



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Members of the public are welcome to attend Board meetings and may comment on any item on the agenda or within the Board's jurisdiction. Speakers should identify themselves and address comments to the Chair. Comments are limited to 5 minutes. The board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, August 22, 2019 – 6:00 p.m.**

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
 - 1.1 **Roll Call** Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw, Denise Snoke, Rosie Paulson
2. **CONSENT AGENDA** (6:05 p.m.)
 - 2.1 **Minutes Approval** Consider approval of minutes from Regular Meeting, June 6, 2019.
 - 2.2 **Approval of Eric Parish as Budget Committee Member** Consider approval of having Eric Parish joining the Budget Committee.
 - 2.3 **Boundaries Policy Approval** Consider approving Boundaries Policy, required by our insurance to keep complete coverage.
3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
 - 3.1 **School Director Report**
 - 3.2 **Director of MTSS Report**
 - 3.3 **Treasurer Report**
4. **NOTICED PUBLIC HEARINGS**
None
5. **REGULAR BUSINESS**
 - 5.1 **Items Removed From Consent (If any)**
 - 5.2 **Officer Election** (6:45 p.m.)

The Board will be asked to elect a Chair, a Vice Chair, a Secretary and a Treasurer for the 2018-2019 school year.

ACTION REQUESTED: Elect officers.
 - 5.3 **Approval of Employee Handbook** (7:00 p.m.)

The Board will be asked to approve the 2019-2020 edition of the Employee Handbook.

ACTION REQUESTED: Approve handbook.

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5.4 Organizational Chart (7:20 p.m.)

The Board will be asked to approve an Organizational Chart.

ACTION REQUESTED: Approve organizational chart.

5.5 Committees Discussion (7:30 p.m.)

The Board will be asked to discuss the committees for the 2019-2020 school year.

ACTION REQUESTED: Discuss committees for 2019-2020 school year.

5.6 Measure K Proposal (7:45 p.m.)

The Board will be asked to approve a proposal for Measure K bond funds.

ACTION REQUESTED: Approve proposal.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (7:55 p.m.)

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

7. FUTURE AGENDA ITEMS

7.1 The Board will meet for a planning retreat in September.

7.2 The Board will be asked to approve a Prop 39 request for facilities for 2020-2021.

7.3 The Board will be asked to Consider approval of Unaudited Actuals for 2018-2019.

7.4 The Board will be asked to approve a Facilities Use Agreement for 2019-2020.

8. ADJOURNMENT (Est. 8:00 p.m.)

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Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, June 6, 2019 – 6:00 p.m.**

MINUTES

1. CALL TO ORDER (6:00 p.m.)

1.1 Roll Call Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw

Meeting called to order at 6:05 pm.

2. CONSENT AGENDA (6:05 p.m.)

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, May 16, 2019.

2.2 Contracts for Services Consider approval of a contract for business management services.

Anna Ling moved to approve the consent agenda. Approved by the Board.

3. REPORTS AND COMMUNICATION (6:10 p.m.)

3.1 Committee Reports

3.2 Instructional Staff Report

3.3 Sherwood Montessori Parents Organization Report

3.4 School Director Report

3.5 Director of MTSS Report

3.6 Treasurer Report

Anna Ling presented for the Governance committee. Monica Woodward presented for the School Performance committee. Teachers April Pearce and Teresa Shippen shared their perspectives on the school year. Michelle Yezbick presented the Director's report. Justin Allan presented the Director of MTSS report. Pat Casey presented the Treasurer report.

The Board reviewed the written reports and engaged in discussion.

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4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

5.2 Welcome New Directors (6:40 p.m.)

The newly elected members of Sherwood Montessori's Board of Directors will be announced and meeting dates will be set for the 2019-2020 school year.

ACTION REQUESTED: Welcome new directors and set meeting dates for 2019-2020.

The Board welcomed new directors Rosie Paulson and Denise Snoke. Monica Woodward provided a draft of the Board meeting calendar for 2019-2020.

The Board agreed to discuss agenda item 5.5 before 5.3, so that Alan Chambers could depart the meeting earlier.

5.3 LCAP (Local Control Accountability Plan) Draft (6:45 p.m.)

A draft of the LCAP will be presented for adoption.

ACTION REQUESTED: Adopt LCAP.

Michelle Yezbick highlighted a few changes to the LCAP report over the previous year. Anna Ling moved to adopt the report. Adopted by the Board.

5.4 Original Budget 2019-2020 (7:00 p.m.)

The Board will be asked to adopt an original budget for the 2019-2020 school year.

ACTION REQUESTED: Adopt Original Budget for 2019-2020.

Pat Casey presented the Original Budget for 2019-2020. The Board engaged in discussion. Melissa Struyf moved to adopt the budget. Adopted by the Board.

5.5 Project Proposal for Round 2 of Measure K Bond (7:15 p.m.)

The Board will be asked to consider a construction project to be funded with the second round of sales from the Measure K Bond.

ACTION REQUESTED: Approve Project Proposal.

Michelle Yezbick and architect Alan Chambers presented the proposal to be submitted to the Measure K Charter School Facilities Committee, and then to CUSD, in order to receive Measure K bond funds. The Board asked questions and engaged in discussion.

Tanya King moved to approve the project proposal. Approved by the Board.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (7:30 p.m.)

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

7. FUTURE AGENDA ITEMS

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7.1 The Board will meet for a planning retreat in September.

Open session adjourned at 7:55 p.m.

8. CLOSED SESSION Public Employee Performance Evaluation (7:35 p.m.)

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

Meeting reconvened in closed session at 8:03 p.m. The Board and the School Director discussed her performance evaluation, including goals for the coming year and organizational changes that could enhance her ability to achieve these goals.

9. ADJOURNMENT (Est. 8:00 p.m.)

Meeting reconvened in open session and adjourned at 9:00 p.m.

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MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Agenda Item 2.2 Budget Committee Members

Date: August 22, 2019

SUMMARY

The bylaws of the Board of Directors state that the Board shall approve members of the Budget Committee.

DISCUSSION

The Budget Committee is a committee of the School Director that meets prior to the drafting of an original budget, a first interim budget, and a second interim budget. Traditionally, this committee has been kept to 3-4 members to facilitate efficiency. The School Director and the Board Treasurer are always members. The Business Manager is a consultant at the meetings. There is usually a third member, either a parent, or a teacher, or a teacher who is a parent.

Currently, approved members of the Budget Committee include me, the School Director; Monica Woodward, the Board Treasurer; and Justin Allan, Director of MTSS. Eric Parish, teacher, has recently earned his preliminary administrator credential. It would be excellent development for Eric to join the Committee, and it is always valuable to have input from a classroom teacher.

ACTION REQUESTED: Approve Eric Parish as an additional member of the Budget Committee.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.3: Boundaries Policy**

Date: August 22, 2019

SUMMARY

Our insurance company is requiring that the updated Boundaries Policy be updated to continue coverage at the current level.

DISCUSSION

CharterSafe, our insurance provider, has seen a significant increase in losses as a result of lawsuits related to school employees engaging in inappropriate behavior with students. The updated policy attached here is similar to our current policy, but includes more specific behavior that is unacceptable for school employees.

ACTION REQUESTED:

Adopt Boundaries Policy

Attached: Boundaries Policy



BOUNDARIES POLICY

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

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

STAFF-STUDENT INTERACTIONS

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

Boundaries Defined

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

Acceptable and Unacceptable Behaviors

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

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

Unacceptable Behaviors

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

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

Unacceptable Behaviors, continued

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

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

Acceptable Behaviors

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

Acceptable Behaviors, continued

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

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

Boundaries Reporting

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

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

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

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

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

Internal Investigations

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

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

Consequences

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



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.1 School Director Report**

Date: August 22, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting. We did reach our goal.
- We have had a good start to the new year. Parent volunteers helped to clean up the campus and we were able to sort and move all donated items before the start of school.
- Bree Allan has joined the Positive Behavior Interventions and Supports (PBIS) team. She has extensive experience with this program at other school sites and has seen what implementations are most effective. She has been giving excellent, clear guidance to teachers and we are looking forward to seeing our students enjoy the benefits.

FISCAL ITEMS:

- There are no unexpected fiscal items to report. The unaudited actuals for the 2018-2019 school year will be presented in September.
- The generosity of the community of Crescent Montessori has provided us with Montessori materials, furniture, science materials and equipment, and supplies that would have cost us thousands of dollars to purchase.
- In mid-June I was notified that Sherwood's application for Project SERV (School Emergency Response to Violence) funds was accepted. We were awarded \$8,640 to fund counseling for trauma \$2,700 for substitutes reimbursable November 8, 2018-April, 2021.

SAFETY

- We had an indoor recess on Thursday, August 15th, when the excessive heat was highest.
- Our School Safety Plan will be updated after we are able to occupy the new buildings at the 1010 Cleveland property. The Board will be asked to approve the Plan after the update.



MEMORANDUM

To: Board of Directors
From: Justin Allan, Director of MTSS
Subject: Director of Special Education Report
Date: August 22, 2019

Special education numbers tend to fluctuate at the beginning of the school year. We are in the process of manually checking new student records and verifying IEPs and 504 plans. Sometimes students have IEPs but parents/guardians forget to check that box on the enrollment form. Other times an IEP box will be checked but the student will not actually have an IEP.

We currently have 25 students with IEPs. We added 4 new students with special education services. Six students moved or transferred to a different school; otherwise, we would have started the year at 31. There is not a statewide 504 plan database to check and we are awaiting paper records. Based on the information we do have I would estimate we have 5-8 students with a 504 plan.

Most of our special education team and service providers are coming back. The major difference will be that Gabrielle Chaplin, our previous school psychologist, is returning to Sherwood. One structural change to the special education department was the elimination of a two day a week special education teacher position.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.3 Treasurer Report**

Date: August 22, 2019

August Treasurer's Report

The August Financial Board Reports are attached here. Our Treasurer and Business Manager will offer analyses at the meeting on the 22nd.

Attachments: July financial reports



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.2 – Election of Officers for the Board of Directors**

Date: August 22, 2019

SUMMARY

Each year, the Board of Directors elects the following officers: Chair, Vice-Chair, Treasurer, Secretary. New officers for the 2019-2020 school year need to be elected.

DISCUSSION

Current officers may choose to run for office again for the 2019-2020 school year if they wish.

During the 2019-2020 school year, Board Officers were as follows:

Monica Woodward-Chair
Melissa Struyf-Vice-Chair
David Steffenson, Monica Woodward-Treasurer
Anna Ling -Secretary

The following excerpts from our Charter describe the duties of the offices:

SECTION 6. DUTIES OF CHAIR

The Chair shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chair of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds,

contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;
2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;
3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;
4. Be custodian of the records;
5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;
2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;
3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;

4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;
5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ACTION REQUESTED

Elect officers for the Board of Directors for the 2019-2020 school year.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.3 –Employee Handbook Revisions**

Date: August 22, 2019

SUMMARY

Revisions in the Employee Handbook are submitted for approval.

DISCUSSION

The following changes were made to the Employee Handbook:

Change	Rationale
Job descriptions changed	Updated to reflect practices. Added promotion and retention job duties to Administrative Assistant job description. Setting aides' schedules no longer a teacher duty.
Sexual Harrassment/Boundaries Policy	Updated policy text included; explanation of required training added
Mandatory Reporting	Includes more information about timely reporting and whether or not to inform parents.
CPR/First Aid	Must have a trained employee on campus; employee will ride with a student if ambulance transport is needed.
Data Collection	Gives clarity to teachers' responsibilities in providing student achievement data. Includes Interim Assessment Blocks as formative assessment.
Guidance & Discipline	Updated information about PBIS.
Performance Evaluation	Includes cycle of evaluation for certificated staff.
Field Trips	Clarifies that younger siblings may not attend

	field trips when parent is chaperoning.
Staff Attendance	Clarifies that excessive absences (not just tardiness) will need to be problem-solved with Director. Credentialed staff meeting attendance is required.
Hours of Work, Breaks, Overtime, and Paydays section	Updated for new minimum wage thresholds; added language about scheduling for part-time employees.
Internal Complaints	Clarifies that complaints do not need to be written.

ACTION REQUESTED

Approve revisions to Employee Handbook.

Attachments: Redline copy of 2019-2020 Employee Handbook

Formatted: Left

~~Sherwood Montessori~~

~~SHERWOOD MONTESSORI~~

Employee Handbook

~~2018~~ 2019-2020

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Appendices

Appendices

Reimbursement Form

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Sherwood Referral Form

About this Document

About this Document

The policies stated in this Handbook are intended as guidelines only and are subject to change at the sole discretion of the Director of the school through Board Action in consult with Sherwood Montessori Board of Directors. All staff members are responsible for upholding the policies and procedures stated herein, and in the Safety Plan, Family Handbook and/or other procedural documents. Those guidelines should be read carefully, and questions should be asked to the Director for clarification.

Mission Statement

The mission of the Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

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

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

Core Values

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

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

Equal Employment Opportunity/Non-Discrimination Policy

Sherwood Montessori is a non-profit, 501(c) 3 organization. We value, welcome and celebrate a diverse population. The school treats all employees and applicants for employment without unlawful discrimination as to race, creed, color, national origin, age, disability, marital status, or sexual orientation in all employment decisions.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Sherwood will make reasonable accommodations for the known limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the Director with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Sherwood then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Sherwood will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Sherwood will make the accommodation.

Sexual Harassment Policy

Sexual harassment in employment violates the provisions of Title VII of the Civil Rights Act of 1964. Any employee who is aware of any instance of sexual harassment should report the alleged act immediately to the Director. All complaints will be investigated promptly, impartially and discreetly and, upon completion of the investigation, the appropriate parties will be notified immediately of the findings. If the complaint is against the Director, the Chair of the Board of Directors shall initiate an investigation. The School will not tolerate any forms of discrimination and harassment by anyone. No words, acts or symbols of racial or gender discrimination will be allowed. Proven harassment because of an individual's race, color, religion, gender, national origin, age disability or sexual orientation will not be tolerated and may result in disciplinary action up to and including termination.

