultant shall work with Customer's Identified Employees to review business processes and prepare the Software database for production use.

6. Initial Training. Customer's employees will receive initial on-the-job training as database setup is completed and as Customer moves into actual production.

2. Additional/Subsequent/Future Services.

A. Availability. The only Services provided are those described in Section 1 (“Initial Installation/Activation/Business Process Review Description.”) above and subject to the Fees described in Schedule 1 (“Fees”); provided, however, that at Customer’s request, Consultant may deliver additional Services from time to time on-site or via the telephone at the rates specified in the “additional consulting/training days” portion of Schedule 1 (“Fees”).

B. Future Services Rates. Services performed six (6) months or more from the Effective Date will be at the then-current Fee.

3. Costs.

Consultant will bill Customer, and Customer will pay as Fees, any travel and lodging expenses incurred by Consultant personnel in the provision of Services. Lodging expenses will include hotel expenses and will apply where Consultant personnel are required to stay overnight. Travel expenses may include airfare if Consultant employees are required to travel by air to reach Customer’s offices. Travel may include the cost of a rental car. If a Consultant employee uses a personal vehicle, mileage will be charged at the then-currently published IRS reimbursement rate. When an Consultant employee is at or traveling to Customer’s offices, there will also be a fifty dollars (\$50) per diem amount charged for meals and incidentals.

4. Cancellation.

Customer may cancel Services with at least fourteen (14) days’ advance written notice to Consultant prior to the scheduled date. If Customer cancels Services with less than fourteen (14) days’ advance written notice, Customer will be billed for, and will pay, a late notice charge as described in Section 5(B) (“Cancellation Charges”). Customer understands and agrees that any rescheduling of such Services may result in an overall delay.

5. Fees and Charges.

A. Fees. Customer shall pay those Fees described in Schedule 1 (“Fees”).

B. Cancellation Charges. Cancellation of Services by Customer within fourteen (14) days or less of scheduled on-site Services will be billed at, and Customer will pay as Fees, twenty-five percent (25%) of the otherwise applicable on-site Fee, plus any out-of-pocket costs incurred by Consultant due to such cancellation.

Schedule 1

Fees

(A) Fees shall be:

1. **Software Solution Access Fee:** One Hundred dollars (\$100.00) per W2 issued by Customer in immediately preceding calendar year subject to minimum of Twenty-Four Thousand dollars (\$24,000.00) per year per organization subject to the discounts and first-year proration indicated below:

Chico Country Day School	W2's	List Price SaaS Fee	List Price Emp Portal	Total Annual List Fee	schoolAbility Discount	Discounted Annual Fee
CCDS Home Office (EIN)	10	\$24,000	\$2,400	\$26,400	30.00%	\$18,480
CCDS LEA1-Middle & Elem.	110	\$24,000		\$24,000	60.00%	\$9,600
CCDS LEA2-High School	TBD	\$24,000		\$24,000	60.00%	N/A
Total SaaS Fee per Year:						\$28,080
FY2019 Proration Jan 1 to June 30, 2019 (50%):						\$14,040

2. **Hosting Fee:** Thirty-Six Hundred dollars (\$3,600.00) per year. Provided, however, that because Customer is implementing for January 1, 2019 go-live, the foregoing Hosting Fee shall be reduced by fifty percent (50%) during the term of this Customer Agreement.

The discounted **Hosting Fee** shall be Eighteen Hundred dollars (\$1,800.00).

3. **Implementation, Training and Consulting Fee:** One Hundred and Fifty dollars (\$150.00) per person/hour (25% discount from list price of \$200.00 per person/hour). Provided, however, that Training, and Consulting Fee shall not exceed a total of Six Thousand dollars (\$6,000.00) without prior written pre-approval from Customer.
4. **Travel, Living and other Out of Pocket Costs:** To be paid by Customer pursuant to Section 3 of Exhibit B (“Services, Fees and Charges”).
5. **Additional Consulting/Training:** To be paid by Customer pursuant to Section 3 of Exhibit B (“Services, Fees and Charges”).

(B) Consultant shall invoice and Client shall pay:

1. Software Solution Access Fee shall be invoiced upon execution of Customer Agreement.
2. Hosting Fee shall be invoiced upon execution of Customer Agreement.
3. Implementation, Training and Consulting Fee shall be invoiced monthly starting at the end of month of Effective Date.

4. Travel, Living and other Out of Pocket Costs shall be invoiced monthly starting at the end of month of Effective Date.
5. Additional Consulting/Training shall be invoiced monthly starting at the end of month of Effective Date.

(C) Cost of living adjustment (“COLA”):

Consultant reserves the right at its sole discretion to increase all fees for subsequent terms using the California CPI as published by School Services of California. In no case will the applied COLA be less than one and a half percent (1.5%) or more than five percent (5%).