Sherwood employees are expected to comply with SB 1343 which requires two hours of Mandatory Training for Supervisors and One Hour of Mandatory Training for Non-Supervisors within by January 1, 2020, and within 6 months of hire thereafter. Continuing employees will need to update training every two years. Hourly employees should show this training on a time sheet and will be compensated at their hourly rate. Time to take the training should be scheduled with consult with one's immediate supervisor.

Any employees who have not completed this training by January 1, 2020 or within 6 months of hire will be placed on leave with no pay until the training is completed.

Boundaries Policy

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

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

STAFF-STUDENT INTERACTIONS

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

Boundaries Defined

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

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction. Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

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

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

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

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

Acceptable Behaviors

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

behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult) Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later

19. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
20. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
21. Prioritizing professional behavior during all moments of student contact
22. Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.

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

Boundaries Reporting

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

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

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

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

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

Internal Investigations

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

Upon receiving information from the mandated reporter, the designated responsible administrator must take immediate action to stop the alleged inappropriate conduct — by removing the employee (or volunteer/vendor/guest) from the classroom or worksite when there is a potential risk to student or school

safety. The Director shall consult with legal counsel as appropriate, prior to, during, and after conducting any investigation.

Consequences

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

Substance/Tobacco Use Policy

All use or possession of any alcoholic or illegal substance on School grounds or reporting to work while under the influence of intoxicants or drugs will not be tolerated. Use or possession is grounds for immediate dismissal. Any observed use or possession is to be reported directly and immediately to the Director. Failure to do so can be cause for immediate termination. Sherwood Montessori is a smoke-free workplace. All School buildings, grounds, and facilities are nonsmoking/non-vaping areas. Additionally, smoking or vaping is prohibited within 20 feet of the school's playgrounds and the building's entrances, exits, and windows.

Job Descriptions

The following job descriptions may describe duties assigned to an employee or to an independent contractor. Inclusion of independent contractors' duties in this *Employee Handbook* do not change the status of the individual from independent contractor to employee. The job descriptions of independent contractors are included herein to provide clarity regarding responsibilities.

Director

The role of the School Director is to foster a positive and collaborative school community with a commitment to the Montessori philosophy and methods. The Director is responsible for, but not limited to, communicating with the Board and advising the board on programs, policies budget and other school matters. Specific duties include:

• Present reports to the board on progress, programs and problems of school operations.
Implement and communicate
The role of the School Director is to foster a positive and collaborative school community with a commitment to the Montessori philosophy and methods. The Director is responsible for managing a strong team of educators and professionals who, in partnership with engaged families, strive to help all students achieve their highest potential. The Director leads both internally and externally, with responsibility for the following areas:

Educational Program

- Develop and maintain the
- Oversee quality implementation of Montessori pedagogy and curriculum and instruction.
 - Build consistency, coherence and continuity within and across school programs
 - Meet with parents as needed.
 - Oversee the budget and purchasing.
- Hire, evaluate, promote Build consistency, coherence and discipline continuity within and across school programs
- Set clear goals for student growth and success; implement strategies to achieve these goals
- Use and interpret assessments to monitor student growth and to inform instructional practices
- Analyze and use data, including "best practices," to support continuous process improvement
- Promote a supportive and respectful learning environment for all students

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- Ensure a system of intervention and supports for a range of student needs
- Ensuring coherence among grade levels of academic experiences of students, e.g.: ensuring that students in lower and upper elementary classrooms experience full complement of the Five Great Montessori Lessons.
- Supporting classroom teachers to implement assessments, analyze results, and make instructional choices based on data.
- Ensuring coherence in learning environments in terms of Montessori authenticity and Montessori materials appropriate for the developmental range of the students.
- Make suggestions for teachers' professional growth activities based on data collected in cooperation with classroom teachers.
- Participating actively in the school's Budget Committee.

Staff Management

- Hire and retain a motivated team of teachers and staff.
 - Foster an inclusive and trusting environment in which staff can grow and improve
 - Develop short and long range plans.
- Foster an inclusive and trusting environment in which staff can grow and improve
- Support and mentor staff through an effective coaching and evaluation process
- Ensure staff have access to Montessori and other professional growth opportunities

Financial and Operational Management

- Oversee the budget and manage expenses
- Prepare and analyze financial reports along with the Business Manager
- Oversee school operations including facilities, equipment, security and maintenance
- Ensure compliance with all governmental laws and regulatory requirements

Stakeholder Management

- Cultivate effective relationships with external stakeholders at the district, county and state levels
- Communicate with the Board of a safe and productive school Directors on policies, programs, budget and other matters
- Communicate with current families to keep them informed and to ensure student satisfaction
- Cultivate relationships with prospective families through an effective admissions process
- Support staff when needed with communication with parents
- Work to maintain a positive and healthy social and emotional school climate

Strategic Planning and Leadership

- Work with Board to create and implement a strategic plan for the future direction of the school
- Plan, identify and secure funding resources to help the school achieve its mission and objectives
- Maintain and increase the school's visibility through effective marketing and outreach
- Assess and mitigate risks related to legislative and policy issues that may affect the school
- Problem-solve and manage unexpected changes; communicate effectively to the community

Director of MTSS

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- Coordinate the development and implementation of special programs, evaluate education plans, and confer with director, teachers and resource staff.
- Assist in the formulation of policy and procedures for special education/ special programs necessitated by state and federal laws *and* Title V guidelines as they relate to individuals with exceptional needs. Orient general and special education program staff regarding these policies and procedures.
- Submit reports and recommendations to the administration on policy, curriculum, and legally required data. Responsible for maintaining compliance of district special programs with state and federal laws.
- Assist the School Director and Business Manager in planning budget requirements for special education/ special programs and the approval of appropriate expenditures.
- Assist in the ongoing development and evaluation of the special curriculum and ensure access to core curriculum materials for special program teachers at the school site. Coordinate curricular resources and makes them available to staff.
- Develop, implement, and evaluate in-service training programs for certificated and classified staff, both general and special education. Coach teachers where/when appropriate and offer trainings on working with students with special needs.
- Assist special education personnel in developing instructional objectives and techniques for implementing IEPs for individuals with exceptional needs.
- Provide support to teachers and administration before, during, and after the SST process by collecting data, suggesting supports and accommodations. Assist in the analysis of intervention data; provide support to intervention lead teacher when needed (including working with small groups of students and or one on one).
- Assist teachers in the development of Behavior Intervention Plans for students with behavior challenges (in conjunction with School Psychologist, when necessary.) Observe focus students in their classroom setting and provide feedback to teachers on appropriate accommodations and offer suggestions for support.
- Assist in the delivery of support services to individuals with exceptional needs and follow up with teachers to ensure that action plans are successfully implemented in the classroom.
- Monitor the special education services of identified students who are included in the general education classroom and consult with assigned case managers.
- Assist parents in participating in the special education/ special programs process including but not limited to identification of child's needs, IEP development and resolution of disputes.
- Participate as the LEA administrator of the Individualized Education Program (IEP) team in the identification of individuals with exceptional needs, as appropriate.
- Assist the School Director with the implementation of student placements, possibly including programs operated by districts, the county office of education, non-public school placements, state schools, etc. Seek out opportunities, services, etc. for qualifying students.
- Monitor special education/ intervention caseloads and class sizes.
- Plan and coordinates observations for visitors of intervention/special education programs.
- Assist as liaison to SELPA, community agencies, state and county schools and services, California Department of Education/Special Education Division and parent and professional groups in interpretation of special programs.
- Participate in due process hearings, complaint and compliance investigations and district self-review of compliance.
- Make presentations to professional organizations and groups as requested.
- Assist in the development of low incidence requests.
- Perform other duties as assigned.

Director of Curriculum and Instruction

The Director of Curriculum and Instruction is a Teacher on Special Assignment (TSA) who is given 20% release time to assist the Director in duties associated with the management of curriculum and instruction.

Representative duties include:

Administrative Assistant

The administrative assistant performs basic secretarial duties for the school and takes care of administrative details:

- Compile and file students' grade and attendance reports, immunization and other school records.
- Greet visitors to the school, determine the nature of business, and direct visitors to destination.
- Answer telephone to provide information, take messages, or transfer calls.
- Schedule appointments to talk with the Director or teachers and handle school communication.
- Inventory, order and dispense school supplies.
 - Accept and deposit funds for student activities.
 - Disburse funds, record financial transactions, and audit and balance student organizations and other school-fund accounts.
 - Maintain calendar of school events.
 - Oversee student playground activities and monitor classroom during temporary absence of teacher.
 - Assist the Director in all areas and update Director on school activities and information on a day-to-day basis.
 - Use appropriate software and hardware such as, but not limited to, fax and copier machines, word processing, school database, and spreadsheet.
 - Track employee absences and record changes in sick leave available for certificated staff.
- Assist Director with duties associated with promoting the school and retaining enrolled students.

Office Manager

The Office Managers job duties include, but are not limited to:

- In a professional and helpful manner, greet public, answer phones, and take messages as needed.
- Adhere to confidentiality with all communications.
- Maintain student records (immunization, health).
- Maintain school attendance records for all students using attendance software.
- Manage office interruptions, including helping students in a nurturing manner and fulfilling staff's requests.
- Manage the School Lunch Program, including maintaining paperwork for the Free and Reduced Lunch Program and communicating with the contracted lunch provider to ensure compliance with all federal, state, and local legal requirements.
- Perform a variety of clerical duties, including typing, proofreading, filing, checking records and recording information on records.
- Compile and prepare various departmental files, records and reports; search files for specified information.
- Respond to routine correspondence.
- Maintain accurate attendance records, including issuing tardy slips, verifying student absences, providing information to parents, teachers and counselors; input absences into computer; contact

parents/guardians by telephone or in person regarding student absences; maintain and compile truancy reports in compliance with SARB.

- Maintain correspondence with District lunch personnel regarding the number of students receiving school lunch.
- Receive and sort incoming mail, packages and faxes.
- Take care of sick and injured students; administer basic first aid and dispense prescribed medication to individual students in accordance with District and school policy.
- Receive, sort, duplicate and distribute various instructional materials; prepare materials for student packets and other related materials for distribution.
- Record all monies received on weekly deposit slips and provide receipts to payees.
- Perform other tasks as requested.

Student Support Specialist

The Student Support Specialist's job duties include, but are not limited to:

- Complete California Department of Education required data submissions, such as CALPADS and attendance reports.
- Cover duties of Office Manager or Administrative Assistant when either are absent.
- Maintains student records in the SEIS system.
- Fulfill role of Technology Coordinator for CAASPP and ELPAC.
- Mine data from the California Department of Education and CAASSAP for reports on student progress and school performance.
- Check employee time sheets and has them ready for the director's review.
- Assist teachers with technological and software issues, questions and training.
- Keep equipment functioning and maintain the school network including maintaining the Securly web filtering program.
- Maintain staff and student email addresses and passwords.
- Set up new students with accounts in iReady and other technology-based applications and make requested changes to student class placement in accounts.
- Maintain the school key inventory and make sure each staff member that needs a key is provided one.
- Make small repairs to the school facilities. Inform the Director when the repair needs to be performed by the District.
- Assist teachers with moving furniture and hanging or fastening items to walls.
- Perform other tasks as requested.

Business Manager

The Business Manager is charged with general bookkeeping for the school and will serve in an advisory role as regards the budget to the School Director and Treasurer of the Board of Directors. Specific duties include:

- Bimonthly: Verify invoices, reimbursement requests, and deposits for accuracy (amount, SACS code, funding class); print checks.
- Monthly: Create payroll; monthly profit/loss statements and cash flow analysis; oversee STRS and PERS contributions as well as Federal and State tax liabilities.

- Annual: Year-end reports as regards STRS/PERS, payroll, and tax liabilities.
- Reports: Prepare Annual Projected Budget, First and Second Interim Reports, and End of Year Expenses for Chico Unified School District; yearly accrual entries and balance restricted and unrestricted funds.
- In addition, the Business Manager may be called up to provide financial reports for grants and other requests from the CUSD, Butte County Office of Education, or California Department of Education as needed.

Classroom Teacher

The job duties of the classroom teacher include, but are not limited to:

- Report directly to the Director in all pertinent matters or areas of concern.
- Hold a Bachelor of Arts or Bachelor of Science degree or higher, hold a California State Teacher's Credential or commit to obtaining one within two years of employment, and hold a Montessori Certificate or commit to obtaining one within two years of employment.
- Prepare and maintain an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty.
- Initiate and facilitate ongoing dialogue with parents on the overall development of each child/teen.
- Demonstrate competency to deliver an educational program based on individual needs of each child/teen.
- Demonstrate competency to provide effective, innovative instruction with a balance of Montessori materials and best practices to address adopted State Standards.
- Oversee the learning of all children/teens in the classroom while partnering with colleagues and Director in supporting the needs of all learners.
- Be a reflective practitioner open to continuous self-improvement and self-evaluation.
- Demonstrate basic computer literacy/competency, use technology to access and respond to professional emails from Director and parents, and teach technology skills as outlined in California State Standards.
- Model positive attitude and courteous behavior for children, teens and adults, and prepare all other visitors and teachers to model the same respect when working and volunteering in the school.
- Conduct the class: plan, develop, record and implement class curriculum; make materials when needed, maintain classroom materials and keep shelves clean and orderly.
- Communicate ground rules and procedures effectively to all children/teens and remain consistent with consequences.
- Communicate verbally with parents in the fall and in the spring at conferences regarding progress of students,
- Turn in comprehensive report cards for each child/teen twice yearly.
- Keep accurate and daily attendance and tardiness records for each child/teen.
- Turn in a material replacement list order, room repair list, inventory worksheet, wants/needs order, and any other documents communicated on the last Friday at the end of each year.
- Electronically submit to Director reports for the Board of Directors.
- Complete paperwork for English language learners by due dates.
- Complete Report Cards on standard forms by due dates.
- Collect and turn in data on student achievement as requested by Director or Director of MTSS.
 - Act as immediate supervisor of instructional aides assigned to classroom, including: ~~setting a schedule within approved parameters,~~ assigning tasks as needed, providing formative feedback and a

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formal evaluation, and providing appropriate training or referral to appropriate training as needed to optimally perform duties.

Instructional Aide

Instructional Aide

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- Demonstrate flexibility in assisting classroom teacher in myriad and changing ways that will maximize benefits to the learning community.
- Model positive attitude and courteous behavior for children, teens and adults, and prepare all other visitors and teachers to model the same respect when working and volunteering in the school.
- Assist the classroom teacher in preparing and maintaining an environment that meets the needs of all learners and is reflective of the Montessori philosophy of order and beauty.
- Communicate ground rules and procedures effectively to all children/teens and remain consistent with consequences.
- Maintain vigilance in supervising students for safety in classrooms and recreation spaces.
- Demonstrate openness to obtaining new skills that will optimize effectiveness in assisting classroom teacher to meet the needs of all students.
- Demonstrate competency in behavior management using cooperative/positive discipline techniques in whole class, small group, and 1:1 settings.
- Demonstrate ability to use computers, copiers, and other office equipment needed to assist classroom teacher in work related duties.
- Implement program developed for exceptional students as communicated by Director of MTSS and classroom teacher.

Professional Conduct

Sherwood Montessori strives to be an exemplar in educating for the human potential. We value candid, respectful communication with openness for hearing the needs of others. We honor others' perspectives and positions and actively seek to understand these within the context of a diverse society. We are committed to ownership of one's education, for students as well as the lifelong learners who comprise our staff. Sherwood seeks to be a community where talent, ideas, input, and knowledge are actively shared, sought out, honored, and acted upon. We acknowledge that conflict is a natural product of the complexity of the human condition and commit to approaching conflict with a problem-solving agenda, receptivity to feedback, and an appreciation of lessons learned. Sherwood staff members should conduct themselves in a manner that reflects an understanding of the school's mission statement and core values.

All employees are expected to treat students, staff, and parents with respect at all times. If a teacher feels that a parent or another staff member has behaved inappropriately, this matter should be brought to the School Director's attention promptly.

Facilities Use Agreement with Chapman Elementary

Sherwood Montessori has facilities on Chapman Elementary campus, property owned by the Chico Unified School District (CUSD), and 1010 Cleveland Ave., property owned by Sherwood Montessori. We are committed to being good neighbors to Chapman Elementary, and to adhere to the guidelines and schedules outlined in the Facilities Use Agreement (FUA). Sherwood employees are expected to follow the schedule and agreements

outlined in the FUA. The Director is the point of communication between Chapman/CUSD for any issues regarding the facility located on CUSD property, including: needed repairs, desired improvements or changes, and the lunch/recess/P.E. schedules and boundaries. Employees of Sherwood should communicate with the Sherwood Director to address all concerns related to the facility and are not to contact staff of CUSD.

Confidentiality

Employees of Sherwood Montessori are obligated to maintain confidentiality of all information relating to students, families, and employees. Personnel and student records will remain in office files with access restricted to those under the umbrella of confidentiality. Two-way release of confidential information consent forms must be signed by involved parties before information can be released to extended parties. Exceptional care must be taken to protect confidential information; failure to abide by this procedure may lead to termination. This requires that private information not be discussed with parents of other children, and that confidential information be safeguarded, including staff memos, correspondence, and student records.

Employees are required to safeguard student and family confidentiality in:

The Environment

- When discussing sensitive information with students (home life, academic needs, IEP and 504 goals or services) make sure you are in an area where other students or parents cannot hear.
- When you are reading email, be sure no one else can see your screen and sign out of your account when finished.
- Do not post in areas that can be seen by other students or parents the names of kids in intervention groups or schedules that indicate on them that the students are in groups for counseling, intervention, speech, or other IEP services. This includes in the Learning Center.
- Do not post contact information in the classroom. We do not have permission from all families to publish this information.

Email

- Do not share contact information unless you have been given written permission by every parent in your class to do so. Use bcc for sending email to the whole class or groups in the class.
- Do not share information about disciplinary issues that involve other students in email. Use “a student” or “students”. While the parent is likely to hear from their child who else was involved, it can’t be us who lets them know.
- When communicating about counseling groups, use bcc to preserve students’ confidentiality if you are trying to put together a group. Once they are part of the group, it is likely that they will tell their parents who else is in the group, but we cannot share this information, even if the parent wants to know as part of the decision-making process. Many, many groups have not happened because the parents weren’t comfortable with giving consent without knowing who else would be in the group. Unfortunately, these are the constraints within which we must work.

Documentation

- Discipline documentation that goes home should not include any student name except the name of the child in the family receiving it. Use “a student” or “students” to refer to other students involved. While

the parent is likely to hear from their child who else was involved, we are not to be the source of this information.

- Do not post or leave documents out where parents or other children can see them if they contain discipline information, IEP or 504 information, contact information, or any information that could be considered sensitive.

Face to Face Communication

- Do not share discipline information, IEP or 504 information, contact information, or any information that could be considered sensitive in a conversation if there are others around that can hear you, even if you think the “others” won’t know who you are talking about.
- Be careful in the community with the above point. The person behind you in line or in the next booth at a restaurant might know who you are talking about, Chico is a small town.
- Even positive information is confidential. An employee was once complimenting a family member on good marks on a report card and a formal complaint was made by the parent.
- Be mindful of when you need to “Neither confirm nor deny!” a remark made by someone not under the umbrella of confidentiality. For example, if a parent says something like; “Sally just ran that way with her aide, well, I assume it is her aide...” do not confirm the guess. This can be tricky, e.g.: you are organizing a field trip and need to make sure there is room for an instructional aide to ride with a particular student. You would say to the driver: “Will there be space for another adult to ride in the front passenger seat? I would like Rachelle to ride with this group.” Rather than “Can Rachelle ride in your car? I need her with Kevin.”

Communication Protocol

In our small community, we often find ourselves in multiple roles. Many of our employees are also parents and communicating from these overlapping roles can be challenging. The following guidelines were developed with input from employees who have multiple roles.

Parent Role

- If you are a parent at this school who is also an employee, it is important to remember to be an employee during work hours and a parent when off the clock. That doesn’t mean you can’t give your kids a hug or smile throughout the day, but please be mindful of limiting these interactions to not distract your child’s classroom or your child as a student.
- As a parent/employee you may have access to observing parts of your child’s day other parents do not have. Please be aware that teachers and staff should not be put in the position where they feel you are judging their work. If you do observe something that troubles you, DO NOT approach your colleagues during the work day. You must follow communication protocol any other parent would follow: respect teachers’ time, DO NOT approach them “on the fly”, in the hallway or during their lunch or other break times. Send an email or make an appointment for a meeting. Be mindful of how much time you are taking. Most parents are limited to two conferences a year, are you taking too much?
- Be honest with yourself regarding your ability to remain neutral when your child conflicts with other students or with her or his teacher. Discuss difficulties you are having with your immediate supervisor.

Employee Role

- Please be aware of ways you might be communicating differently with colleagues who are also parents. Even positive feedback about one’s child can be disruptive to a colleague’s day if s/he is not expecting it because s/he is at work, in an employee role. If you have feedback, positive or constructive, for a colleague about her or his child, ask yourself: How would I handle this with any child who did not have

a parent working at this school? *If you are a teacher's aide or paraprofessional aide note that the Employee Handbook restricts you from directly communicating with parents as this is the teacher's role, not the role of an aide.*

- Part of a teacher's role, or a director's role, is to communicate information about students to their parents. If the parent is also an employee here, you may be tempted to communicate with that parent when they are at Sherwood during their work day as an employee. DO NOT approach your colleagues during the work day. You must follow communication protocol as a teacher or director with these parents in the same way you would for any other parent. DO NOT approach them on the fly, in the "hallway" or during their lunch or other break times. Send an email or make an appointment for a meeting.
- If you find that you are having trouble working with a colleague's child in a natural and uninhibited way, please discuss this with your immediate supervisor.
- If you have feedback that you feel is important for parents to know, but you are not a Lead Teacher, please consult with your immediate supervisor about an appropriate way to get the feedback to the parent.

Supervisor Role

- If you have a role as a supervisor (director or teacher), it is important to be aware of how your authority can affect others. If you are feeling emotionally charged because of something to do with your child, reset yourself. It is o.k. to have strong feelings and it is o.k. to express yourself, but you must do so in a professional manner when you are in your professional role.

More guidance regarding communication including use of school email, website, social media, meetings, the request system, weekly school announcements, texting, and many other forms of communication can be found in the *Operational Plan*.

Certification and Credentials

Classroom Teachers, Teaching Aides (TAs) and Specialty Teachers will be required to maintain a current Live Scan through the Department of Justice prior to and during the entire period of employment at Sherwood Montessori, current Child First Aid/CPR certification and TB testing.

Classroom Teachers

Sherwood Montessori teachers are required to have a minimum of a [bachelor's degree](#) from an accredited, degree-granting institution and a valid authorization from the California Commission on Teacher Credentialing (CCTC). Head classroom teachers must demonstrate core academic subject matter competence, in the elementary grades through passing CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (HOUSS). Head classroom teachers that demonstrate core academic subject matter competence may teach with an Intern Credential for up to two years as they actively work to obtain a California Teacher Credential (Multiple Subjects). Teachers of English Language Learners (ELLs) are also required to demonstrate competency in teaching ELLs. This may be fulfilled with a CLAD or BCLAD credential or by passing a CCTC approved exam.

Middle School teachers will also be expected to teach multiple subjects and ELLs and will be held to the same requirements.

Montessori training and experience will be highly valued and sought by Sherwood Montessori. Teachers who do not yet hold a Montessori Teaching Certificate from an accredited training site will be considered if able to demonstrate teaching congruent with the Montessori approach to education. Such an individual would be expected to seek out professional development opportunities that would enhance the authenticity of this approach.

Teachers of students with special education needs will be required to have appropriate special education credentials and/or licenses.

Instructional Aides

[IAs](#) must hold a high school diploma and must have completed a minimum of two years of post-secondary study (defined as 48 semester units or greater) or hold a minimum of an [associate](#) degree. The coursework will include subjects specifically designed to prepare the candidate for demonstration of working knowledge of and the ability to assist in instructing reading, writing, math, or additional subjects as declared by the Sherwood Montessori Board of Directors.

IAs will have any additional qualifications that meet the requirement of relevant federal and state regulations associated with funding received by the school.

Specialty Teachers

These positions may be filled by non-certified teachers as allowed by law.

Minimum qualifications for Specialty Teacher positions are:

- If the subject is deemed academic by the school Director (e.g., Reading/Language Arts, Science, History, etc.), the candidate shall hold a minimum bachelor's degree from an accredited institution and prior teaching experience of elementary-aged children. The preferred candidate should also have Montessori training in his/her subject area.
- For Visual and Performing Arts, the candidate should possess an established history of excellence in both the medium and in teaching.

Criminal Background Check

All employees and contracted individuals that work with children/teens will have a criminal background check conducted upon their initial employment. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the School Director.

Child Abuse & Neglect Reporting Procedures

[All employees and volunteers at Sherwood are mandated reporters and have a legal duty to report and suspected child abuse or neglect.](#) Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child

abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

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

While there is no legal duty for the reporter to contact the child's parents, reporters are strongly urged to do so if a productive dialogue could be expected to maintain the relationship between the family and the school and to offer support to families in crisis. [If the reporter suspects that the parent might retaliate against the child or attempt to cover up evidence, no communication to the parents should be made.](#) If a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal. Following the report to the proper authorities, employees must notify the School Director regarding any incidents of known or reasonably suspected child abuse.

CPR & First Aid Training

Sherwood employees will be trained in CPR/First Aid training for infants, children and adults. Sherwood will adhere to the same requirements put forth by the California Commission on Teacher Credentialing for acceptable training programs. Red Cross training programs for infants, children and adults provide appropriate programs.

Sherwood offers training in First Aid/CPR every other year. Employees are required to attend or seek out comparable training to be certified, but the cost will not be covered by the school for these alternate trainings. It is especially important for after care staff, office staff, and employees assigned to First Aid in the event of a disaster (see Comprehensive School Safety Plan) to have current training. If your training has lapsed, please see your immediate supervisor for guidance regarding steps to take to be in compliance with this safety policy. [The safety policy requires that a CPR/First Aid trained employee be on duty whenever there are children on campus.](#)

If a student is injured at school and the injury will require follow up care at home, an Injury Report (see Appendices) will be sent home to inform parents. If an injury will require follow-up care at home, including washing the wound and changing bandages, an Injury Report (see Appendices) must be filled out, copied, and sent home. The copy should be placed in the Director's mailbox. Minor bruises, scratches, and scrapes do not need an Injury Report. The employee who was on supervision duty at the time of the injury should complete the report.

When administering first aid, it is crucial that universal precautions are taken to prevent transmission of blood borne pathogens (see Comprehensive School Safety Plan). Blood borne pathogens training is an annual training required by all employees. In this training, proper use of latex gloves and proper clean up after a body fluids spill is explained. All staff are required to use gloves when assisting injured children or adults, and these should be available in all classrooms and the office. In addition, each classroom and the office should have a well-stocked first aid kit.

School employees are not allowed to administer any medication to a student for any reason without an "Authorization to Administer Medication" form on file for the student. This includes homeopathic and alternative medicines. School employees may not administer cough syrup, aspirin, ibuprofen, or any over the counter medication at school without an authorization on file with a physician's signature. Students who are

old enough to self-administer such medication are allowed to do so, but we ask students to keep the medicine in the office to prevent other students' access.

Whenever a child has a head injury, an exam to determine the extent of the injury should be conducted. If the student sustains a head injury while on campus, however minor, the student should be sent to the office for a second look. First aid training requires that the child is checked for coherence, dizziness, and nausea: ask the student their name, age, where they are, what happened. Pupils should be checked for symmetry and appropriate response to light. The surface of the head should be examined for blood or bumps. A Head Injury Report (see Appendices) must be filled out and sent home to notify parents so they can continue to monitor for potential concussion.

Serious injuries should be followed up with a phone call home to parents from a Sherwood staff member. If you have witnessed an injury, please be sure to ascertain who will be making the phone call.

For serious injuries that require immediate medical intervention, call 911 and see that the injured child is transported to the emergency room for treatment. [If it is necessary to transport a child via ambulance, an employee of the school should ride with the child in the ambulance if the parent is not available.](#)

Data Collection

The reading, writing, and math assessments used at Sherwood have changed over time. We are currently collecting [Interim Assessment Block](#) data for ELA and math for grades 3-8 and Fountas and Pinnell guided reading levels for all grade levels (once kids begin reading). In addition, teachers collect writing assessment data from student samples written to a prompt and kindergarten students are assessed using a teacher created assessment tool based on kindergarten standards. It is important that teachers follow deadlines and turn in assessment data in a timely manner so there is no delay to the implementation of interventions when needed. Substitute teachers may be assigned, one day per collection period, if teachers are having difficulty collecting data while conducting class.

In addition to these formative data collections, we give state assessments for English learners (formerly CELDT, currently ELPAC) and the required state summative assessments for students in grades 3-8 (CAASPP and CAST).

Finally, for students who are at tiers [two & three](#) of our MTSS, teachers (both intervention teachers and classroom teachers) must bring assessment artifacts to periodic SST or IEP meetings.

[Teachers who wish to have a child considered for intervention services must first implement modifications and supports in the classroom with fidelity for a period of six to eight weeks and collect data on these tier one interventions. No student will be considered for intervention services without documented data to support the need.](#)

Teachers should bring the students' achievement goals [to every IEP/SST meeting and data collected from the tier one supports in place.](#) Best practice: consult with IEP/SST team ahead of time to determine what data to bring.

Examples:

- Running records from instructional and/or independent text levels.
- Results of BPST (Shefelbine), Developmental Spelling Inventory (Pearson/Words Their Way),
- Color, level or stage in any sequenced literacy material you use (bring a sample to share!)

- Data collected from behavior charts/goals, documentation of behavior issues (Incident Report, anecdotal notes, alternate collection forms)
- Formative assessment data: iReady results, teacher-chosen or created math assessments, spelling tests, guided reading comprehension checks/follow up work
- Student work samples/portfolio pieces
- Copies of CAASPP assessment results, CELDT assessment results, teacher created/chosen summative assessments
- Current [Interim Assessment Block](#) data

Decision Making Process

Sherwood Montessori success is a collaborative effort between teachers, administration, support staff, parents and the Board. The following is a list of items that require BOTH teacher input and FINAL APPROVAL from Director:

1. Class placement/class lists
2. Enrollment/admissions
3. Whether or not a student will have support services/an IEP/[SST](#)
4. Strategies that will be implemented with 504s and IEPs
5. Safety procedures
6. Whether or not a student will be promoted to the next grade level
7. [Instructional Aides'](#) assignments
8. Staffing assignments
9. [Instructional Aide's](#) schedules
10. Enrichment schedules (art, music, PE)
11. Whole school events
12. Fundraising
13. Field trips:[overnight](#)/out of state requires Board approval
14. Employee performance issues
15. Aide evaluations

Guidance and Discipline

All Sherwood personnel need to familiarize themselves with the *Family Handbook*, paying close attention to the section titled "Guidance and Discipline" for issues dealing with student behavior. Staff members who are not able to use a positive approach to discipline will not retain employment at Sherwood. Please see the appendices for samples of a "Thought Paper" and an "Sherwood Referral Form". These are available for staff members to use in consult with a Classroom Teacher to facilitate communication with families regarding student behavior.

During the 2017-2018 school year, a team from Sherwood began Positive Behavior Interventions and Support (PBIS) training, a three-year training that culminates in school-wide implementation of clear school rules, expectations, and strategies to support students in meeting expectations and following rules. The 2018-2019 school year [will be](#) the first year of implementation with Tier 1 (program for all students) rolling out on the first day of school. Evidence of the program will be visible to all students, teachers, parents, staff and visitors as expectations will be posted around campus. A *PBIS Handbook* will be made available to all Sherwood community members. [Continued refinement of the PBIS strategies, expectations and responses will be an](#)

[ongoing effort with the PBIS school team taking lead. All teachers and staff are expected to adhere to the guidelines in the school PBIS Handbook.](#)

TB Testing

No person shall be employed by the School unless the employee has submitted proof of an examination within the last four (4) years that the employee is free of active tuberculosis. This examination shall consist of an X-ray of the lungs or an approved tuberculin test which, if positive, shall be followed by an X-ray of the lungs. Thereafter all employees shall be required to undergo the foregoing examination at least once every four (4) years or be examined by our licensed school nurse. After such examination, each employee shall cause to be on file a certificate with the School from the examining health care professional showing the employee was examined and found free from active tuberculosis.

Performance Evaluation

Employees of Sherwood Montessori will be expected to engage in reflective practice: an ongoing, informal evaluation of one's own performance as an educator. As well, formal performance evaluations [for classified staff](#) will be conducted at least once a year. [Certificated staff have formal evaluations by the School Director their first two years, followed by a year off \(Director will still conduct informal evaluations and walk-throughs of the classroom in off years\), followed by two years of peer evaluations. The cycle then repeats.](#) The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Prior to any evaluation, an evaluation form will be distributed to teachers [or immediate supervisors](#) for input on his/her performance and areas for improvement. Additionally, a formal observation will be completed. Classroom teachers will meet with the Director to discuss the Director's documentation of evaluation and discuss performance and a plan for professional growth.

Performance evaluations will review standards such as but not limited to: the quality and quantity of work performed, knowledge of the job, initiative, communication skills, work ethic, and collaboration. The performance evaluations are intended to make the employee aware of progress, areas for improvement, and objectives or goals for future work performance.

Instructional Aides will be evaluated by the teacher they assist with the Director overseeing the process. [IAs](#) will be evaluated on punctuality and attendance, effectiveness and responsiveness with students, initiative, and communication skills.

Unfavorable evaluations and lack of progress on meeting goals and objectives may affect renewal of contract or serve as grounds for termination. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School. After the evaluation, the employee will be required to sign the evaluation form to acknowledge that it has been presented, reviewed and discussed. Employees may write a response to the evaluation to be filed as an appendix of the evaluation to expand on any content or to submit a rebuttal in the event there is a discrepancy between the perspective of the evaluator and the employee.

Personnel Files

All staff should notify the Director immediately of any changes address, telephone number, number of dependents and person(s) to notify in case of emergency.

The School will restrict disclosure of your personnel file to authorized individuals within the School. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Security & Emergency Protocols

All Sherwood personnel should be familiar with the Comprehensive School Safety Plan. Any duty described therein that is not something a staff member is comfortable or familiar with should be discussed with the Director.

Be aware of unknown persons loitering on campus. Report any suspicious persons or activities to the office promptly. If any adult who is not a staff member, including parents, delivery persons or repair persons, comes to your classroom during the school day they should have a volunteer badge or a visitor badge visible. If they are not displaying one of these badges, please ask that they report to the office for this badge.

Classroom teachers will secure windows and lock classrooms or work areas at the end of the day or when away from the classroom for an extended period. The security of facilities as well as the welfare of our employees and students depends upon the alertness and sensitivity of every individual to potential security risks. You should promptly notify the Director when keys are missing. Pedestrian gates on the perimeter fencing are locked after school starts in the morning and after dismissal, by 3:00 p.m. at the latest.

- The pedestrian gate from the CARD parking lot will be open during the week.
- On the weekend, there are two campus gates left unlocked (the pedestrian gate to the CARD parking lot is locked over weekends and vacations). The two unlocked-on-the-weekend gates are pedestrian gates with cameras pointing at them: one is the last one on Chapman campus near the TK/kindergarten classrooms, and the other is near the cafeteria.

These two gates are left unlocked over the weekend so community members can access the playground, and all who enter will be recorded on the cameras. Teachers will be aware of where their students are at all times. There should not be children on the backside of any building unattended. Children may work outside as an extension of the classroom; however, they must remain visible to a teacher or IA.

During recess, playground supervisors are expected to remain in their assigned areas and to be actively monitoring the children's activity. It is unacceptable for playground supervisors to be socializing with one another or using cell phones for any reason during recess.

When the bell rings to signal the end of recess is a primary time for behaviors to happen. When the bell rings, noon duty supervisors are to show body language that conveys, from across a playing field, active supervision of interactions (body oriented towards students walking in, shading one's eyes). Playground supervisors who are walking in class lines should stand by the line, but scan the students who are walking in. This would not be a time to become absorbed in a 1:1 conversation with a student. If a student requests attention, the supervisor

should tell the student that he/she are listening but needs to keep eyes on the group. The staff member should make it obvious that this is what he/she is doing.

The two-way radios are meant to be used for EMERGENCY ONLY. Disruptions during the work period can cause teachers to turn the volume down, which is dangerous when an actual emergency occurs. The two-ways are not to be used to communicate about students coming and going, or to communicate staffing issues, or to request for help in non-emergency situations. If you have to wonder if the situation is an emergency, it is not. This is a serious safety issue and disciplinary action will result if the two-way radios are used for situations that are not emergencies. *The only exception to this is during lunch/recess and before/after school, when it will not be interrupting the learning in the classrooms.*

Use of Email, Voicemail, and Internet Access

Sherwood will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols. Cell phone and email should only be used during official breaks when not supervising children.

The Email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

Employees should not attempt to gain access to another employee's personal file of email or a voicemail message without the latter's express permission.

Only students who have on file with the school parental permission to record their image may be included in photos or video recordings. Permission forms must be obtained prior to any recording of students' images.

Use of Media for Instruction

Many of our families limit the screens their children watch, and some do not watch screens for entertainment at all. Teachers should consider this when making choices about using screens. Please do not show entertainment media without educational purpose. If a teacher wishes to show a movie, she/he will need parent permission if it is not rated G. Teachers should also consider that research has shown that students glean little educational value from watching videos. Videos and movies should never be chosen as a primary means for instruction.

From: "The Play's the Thing: Experimentally Examining the Social and Cognitive Effects of School Field Trips to Live Theater Performances" by Jay Greene, Heidi Erickson, Angela Watson, and Molly Beck in *Educational Researcher*, May 2018 (Vol. 47, #4, p. 246-254):

"It is educationally significant and a bit surprising that watching a movie is not a particularly effective way of conveying content knowledge while watching a play is. Watching movies is an extremely common school practice, but it may produce little learning. Going to see a play, on the other hand, is less common but appears much more effective."

Employees may not show videos from cell phones. These devices do not have our internet safety filter and

harmful media could be shown to kids unintentionally. Likewise, students are not allowed to use their phones during school to view videos.

Purchasing & Reimbursements

All approved expenses should be turned in with original receipts. Approved expenses are those expenses which have been reviewed and approved by the Director. Reimbursements should be submitted in totals of \$35.00 or more. Reimbursements are made on pre-determined dates only, no exceptions. Reimbursements may take up to two weeks to process. If waiting for a reimbursement will be a burden on the employee, it is recommended that a request for purchase be made instead, to be approved by the Director, and the purchase will be made by the Administrative Assistant.

For mileage or travel:

The Director will make travel decisions for other staff members for professional development on an as needed basis, based on budget/grant amounts, etc. Director and staff member, together, will fill out the Individual Travel Agreement to outline expectations.

Checks for the school are written on the first and third weeks of the month. Requesting checks with a turnaround of less than two weeks can cost the school a considerable amount of money and may not be possible. For classroom teachers, this is usually for field trips. Please request checks from the school at least two weeks ahead of the time you need them.

Purchasing for the school year should be wrapped up by the beginning of May in most cases. Funds provided in class budgets are intended to be spent within the fiscal/school year for the class of that year. For this reason, our financial auditors have advised us that purchases made in the last weeks of school are obviously not going to be used by the current class and are therefore an inappropriate use of funds. Examples of acceptable uses of funds at the end of a school year include field trips or class parties, things that would be experienced by the class for whom the funds were intended. Unspent classroom funds do not roll over to the next year.

Field Trips

Teachers wishing to take their class on a field trip will need to fill a Field Trip Application form from the Administrative Assistant. The Administrative Assistant can create permission slips with appropriate requested fees, letters to parents regarding the trip, and other documents if needed. If a teacher wishes to take a trip that will take longer than the regular school day or will cross state lines, she or he must present a proposal to the Board of Directors for approval at least three months in advance of the field trip.

During the 2017-2018 school year, teachers compiled a list to share with one another that included top field trip destinations for each level. Teachers are asked to consult this list when planning field trips to ensure that students do not have repeat experiences over many years or miss important experiences this area offers. If a teacher wishes to take a class to a destination that is commonly visited by another grade level, first a dialogue with the teacher/s from that level should take place to determine if it is in the best educational interest of the students.

Parent volunteers acting as chaperones on field trips must submit proof of insurance prior to driving students. Chaperones are expected to actively supervise students, therefore are not permitted to bring children other than those students they are assigned to as this can create a distraction from chaperoning.

TK / K

- Gateway museum
- Air Museum
- Books family farms
- Chico State Farm
- Worm farm (Durham)
- Nature Center

Lower Elementary

- Rice Fields (save the eggs)
-Starts in the fall (Snow Goose Festival)
- Public Library
- Movies at Pageant Theatre
- Musical at PV High School
- Friends of Butte Creek
- Salmon Tours (Sept. 25 - Oct 10)
- Chico Nature Center
- Nature Discovery
- Aquatic Investigations
- Meet the Animals
- Wetlands Discovery
- Sacramento wildlife Refuge (Dec or Jan)
- Table Mountain
- Tree Farm
- Mendocino National Forest
- Chico Seed Orchard
- Patrick Ranch (spring and fall)
- CSU Chico Anthropology Museum
- Laxson Theatre
 - Folklorico
 - JR. Musicals
 - Asian Drumming
 - Music from India
- Fishery Hatchery - April or May (fish killed in fall)
- Patricks Ranch
- Ecological Reserve – 3rd Grade
- Country Pumpkins
- Climbing wall at CSU Chico
- Bidwell Park walks
- Ron's Reptiles
- Planetarium Redding L.E.
- Monca to museum
- Valene L. Smith

-Museum of Anthropology (every class – twice a year)

- Shasta Caverns
- Chico Creek – Nature Center
- Gateway Science Museum (2 times a year – All students)
- Bidwell Mansion
- Earthbound skills – 4 separate programs
- Tree Tour Chico State
- Chico Museum
- Fab Lab

Upper Elementary

- California State Capitol (4th and Up)
- Earthbound Skills
- Gateway Science Museum
- Janet Turner
 - Print Museum (4th and up)
- Fab Lab
- State Capital
- Marine Mammal Center
- Rancho Esquon
- Aquatic Forebay
- Trapper's Camp (4th grade)
- Mt. Lassen
- Laxson Performances
- Age of sail
- Water Works Park
- Ecological Reserve
- Landfill
- Railroad Museum
- Hands on Science Lab
- Science Camp (4th grade)
- See Salmon in Nature
- Sutter Fort
- Oroville Dam – Visitor Center
- Rice Fields (save the eggs – start in fall)
- Oroville Aquatic Forebay
- Gold Nugget Museum – Paradise
- Oroville Chine

Middle School

- Peer Mediator workshop at Marsh Jr.
- Laxson performances
- CSU Challenge Course
- Chico Science Fair Tour
- Caritas Creek Science Camp/ Shakespearean Festival in Ashland
- The Center for the Arts performances
- Book's Pumpkin Patch
- Fab Lab

- Monaca
- CSU Hands on Science Lab
- Kids & Creeks (Upper Park)
- Orient & Flume
- Butte Humane Society
- Fair Street Recycling
- Paradise Performing Arts Center

Online resource for filed trip ideas: Outdoor Education for all: <https://oefa.weebly.com/>

Conferences & Report Cards

Teachers will hold conferences for all students twice a year on days indicated on the school calendar. Teachers may request additional conferences as needed and the Director will be present if the teacher feels support is needed and/or appropriate. Report cards will be written by classroom teachers for each student twice per year. Copies of report cards must be filed in students' cumulative files by the last contracted day of the school year. This task is the classroom teacher's responsibility but may be delegated to a Sherwood employee who has been apprised of the confidentiality required.

Independent Study

Students at Sherwood Montessori may be granted an Independent Study if they need to be away from school during any calendared student day. Parents are to make the request to the Director at least two weeks ahead of the scheduled trip or absence. Teachers are asked to pull together work for the student for the duration of the Independent Study such that it is comparable to the quantity and quality of work the student would do if she or he were present at school. Teachers are asked to sign and fill all paperwork carefully as it will be used to recoup ADA, i.e.: public funds. When students return to school, teachers are asked to turn in all work to the front office; original work must be kept on file in the office.

Staff Attendance

Attendance and timeliness are crucial parts of the consistency and well-being of the school and more specifically the children/teens. All staff should be on time and work according to their contract. Excessive tardiness [and absences](#) will need to be problem-solved with the Director.

Absences

Any staff member that wishes to have a shift or day off when they would normally be scheduled to work is required to fill a *Request for Absence* form. This form is available in the Appendices of this document. Unless the form is returned to the employee with the Director's signature and approval, the absence will be considered a no-show and disciplinary action up to and including termination will follow. Exceptions may be made for emergency/illness.

Any staff member or contracted employee that will be absent on a given day will be recorded on the white board near the front office used to facilitate this communication. Teachers are asked to check the board daily to see if changes will need to be made to the daily plans.

When possible, staff should contact their own substitutes from their approved substitute list. If a staff member is too ill to contact subs, s/he should notify the Director and/or Administrative Assistant who will secure a

substitute for the staff member. In the case of teachers, only one substitute will be paid at the teacher substitute rate for covering the absence. It is the responsibility of the employee planning the absence to communicate clearly to the substitute what position she or he will be covering and what the rate of pay will be. When the substitute is secured by the Director, the Director shall clearly communicate this information.

The *Absence Verification* form must be completed by any staff member who is absent for any reason, whether the absence was preapproved or unexpected, within three [workdays](#). This is to assist the Director in accurately recording absences for sick days available and to accurately assess the employee's reliability. This form is also available in the Appendices of this document.

School Functions and Meetings

Attendance at school functions is encouraged, but not required, with the exception of Back to School Night and Open House being required for classroom teachers. If a teacher cannot attend the scheduled Back to School Night or Open House, s/he will set an alternate date for the event for the families of her or his class.

Certificated staff members are required to attend staff meetings/development days/collaboration days each week while school is in session. [Teacher meetings are important to the optimal functioning of the school, and excusal outside of emergency circumstances will not be given. Teachers are expected to schedule medical appointments outside of meeting times and make arrangements for child care such that they are able to be present for the duration of every scheduled meeting.](#)

[Classified staff](#) [is required](#) to attend [classified staff meetings](#). Classroom teachers or other direct [supervisors](#) of the support staff will need to adjust the work schedules in weeks that hourly staff will be attending meetings in order to stay within the maximum allowed hours per week. Staff children should only be present at staff meetings in emergency situations so that staff can share information freely. If children are in attendance, please have appropriate activities planned for them in a location where they can be monitored by you and notify Director and staff members present of their attendance.

Hours of Work, Breaks, Overtime, and Paydays

Wage & Hour Laws for Non-exempt [and Exempt](#) Employees

Two Part Test for Exemption

Minimum salary: Assumptions: 12 month work year, 40 hour work week \$49,920/year \$4,160/month

Majority of Exempt Duties "customarily and regularly exercise discretion and independent judgment"

Typical Exemptions: Executive, Professional or Administrative exemption

Must meet Salary Test –whichever is more:

Federal Law (teachers are not subject to this)

-As of 12/1/16 minimum salary for exempt workers is \$47,476 annually

-Comply with until state minimum wage exceeds \$11.41; in California, minimum wage will reach

[\\$13.00/hr](#) after January 1, [2020](#)

State Law (teachers are subject to this)

-2x minimum wage for full-time employee

-As of 1/1/19, will be \$4,160/month assuming 12 month contract at 40 hrs/week

Meal and Rest Periods

- Employees may not choose to waive his/her meal period and leave work a half an hour early

- Nonexempt employees working 6 hours must be provided with at least 30-minute duty free meal period
- Non-exempt employees must be provided with a second 30-minute meal period for work period of more than 10 hours per day
- Employees must be relieved of all duties during meal periods
- Employees should be permitted to leave the work site
- Meal periods are unpaid
- All meal periods should be reflected on the employee's timecards, e.g., clock out and clock back in
- Employers must "authorize and permit" paid rest periods for employees who work shifts of at least 3 ½ hours
- Rest periods must be approximately in the middle of each 4-hour work period and must be at least 10 minutes in length
- Employer may require employee to stay at the work site during rest periods
- Employee should acknowledge receipt of break periods

Overtime

Non-exempt employees must be paid for overtime worked, even if the employee did not get permission. The employee will be paid and it becomes a personnel issue in which the employee may receive disciplinary action. Non-exempt employees must be paid 1 ½ times the "regular rate of pay" for:

- Hours worked in excess of 40 in a workweek
- Hours worked in excess of 8 hours (but fewer than 12 hours) in a workday
- The first 8 hours worked on the 7th consecutive day of work in a workweek

Non-exempt employees must be paid double an employee's "regular rate of pay" for:

- Hours worked in excess of 12 in a workday
- Hours worked in excess of 8 on the 7th consecutive day of work in a workweek

Hours worked on Saturdays and Sundays are treated like hours worked any other day

Scheduling

Sherwood's cap on 27.5 hours/week for part time employees is related to benefits package.

Even when we are having fun, doing stuff we like to do and would choose to do on our own time, we are working if we are here and should not blur the line between volunteer and employee.

[to the School Director will](#) set a schedule that honors the 27.5 hour/week limit and optimizes the impact on student achievement, e.g.: a schedule that has the aide working the majority of the time the students are in the classroom. Teachers [may request modifications to their aide's schedule, but these](#) must [be approved by the Director. The schedule will](#) consider the playground supervision duties that are mandatory for all classroom aides and the [meeting schedule for the classified staff](#).

Instructional and paraprofessional aides' schedules will be set with the supervising teacher or administrator. These employees have the same factors to consider when creating a schedule, with the exception of playground supervision duties. Additional factors that will need to be considered include intervention group schedules and IEPs.

Finally, schedules of all aides must comply to labor laws regarding rest and meal breaks, listed above.

All schedules and changes [of](#) schedules will need final approval from the Director. [Working outside one's approved schedule will result in disciplinary action up to and including termination.](#)

Paydays

Paydays for all employees will be the last business day of the month.

Salary Schedule & Movement on the Salary Schedule

Vertical Placement (Years of Experience)

Teachers new to Sherwood can bring 10 years' teaching experience into the Certificated Employee salary schedule. A new to Sherwood teacher will be placed at 10 years maximum at the beginning of the contract year and will qualify for a vertical movement at the completion of a 1.0 FTE year.

Years in private Montessori schools will count if teacher was trained in Montessori at the time of experience.

Years in public schools will count if teacher held a valid state credential at the time of experience.

It shall be the responsibility of the employee to provide written verification of previous experience from prior employers to the Director by September 30th.

Employees must have rendered paid service for 75% or more of the number of days in the regular school year, counting days of used sick leave, to advance one vertical step on the schedule.

Vertical movement on the salary schedule will occur as one space per year maximum and will only move once yearly at the start of the contract year (July 1st). No vertical movement will be made if the employee is at the maximum experience level allowed on the salary schedule. Movement on the salary schedule will follow completion of at least a 0.75 FTE year. Employees who work less than 0.75 FTE will advance one vertical step every other school year.

Horizontal Placement (Education Credits)

Column placement shall be based upon semester units verified by official transcripts. Pay scale shall not be determined until complete transcripts have been received. It shall be the responsibility of the employee to provide official transcripts and written to the Director. Teachers will need to provide official transcripts by June 1st to have units count toward next year's salary.

Only credits received through accredited colleges or universities will be considered. Credits paid for by Sherwood Montessori will not be counted toward horizontal movement on the salary schedule.

Sherwood Montessori will have sole authority on number of credits awarded as it applies to horizontal movement on the salary schedule.

Leaves of Absence

Sick Leave

As of January 1, 2016, classified staff may now accrue sick leave at a rate of one hour in sick leave bank for every 30 hours worked. These hours may be used in accordance to law: to recoup wages normally earned on days when the employee is sick or a family member of the employee is sick. Sick pay does not roll over year to

year. If an employee is absent from work due to illness or illness of an immediate family member, hours will be paid out for all hours the employee has accumulated in her or his sick leave bank. Be sure to fill the Employee Absence Verification Form (see Appendices) upon return to work to document that the absence was due to illness and ensure that this gets communicated to the school's Business Manager for appropriate compensation.

Emergency Leave

Emergency leave is available to employees to provide for full salary and benefits for absences due to personal illness or injury that prevent the employee from working or for the following reasons:

1. Appearance in court as an interested party or under subpoena;
2. Death of an immediate family member;
3. An emergency caused by an accident or illness that requires the employee to be absent from work;
4. Emergency care for a sick family member.

Observance of religious holidays are not considered sick days.

Full-time staff shall accrue sick leave at the rate of ten (10) days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Emergency leave is granted for only the reasons listed above and will not be paid out if not utilized, if the employee is terminated, or if the employee's contract is not renewed. All employees shall inform the Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be preapproved by the Director. The Director may require an employee to verify the claimed reason for any absence.

Personal Leave

The Director may grant up to three (3) days, from the sum of the ten days of Emergency Leave, per employee per year for urgent personal business or other emergencies. Such leave shall be at full pay and benefits but with cost of substitute deducted. Such leave may not be accrued and will not be paid out for any reason if not used.

Long Term Leave

Long Term Leave

After the ten Emergency Leave days have been used, the employee may request Long Term Leave. Long Term Leave shall be defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave shall be given for a maximum of up to twelve (12) consecutive weeks, or longer if required by law. In no event shall such leave extend beyond the end of the employee's annual contract unless the contract is renewed. Such leave is available to all staff of Sherwood Montessori. Any health benefits provided to the employee by the school will continue to be provided during this leave. Whenever possible, such leave must be pre-approved by the Director and at least 30 days advance notice shall be given by the employee.

Jury Duty

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. In the event this request is not granted, time off with no loss of salary limited to two (2) weeks will be provided for jury duty required to be served during the school year. Any employee, when advised of his/her notification of jury duty, must immediately inform the Director. Salary will be paid as usual, and the check for juror fees is to be signed over to the school.

Professional Development Leave

Full-time employees are entitled to the equivalent of one paid day during the school year for training purposes. Such training must be approved by the Director in advance. Additional days may be approved by the Director.

Substitute Teachers and Substitute Aides

Approved leave days will require that a substitute be hired for the period of the leave. Teachers must have substitutes with an appropriate state credential. Classified staff must have an approved substitute from our substitute list who has been hired by the Director or Hiring Committee.

If a teacher or classified staff member is aware of the need for a substitute ahead of time, she or he is required to attempt to find a sub from the approved list. In the case of emergency or sudden illness, the employee should contact the Director, Administrative Assistant, and/or Office Manager to find a sub so that s/he may recuperate.

It will be the responsibility of the substitute to not overbook jobs. If a sub accepts a job from one Sherwood employee, s/he may not accept another job for that same period of time. This causes there to be an absence that is unfilled.

Substitutes should check in at the office to announce their presence on campus and receive an identification badge. If the sub is already on campus due to working an earlier shift, then switching to sub for another employee, the sub should still check in to the office so there is communication about who is where on campus in case of emergency.

Substitutes are required to follow all guidelines put forth in the *Hours of Work, Breaks, Overtime, and Paydays* section of this employee handbooks. Breaks and rest periods must be taken, overtime must be approved, and the 27.5 hour/week 5.5 hour/day limit must be followed. [Any staff member who exceeds these hourly limits without prior approval from the School Director will be subject to disciplinary action up to and including termination of employment.](#)

Because substitutes are usually not regular employees, it is the expectation that they may have questions regarding policies and procedures. Regular employees are expected to answer questions and give guidance to substitutes as best as they are able.

Assignment and Reassignment Policies

Definitions

“Assignment,” for [these](#) purposes, means the continued placement of an employee renewed for the following year in his/her existing position for the coming school year. An assignment does not include duties that are purely voluntary in nature.

“Reassignment” is a change in assignment at the same work location.

“Voluntary” refers to a reassignment that is requested by the employee renewed for the following year.

“Involuntary” refers to a reassignment initiated by the Director.

The Director will use the following non-prioritized criteria when determining an employee renewed for the following year’s qualifications for a given position:

- A. Credentials and certifications of the employee(s) renewed for the following year;
- B. Training and experience related to the position(s);
- C. Years of experience;
- D. Documented educational program needs;
- E. Documented skills and abilities of the employee(s) renewed for the following year;
- F. Major and/or minor fields of study;
- G. Advanced degrees related to the position(s);
- H. Affirmative Action requirements;
- I. Other, one-time criteria that is mutually agreed upon between the employee renewed for the following year and the Director.

General Provisions

~~The reassignment policies for all employees renewed for the following year shall be as set forth in this Article.~~

Certificated Assignment Preference Form (CAPF): Once each year, [certificated employees](#) will be provided the opportunity to submit a Certificated Assignment Preference Form.

Each employee renewed for the following year shall return his/her CAPF to the Director for review.

The Director shall consider an employee renewed for the following year's CAPF and the criteria in the preceding list when making assignments and reassignments.

Each employee renewed for the following year shall be informed of his/her tentative assignment for the coming school year at least two (2) weeks prior to the last teacher work day of the school year.

Assignments

If an employee renewed for the following year's continued assignment requires an involuntary room change, the employee renewed for the following year will be paid two (2) days' pay at their daily rate for the express purpose of moving to a new classroom outside of the school day.

Reassignments

In addition to the listed criteria, the Director shall consider the employee renewed for the following year's annual CAPF submission when making staffing reassignments. Reassignments of [certificated employees](#) shall not be made for arbitrary, capricious or discriminatory reasons.

The Director shall confer with the [certificated employee](#) to discuss any reassignment either proposed by the Director or requested by the employee renewed for the following year through the CAPF.

If the employee renewed for the following year so requests, the Director must provide, in writing, the specific reasons for their reassignment or the denial of their requested reassignment, unless mutually agreed upon by the employee renewed for the following year and the Director.

Employees renewed for the following year whose reassignment requires involuntarily moving to a different classroom shall be paid two (2) full days' pay at their daily rate for the express purpose of moving to the new classroom outside of the school day.

Reassignments Due to Enrollment Changes After the Beginning of the School Year

An employee renewed for the following year may be involuntarily reassigned within [the](#) school at any time during the school year due to needs of the school to another subject matter or grade level assignment provided the new assignment falls within the employee renewed for the following year's credential(s).

Employees renewed for the following year to be reassigned during the school year shall be consulted prior to the reassignment and given at least five (5) days' advanced notice.

Employees renewed for the following year to be reassigned during the school year will receive, at their discretion, two (2) days of release time (or two(2) days' pay, if work is performed outside the regular work day for preparation and/or orientation to the new assignment.

Employees renewed for the following year to be reassigned during the school year will be given the reasons in writing, if the reasons are requested within five (5) days of notification.

Employees renewed for the following year involuntarily reassigned to another classroom shall be paid two (2) full days' pay at their daily rate for the express purpose of moving outside of the school day.

Grant-Funded Teaching Positions

The Director shall first seek to fill grant-funded teaching positions through the use of [certificated employees](#) who volunteer for these assignments.

Employees renewed for the following year working in grant-funded positions shall have return rights to their former position at the conclusion of the grant or at the end of the year, if requested by the employee renewed for the following year. This shall not apply if there have been modifications to the educational program at the employee renewed for the following year's former work site – in such case, the [employee](#) is subject to assignment/reassignment/transfer in the same manner as if he/she had not been in the grant-funded position.

Employee Benefits

Full-time employees are entitled to group health and dental insurance coverage. This includes all employees who work over 30 hours per week on average over the year.

Sherwood Montessori will make all employer contributions as required by STRS, PERS, and Federal social security laws. Certificated staff will have the opportunity to join STRS and classified staff will have the

opportunity to join PERS. Sherwood Montessori will make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Holidays & Paid Time Off

Full time, exempt employees will have paid holidays during the school year. Refer to the school calendar for exact days off.

Internal Complaint Review

Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues. The purpose of this "Internal Complaint Review Policy" is to afford all employees of the school the opportunity to seek internal resolution of their work-related concerns. All employees have free access to their immediate supervisors or to the Director to informally express their work-related concerns.

All efforts should be made to handle situations between the specific people involved. If there is a personal issue between two (2) employees, the employees should address the situation at that level first. The following procedure should be followed only if the situation cannot be resolved at the primary level.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the School Director as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint. [A complainant may request that the complaint be made verbally, however the School Director will record the complaint in a written format.](#)

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

The School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Director shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should promptly notify the Director or Sherwood Board Chair.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.4 Organizational Chart**

Date: August 22, 2019

SUMMARY

A draft organizational chart aligned to this year's budget is proposed for approval.

DISCUSSION

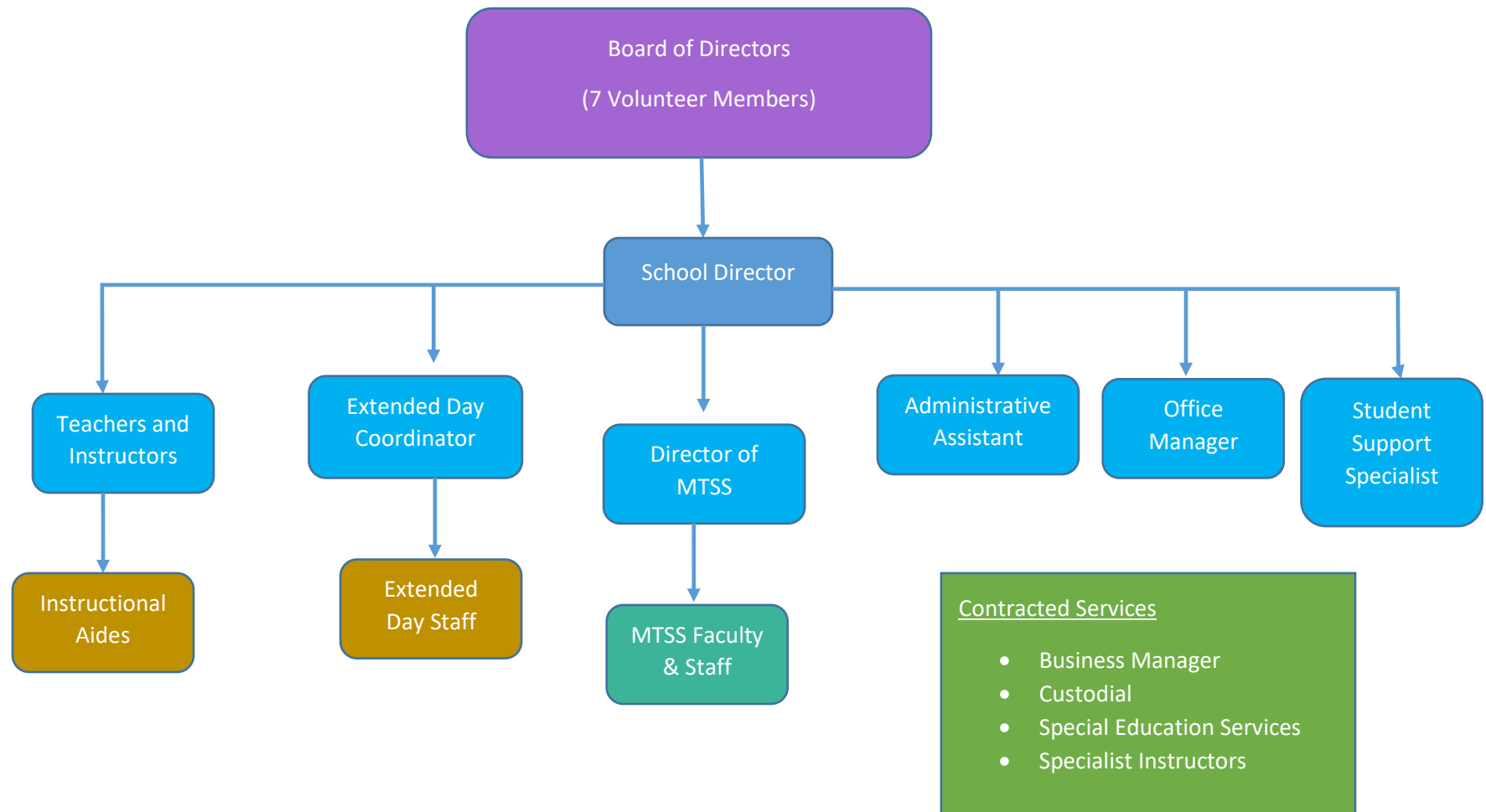
This year's organizational chart includes specialist instructors as contracted positions.

ACTION REQUESTED:

Approve organizational chart.

Attachment: Draft Organizational Chart

Sherwood Montessori Organization Chart





MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Agenda Item 5.5

Date: August 22, 2019

SUMMARY

The Board is asked to discuss the committees for the 2019-2020 school year.

DISCUSSION

The Board is asked to discuss the Board Committees and choose membership and chairs for each.

ACTION REQUESTED:

Assign committees for 2019-2020.

Attachments: Sherwood Board Committees 2019-2020, Information on Board Committees

Sherwood Board Committees 2019-2020

Committee	Chair	Members
Executive		
Governance		
• Elections		SMPO Member
Strategic Planning		
Finance		Pat Casey Michelle Yezbick
• Budget		Justin Allan Pat Casey Eric Parish (<i>to be confirmed</i>) Michelle Yezbick
• Audit		Pat Casey Heather Fisher Michelle Yezbick
Development		Michelle Yezbick
School Performance		Bree Allan Michelle Yezbick
Facilities Planning		Michelle Yezbick

- Committees of the Board shall have a minimum of 2 board members and a maximum of 5 voting members, possibly including representatives from SMPO, the faculty, parents, etc. as either voting or non-voting members.
- The Coordinator of a Committee must be a board member.

Executive Committee	
Purpose:	To vote on matters assigned by the Board. Board has the option to delegate voting authority to the ExCom as needed for decision making, with a list of exceptions, outlined in the Bylaws (<i>see Bylaws, Article 6, Section 1</i>)
Meeting frequency:	As needed (to date, has never met in any years)

Governance Committee	
Purpose:	To ensure the board functions efficiently and effectively
Goals:	• Work with School Director to develop agendas for Board meetings • Develop annual board calendar • Recruit members with a diverse set of skills and perspectives • Lead board growth and development through ongoing self-education • Conduct board self-assessment every one to two years
Meeting Frequency:	Monthly

Elections Committee	
Purpose:	To conduct a fair and successful election for a governing board, following procedures outlined in the Charter and Bylaws (<i>see Charter, Section 4.0 and Bylaws, Article 3, Section 2</i>)
Meeting Frequency:	Two to three times annually. Recruitment process begins in March and intensifies in April, with the goal of presenting candidates at the May meeting of the SMPO.

Strategic Planning Committee	
Purpose:	To create a 3-5 year strategic plan and update annually
Goals:	• Partner with the school leader to develop clear, actionable short- and long-term goals • Evaluate progress towards meeting goals
Meeting Frequency:	As needed

Finance Committee	
Purpose:	To oversee the school's budget and asset management (<i>see Charter, Sections 9 and 20</i>)
Goals:	• Develop short and long-term financial goals for the school • Recommend and monitor a budget aligned with the school's strategic priorities • Ensure compliance with strong financial policies • Raise financial concerns and solutions to safeguard the school's resources
Meeting Frequency:	Monthly

Budget Committee	
Purpose:	To oversee an effective budget process (<i>see Charter, Section 20</i>)
Meeting Frequency:	Twice, 3 times yearly, for a total of 6 meetings to create each of the following: the 1 st Interim Report, 2 nd Interim Report, and Original Budget.

Audit Committee	
Purpose:	To oversee the completion of an independent annual financial audit (<i>see Charter, Section 9.0</i>)
Meeting Frequency:	Twice annually, to set up the audit and review its findings

Development Committee	
Purpose:	- To develop and oversee a long- and short-term fundraising plan. - To raise the profile of the school in the community.
Goals:	Partner with SMPO to ensure the success of fundraising and marketing efforts
Meeting Frequency:	Monthly

School Performance Committee	
Purpose:	To partner with school leadership to ensure that students are learning to their full potential
Goals:	- Define “<i>excellent education</i>” based on mission and vision of the school - Conduct annual assessment of school performance - Create goals for improvement based on data
Meeting Frequency:	Monthly

Facilities Planning Committee	
Purpose:	To represent the board at meetings with external consultants to plan for the school’s facility needs
Meeting Frequency:	As needed



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 5.6 Measure K Spending Proposal: Construction Project Overages**

Date: August 22, 2019

SUMMARY

The spending proposal clarifies that we will use our own funds from the second allocation of Measure K funds rather than borrow from another charter.

DISCUSSION

Our architect had informed us that due to current climate, our project was likely to go over budget. The bid that came in was significantly higher than when our project was first approved. We had a proposal approved to ask permission to borrow money to cover overages. Because of the delays in construction and acceleration of the second round of bond sales, it is not necessary to borrow funds from another school. This proposal clears the process for us to finish our project with funds from our own second round of bond allocation.

ACTION REQUESTED:

Approve spending proposal.

Attachment: Measure K Spending Proposal

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

GENERAL INFORMATION:

Submission Meeting Date	August 26, 2019
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave.
Contact Name	Michelle Yezbick
Contact Phone/Email	530-345-6600 michelle@sherwoodmontessori.org
Year Established	2010
Charter Renewal Date	January, 2017
CDS Code	04-61424-00121475
Charter Number	1166
Website	www.sherwoodmontessori.org

1. Type of Project:

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

2. Project Narrative:

The Board of Education authorized \$375,000.00 for Sherwood's relocatable project in January 2018. A contract was entered with Global Modular for two relocatable classrooms for \$158,000. The Board of Education approved The Lowest Responsive Bidder (Anthem Builders) bid for the project for the amount of \$257,345. The Board recognized that Sherwood's Round 1 allocation was \$95,000 short with the understanding that the anticipated shortfall would be borrowed from a Measure K charter member. Construction delays due to the late rains and the acceleration of the Round 2 bond sales and allocations have removed the need to borrow funds.

A number of issues have come up during the construction project including the need to have the original house which was on the property abated for lead and asbestos and removed from the site.

This proposal is to request that the remainder of the costs for this project be allocated from Round 2 of Sherwood's bond allocation.

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

-
- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no
b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no
Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave,

4. Current enrollment and ADA: 154/146.1

5. Financial Questions

- a. Was your prior annual audit report free of any negative findings? X yes no
(if no, please explain)
- b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
 30%

6. Project Schedule

Please briefly describe the timeline for the project planning and completion.

7. Preliminary Estimate (Cost)

Round II Allocation	\$509,695
Less Previously Allocated Funds	\$63,800
Less Current Project Funds Requested	\$135,000
Remaining Round II Allocation	\$310,895

School Facilities Projects to be Funded with Proceeds of Bonds

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

Documentation (please indicate those completed)

All Projects

Project Narrative: general scope of work X Included

Enrollment Capacity: Current Facility and/or Proposed X Included

Preliminary Estimate (Cost) X Included

Project Schedule X Included

Building/Modernization/Renovation Projects

Feasibility Study and Site Review X Included Not Applicable

Enrollment Capacity: Current Facility and/or Proposed X Included Not Applicable

Pre-Schematics (to be completed by a District approved architect and/or engineering team) X Included Not Applicable

Facility Assessment Included X Not Applicable

Schematic Drawing(s) (areas of work) X Included Not Applicable

CEQA Process Determination (pre-CEQA-form) Included X Not Applicable

Design Development Drawings Included X Not Applicable

Design or Bid Estimate X Included Not Applicable

Construction Documents X Included Not Applicable

For Committee Use:

All necessary documents were included:

_____ **yes** _____ **no**

(if no: request for additional documentation)

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? Yes, August 22, 2019 Regular Meeting

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact: Kevin Bultema at kbultema@chicousd.org or (530) 891-3000 x. 112



SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 3 1071 E. 16th St., Chico, California

Date/Time: Friday, September 13, 2019 – 3:00 p.m.

AGENDA

1. CALL TO ORDER

1.1 Roll Call Monica Woodward, Denise Snoke, Rosie Paulson, Anna Ling

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

3.1 Approval of FUA (Facilities Use Agreement)

A FUA for the 2019-2020 school year needs Board approval.

ACTION REQUESTED: Approve FUA.

3.2 Accept Unaudited Actuals

Business Manager Pat Casey has prepared the Unaudited Actuals (UA).

ACTION REQUESTED: Accept UA financial Report

3.3 Approval of Director’s Contract

Approve a Contract for Employment for School Director

ACTION REQUESTED: Approve contract

4. ADJOURNMENT (Est. 3:30 p.m.)

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



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.1: Facilities Use Agreement**

Date: September 13, 2019

SUMMARY

The Facilities Use Agreement (FUA) between Sherwood Montessori and Chico Unified School District (CUSD) must be renegotiated and renewed annually.

DISCUSSION

Changes were proposed for our FUA for the current school year:

- Sherwood staff will no longer be utilizing the Chapman staff restrooms but instead will use the restrooms in the new classrooms at 1010 Cleveland
- Sherwood staff will continue to wipe down cafeteria (Multipurpose Room) tables after lunch; in addition Sherwood staff will sweep under tables or the entire floor if tables are put away by CUSD custodial staff
- Sherwood staff will empty trash cans from cafeteria into the dumpster after lunch
- Sherwood staff will clean any vomit, blood, or other bodily waste left on school grounds by charter school students
- Sherwood staff will empty trash in shared exterior spaces into dumpsters when needed

ACTION REQUESTED

Approve FUA.

Attachment: DRAFT FUA with changes highlighted.

**CHARTER FACILITIES AGREEMENT
BY AND BETWEEN
CHICO UNIFIED SCHOOL DISTRICT AND
SHERWOOD MONTESSORI CHARTER SCHOOL**

THIS AGREEMENT ("Agreement") is made this 4th day of September~~June~~ 2019 by and between the Chico Unified School District, a public school district organized and existing under the laws of the State of California ("District") and Sherwood Montessori Charter School ("Charter School"), a California public charter school. The District and the Charter School are collectively referred to as "the parties."

R E C I T A L S

WHEREAS, pursuant to Proposition 39, the Charter School has made a request for facilities for the 2019-2020~~fiscal-school~~ year; and

WHEREAS, pursuant to the requirements of Proposition 39 and its implementing regulations (CCR, Title 5, Section 11969.1-11969.9 hereinafter "State Regulations"), the District has made an offer to provide the Charter School with facilities for its in-District students, and the Charter School has accepted the terms of that offer for the 2019-2020~~2017-2018~~ school year; and

WHEREAS, the parties desire to set forth the terms and conditions pursuant to which the Charter School will occupy classrooms and use facilities on a shared basis at the District's Chapman Elementary School Site (the "Site"), located at 1071 East 16th Street, Chico, California, 95928.

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the parties agree as follows:

Section 1. Use of Site. District agrees to allow Charter School exclusive use of the District-offered facilities on the Site as described with more particularity in Exhibits "A" and "B" attached hereto, for the sole purpose of operating the Charter School K-8 educational program and related uses consistent with the operation of an educational facility, in accordance with the Charter School's charter. Subject to the District's written consent rights contained in Section 9 herein, the Charter School shall have the right to utilize the Site in any lawful configuration needed to meet its K-8 educational program needs. The Charter School recognizes that the District has only to provide facilities space for in-District students; it is ~~up to~~ the Charter School's responsibility to decide if it will house out-of-District children in that space allocated for in-District children.

Charter School agrees to abide by the Chapman Elementary School Behavior Expectations for Common areas in accordance with Exhibit "C" of this agreement.

However, in the event that the District needs to reclaim the Site to accommodate District students as provided by law at any time during the course of this Agreement, the District shall have

the right to reclaim possession of the Site from the Charter School by giving written notice to the Charter School no later than February 1 of the fiscal year one year preceding the school year for which the District is reclaiming the Site. In accordance with Education Code Section 47614, the District shall not move the Charter School unnecessarily.

If the District determines that it may need to reclaim the site, the Charter School will be notified that the District will begin an analysis of its future facility needs. The District will review the analysis with the Charter School upon giving notice of its intent to reclaim the Site.

Subsequent requests, either for additional space or after termination, shall be made on an annual basis in accordance with Proposition 39.

Upon the termination of this Agreement, the right to exclusive use and occupation of the Site and the facilities and District equipment thereon shall revert to the District. Charter School shall be required to restore the Site to its original configuration unless the District waives this requirement. Upon termination, Charter School will be required to remove any portables [it has](#) placed on the Site. If the Charter School has placed District-standard portables on the site, the District may elect the option of having the Charter School transfer ownership to the District provided the portables are free and clear of any liens. The parties shall negotiate any terms of payment for the portables. A District standard portable is defined as a new, steel framed relocatable building that meets the Field Act [and all other applicable requirements](#).

In the event that the District reclaims the Site, the District shall not be obligated to repay to the Charter School any sum expended, directly or indirectly, for the purpose of making any improvements to the Site. Charter School acknowledges that the District has not asked Charter School to make or subsidize improvements to the Site for the benefit of the District, and that Charter School does so at the risk that the District will reclaim the Site.

Charter School shall otherwise have full and exclusive use of all District-offered classrooms, administrative space, and other facilities granted by District on the Site during the term of this Agreement. Charter School shall comply with District policies and/or practices regarding the operations and maintenance of the facilities, furnishings, and equipment.

Although Charter School shall have the exclusive use of District-offered facilities on the Site, Charter School agrees to comply with the provisions of the Civic Center Act (Education Code Section 38131 et seq.) in making use of the non-classroom facilities and grounds accessible to members of the community. For purposes of compliance with the Civic Center Act with respect to the Site, the Charter School Board of Directors shall hold the same powers and obligations applicable to School District Boards of Trustees under Education Code Sections 38130-38139 and shall also follow District Board Policy and Administrative Regulations in making use of the facilities accessible to members of the community.

The parties agree that the provision of facilities pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities to the Charter School

under Education Code Section 47614 and the Proposition 39 regulations (CCR, Title 5, Section 11969.9) for the 2019-2020 2017-18 school year.

As allowed by Education Code Section 47613(b), CUSD intends to offer the facilities to Sherwood Montessori Charter School substantially-rent for free. Accordingly, CUSD will charge the Charter School 3% of the revenue of the Charter School as defined under Education Code section 47613. CUSD will invoice the Charter School for this fee monthly.

Charter School shall also reimburse the District for fifty (50) percent of the annual expenses incurred by CUSD to stock the restrooms in the staff room with consumables (including but not limited to toilet paper, toilet seat covers, paper towels and soap), and soap.) CUSD will invoice the Charter School for this fee quarterly. The monthly charge for these consumables is as follows: \$62.37 — 1 Case Toilet Paper, \$25.70 — 1 Case Paper Towels, \$6.16 — 4 Cases Toilet Seat Covers for a Total of \$94.23 per month.

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Section 2. Furnishings and Equipment. The District shall provide, in accordance with the Proposition 39 regulations, furnishings and equipment at the Site for the Charter Schools in-District student A.D.A.. These furnishings and equipment shall remain the property of the District. The furnishings and equipment provided shall be reasonably equivalent in condition and quantity to those furnishings and equipment provided in the comparison group of schools in accordance with 5 C.C.R. Section 11969.3. The District agrees to provide the Charter School with an inventory list of all District furniture and equipment left on the site for use by the Charter School. The Charter School agrees to bring any furnishings and equipment it owns to the Site in an effort to conserve resources. The District agrees that all furnishing supplied by the Charter School are property of the Charter School.

Section 3. Reimbursement: In the event that the space allocated to the Charter School is considered “over allocated” in accordance with 5 C.C.R. Section 11969.8, the Charter School shall reimburse the District as follows:

(a) Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

(b) The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site.

(c) The reimbursement amount owed by the Charter School for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2)

this rate times one-half the threshold ADA. For purposes of this subdivision, the actual in-district classroom ADA shall be determined using the report submitted pursuant to section 11969.9(l) in conjunction with the second principal apportionment under Education Code section 41601.

Section 4. Term. The term of this Agreement shall begin on July 1, 2019 and shall end on June 30, 2020 unless terminated beforehand by the parties or revocation of the charter.

Section 5. Termination. This Agreement will automatically terminate upon the cessation of Charter School' operations for any reason or by a thirty (30) day written notice to the District from the Charter School.

Section 6. Utilities. District agrees to furnish or cause to be furnished to the Site infrastructure for the following utilities: gas, electric, water, and sewer. Charter School shall be solely responsible for the cost of utilities used or consumed by the Charter School on the Site.

Section 7. Maintenance. Facilities provided to the Charter School shall remain the property of the District. As requested by the Charter School, the routine operations and maintenance of the facilities and equipment is the responsibility of the Charter School. Projects eligible to be included in the District deferred maintenance plan established pursuant to Education Code Section 17582 shall remain the responsibility of the District

District shall be responsible for the major maintenance of the facilities used by School. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code Section 17582. The Deferred Maintenance Program Handbook outlines examples of projects that are eligible under the program as well as those that are not eligible. All other kinds of maintenance shall be considered routine maintenance and shall be the responsibility of the Charter School. Replacement of major maintenance items will be determined by the District in accordance with the State's Deferred Maintenance Program guidelines.

Section 8. Installation of Improvements/Signage. Charter School shall not construct or install any improvements (as defined in California Civil Code Section 660) on the Site, or otherwise substantially alter the Site, without the prior written consent of District, and if required, the Division of the State Architect and/or State Department of Education. Charter School agrees to file a [written](#) Request for approval with the District's Facilities Department in accordance with District policy should it desire to add any fixture (as defined in California Civil Code 660) or make substantial alternations to the site as necessary. District approval of any improvements, including the construction schedule, work hours, and modifications, shall be at District's sole and absolute discretion. Contractors retained by Charter School with respect to the construction or installation of improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability and workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The District shall be named as an additional insured on any applicable insurance policies and bonds. Charter School shall bear full responsibility for ensuring that the construction or installation of improvements shall be

performed in a sound and workmanlike manner, in compliance with all laws applicable to public schools, including buildings codes and prevailing wage laws. District or District's agent shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the premises and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students.

Section 9. Condition of Property. The District is not aware of any defect in or condition of the Site that would prevent its use for the Charter School's purposes. To the best of its knowledge, the District has received no notice of any violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Site that calls into question the appropriateness or sufficiency of the Site for its intended purpose. Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders with regards to its use and occupancy of the Site including, without limitation, those relating to health, cleanliness, safety, noise, environmental protection, waste disposal, and water and air quality. Charter School shall not be responsible for legal compliance for environmental conditions that existed prior to Charter School's occupancy of the Site. District shall remain responsible for compliance with the ADA, FEHA, and other applicable building code standards regarding access for any existing compliance issue prior to the [Charter School's first date of occupation of the Site.](#) . The Charter School shall assume responsibility for compliance with ADA and FEHA access rights to the extent it makes any modifications, improvements or additions.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site due in whole or in part to the Charter School's use and occupancy thereof, Charter School, at its expense, shall be obligated to clean all the property affected, to the satisfaction of District and any governmental agencies having jurisdiction over the Site.

Section 10. Fingerprinting. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code Section 45125.1.

District acknowledges that Charter School is a public charter school using the Premises for public education purposes. District therefore agrees that any of its employees, agents, contractors or independent contractors utilized to perform any of the repairs that may have contact with Charter School pupils will undergo criminal background checks as specified in California Education Code or any other applicable law addressing third party access to Charter School's minor students or any person entering the premises for the above-stated purposes who will be in contact with Charter School minor pupils.

Section 11. Insurance.

District. The District shall maintain, during the term of this Agreement, insurance against claims for injuries to persons or damages to property (real and personal, including the structures on the Site), excluding coverage for contents for the Charter School's personal property, in

amounts equal to that which would be in place if the Site were occupied by another school of the District.

Charter School. The Charter School shall purchase and maintain in effect the following insurance policies as specified below:

General & Excess Liability

The Charter School, at its expense, shall procure and maintain throughout the term of this Agreement General Liability insurance with a minimum per occurrence limit of \$15,000,000 and the deductible/self-insurance retention shall not exceed \$10,000. Insurance shall include coverage for claims against the Charter School, its elected or appointed officials, employees, agents, volunteers and students (interns while acting on behalf of the Charter School) arising out of errors and omissions, abuse and molestation, and employment practices liability. The policy or policies shall name as additional insured/additional covered party the District; its elected or appointed officials, employees, agents and volunteers. [Charter School shall furnish District with the original certificates and amendatory endorsements effecting coverage required.](#) The policy or policies shall provide that this insurance shall be primary with respect to any liability or claimed liability arising out of the performance or activities by the Charter School under this Agreement or the Charter School's use of the Premises, and that any insurance procured by the District, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not be called upon to contribute until the limits of the insurance provided hereunder shall be exhausted. District is not responsible for real or personal property losses suffered by the Charter School; its elected or appointed officials, employees, agents, volunteers or students.

Automobile Liability

Charter School shall maintain automobile liability insurance, including non-owned and hired coverage with a minimum per accident limit of \$15,000,000 for any injuries to persons (including death there from) and property damage in connection with the Charter School's activities under this Agreement.

Property Insurance

District shall maintain, for the duration of this Agreement, all-risk real and personal property coverage adequate to cover the replacement cost of all District-owned buildings and personal property on the Premises and those other facilities to which the Charter School may have access under this Agreement.

Charter School shall be solely responsible for obtaining adequate property insurance for Charter School's [contents](#), personal property, building improvements ~~and any real property/buildings owned by the Charter School~~ while located on the Premises or elsewhere. The District is not responsible for real or personal property losses suffered by

the Charter School; it's elected or appointed officials, employees, agents, volunteers or students.

Workers' Compensation

Charter School is to procure and maintain, for the duration of this Agreement, Workers' Compensation insurance against claims for injuries to the Charter School's employees in accordance with such insurance as required by the State of California Labor Code and Employers Liability coverage.

Bond/Crime Insurance

The Charter School shall purchase and hold fidelity bond coverage or employee dishonesty/theft insurance with a minimum limit of \$1,000,000 to cover all school employees. The bond/policy deductible shall not exceed \$5,000.

Risk Management

The Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences.

A report of the risk management program operation shall be submitted to the District Charter School Liaison no later than October 31 each year. The components of the report should include the Designated Safety Officer and establish that the following are in place:

1. Injury Illness Prevention Plan
2. Blood borne Pathogen Training
3. Hazard Communication Program
4. Emergency Plan
5. Documentation of Employee Safety Training
6. Annual Safety Inspections
7. Child Protective Services Reporting Obligations.

Proof of Insurance

Charter School shall annually furnish the District with original certificates and amendatory endorsements affecting coverage required by this Agreement. All certificates and endorsements are to be received and approved by the District before commencement of any activities under this Agreement. However, failure to do so shall not operate as a waiver of these insurance requirements. The District reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time.

Section 12. Indemnification. The Charter School shall indemnify, defend, and hold harmless the District, its elected or appointed officials, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter the “indemnified parties”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered is against the indemnified parties, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the Charter School’s performance under the charter or this Agreement, including but not limited to, any acts or errors or omissions by the Charter School, its governing body, administrators, employees, agents, representatives, volunteers, successors and assigns, unless caused wholly by the negligence or willful misconduct of any of the indemnified parties.

The District shall indemnify, defend, and hold harmless the Charter School, its elected or appointed officials, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter the “indemnified parties”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered is against the indemnified parties, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the District’s performance under the charter or this Agreement, including but not limited to, any acts or errors or omissions by the District, its governing body, administrators, employees, agents, representatives, volunteers, successors and assigns, unless caused wholly by the negligence or willful misconduct of any of the indemnified parties

This indemnification clause shall survive termination of this Agreement.

Section 13. Access. Charter School shall permit District, its agents, representatives or employees, to enter upon the Site for the purpose of inspecting same or to make repairs, alterations, or additions to any portion of the Site. District shall attempt to give reasonable notice where practicable but shall not be obligated to do so.

Section 14. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the District: Chico Unified School District
 1163 E. 7th Street
 Chico, CA 95926
 Attn: Superintendent

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

Section 15. Independent Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

Section 16. Entire Agreement of Parties. This Agreement constitutes the facility use agreement between the parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by the parties indicating intent to modify this Agreement.

Section 17. Governing Law and Venue. This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.

Section 18. Waiver. The waiver by any party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

Section 19. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 20. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

Section 21. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

Section 22. Severability. Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.

Section 23. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are incorporated herein by reference.

Section 24 Attorney's Fees. If suit is brought by either party to this Agreement to enforce any of its terms, the prevailing party shall be entitled to recover their reasonable attorney's fees and costs.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

CHICO UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

CHARTER SCHOOL

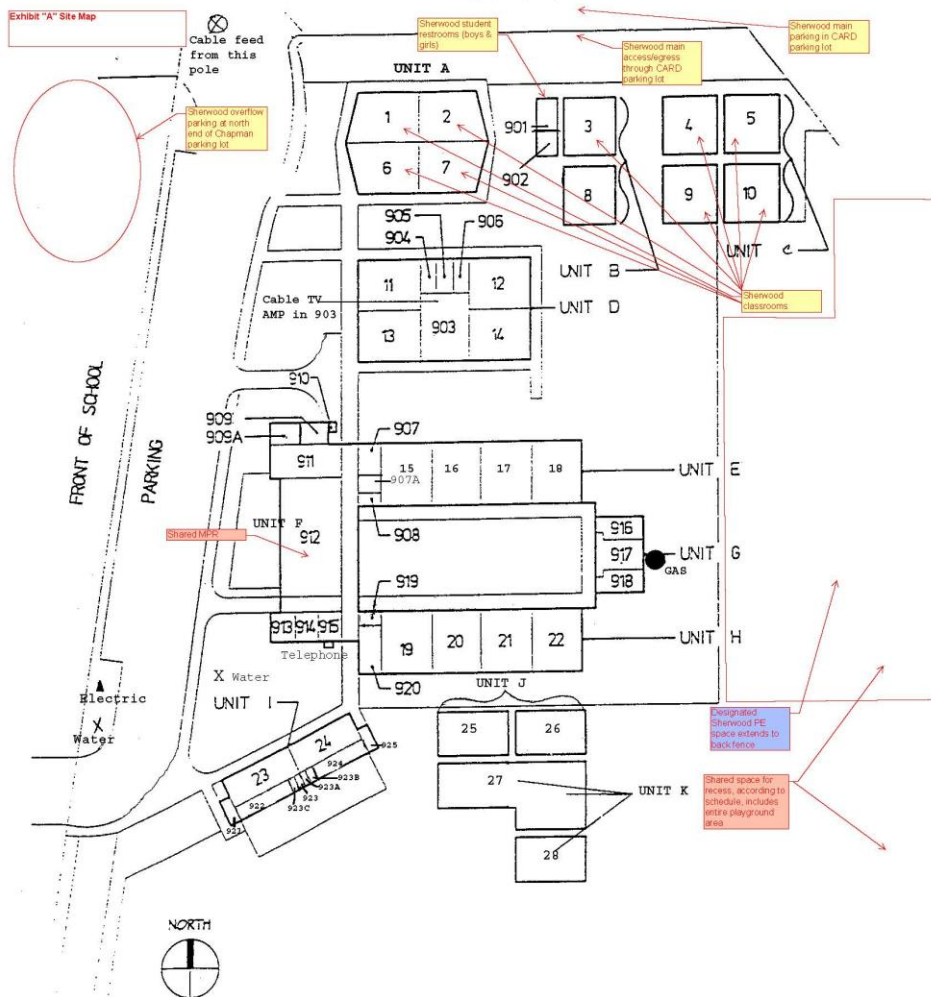
By: _____

Title: _____

EXHIBIT “A”

[Site plan of, 1071 East 16th Street Chico, California; site indicating the nine (9) exclusive use classrooms and Administrative space, one (1) set of exclusive use student restrooms.

(Remainder of this page intentionally blank)



CHAPMAN ELEMENTARY SCHOOL

Updated 2011

EXHIBIT “B”

CONDITIONS FOR USE OF THE CHAPMAN ELEMENTARY SCHOOL SITE

Section 1. Use of Site. District agrees to allow Charter School

Exclusive use of the following:

Nine (9) classrooms designated as #1, #2, #3, #4, #5, #6, #7, #9 and #10, to be furnished, equipped and designated for students and administrative space for a total of 8,888 square feet. The programs that are to be housed in these classrooms are K-8 education in accordance with the charter application only.

Charter School before school care: 7:30 a.m. - 8:30 a.m. in room #2
Charter School morning recess: 8:30 a.m. - 8:45a.m.
To be held in area north of Charter classrooms

Charter School day start: 8:45 a.m.
Charter School lunch: 12:35 p.m. - 1:35 p.m.
Charter School lunch recess: 12:55 p.m. - 1:35p.m.
Charter School grades TK-8 ends: 2:50 p.m.
Charter School grades TK-4-8 ends: 2:50 p.m.

One (1) set of boys and girls restrooms designated as #901 and #902, for a total of 384 square feet.

Lunch Times

K-2 Chapman 11:45a.m.-12:25p.m.
3-5 Chapman 12:15p.m.-12:55p.m.
Sherwood 12:35p.m.-1:35p.m.

Shared use of the following:

The school's staff restroom designated as rooms #907 and #908. Charter School Staff will utilize restrooms on adjacent private property owned by Charter School and will not utilize the shared campus restrooms.

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Field space located east of existing asphalt playground to serve as Physical Education space. Sherwood can also use the Portion of blacktop area between the first basketball court and the portables after 1:50 p.m. for Physical Education.

Grounds (playfields, asphalt and apparatus areas) at the following times:

Daily 12:55 p.m. - 1:35 p.m.

Sherwood can use the old Playground 8:30a.m. – 8:45a.m.

Opportunity class can use the south Basketball court for Physical Education from 1:15p.m. to 1:35p.m.

Opportunity and Sherwood will work together during the morning Kinder recess 10:45a.m. – 11:15a.m. for both classes to be out on the yard.

Deleted Library

The Multipurpose room for lunch service at the following times:

Daily 12:35 p.m. - 1:00 p.m.

Any other shared use of the multipurpose room to be mutually agreed upon in advance by the Chapman Principal and the Charter School Principal.

PEP Grant Area: By reservation with Chapman Principal.

Charter School is authorized to establish a school garden in an area mutually agreed upon in advance by the Chapman Principal and the Charter School Principal. District requires coordination in advance for any excavation for irrigation systems or fencing. Charter School agrees to coordinate with the District Facilities Department. All costs involved with the establishment of a garden will be borne by Charter School.

Section 2. Furnishings and Equipment. The District has provided, in accordance with Proposition 39 regulations, furniture and equipment at the site. These furnishings and equipment will remain the property of District. The furniture and equipment will be provided based on grade level and program information provided by Charter School.

The following furniture requested by Charter School was provided by District in 2016/17:

5 Bookshelves

4 small desks

12 lower elementary sized chairs

8 kindergarten chairs

8 kindergarten size tables

1 teacher desk

26 Kindergarten size cubbies

20 large student desks (6th grade size)

Technology: District to provide in-wall infrastructure to support instructional equipment. Charter School is required to supply separate network and internet connection. All costs for this service to be borne by Charter School. Charter School will not access the District data cabinets at any time. Charter school to coordinate with District IT for connection of internet service for Charter School's exclusive use. No modification to existing cabling infrastructure by Charter School is allowed. If modifications are deemed necessary, Charter School to coordinate with District Facilities Department.

LCD's to be provided in Charter School classrooms consistent with what would otherwise be provided at comparison schools.

Section 3. Utilities. District agrees to furnish or cause to be furnished to the existing facilities on the site infrastructure for the following utilities: electric, gas, water, and sewer.

Charter School will reimburse the District for the utilities based on a per square foot share derived from actual utility expenses for Chapman Elementary School during the 2016-17 fiscal year as follows: Percentage of square footage utilized by Charter School is 19.6% of the 47,145.27 square foot of the campus. Therefore, 19.6% of the following actual utility service fees will be invoiced to Charter School on a monthly basis: PG&E, Solar City, City of Chico and Cal Water. Invoice payment terms will be net 30 days, after 30 days a 5% interest rate will be added to the unpaid balance.

Charter School has elected to provide separate garbage and recycling service. All costs involved with this service will be borne by Charter School.

Heating and Air Conditioning are operated and maintained by Charter School. In the unlikely event that electrical and gas utility usage increases, as a result of Charter School energy management of heating and air conditioning (schedule and set points), Charter school shall be charged for increase at the actual cost.

Based on the fact that Chapman Elementary School's intercoms and bells are on an integrated system and as agreed to by the Charter School, the afore-referenced classrooms will be disconnected from the system. The Charter School will be responsible for providing its own phone, voice mail and internet service and firewall service. District will provide related infrastructure for phones and data.

Section 4. Maintenance/Custodial. The Charter School will be responsible for providing all of the maintenance and custodial services for the afore-referenced classrooms ~~and student and restrooms~~ and a reasonable portion of custodial services for the shared spaces (Multipurpose Room, and Playgrounds ~~Playgrounds and Restrooms~~) with the exception of deferred maintenance.

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This includes clean-up on playground or campus when students are sick or bleeding, breakfast and lunch table and floor clean-up and emptying of trash. Charter School agrees to provide custodial services in order to maintain all areas used by Charter School the classrooms and restrooms in a clean and sanitary manner.

Section 5. Signs/Fencing. If the Charter School desires to install a school monument sign or fencing, coordination with the District Facilities Department is required to ensure underground utilities are not disturbed.

Section 6. Ingress and Egress to Charter School Facilities. The Charter School will park in the CARD parking lot north of the Chapman campus. If overflow is required, Charter School will park in the northern most portion of the Chapman Elementary School parking lot, not to exceed 44 parking spaces. The District provided a man-gate on the north fence to allow pedestrian access through the CARD parking lot. A teacher/administrator will be present at all times that Charter School students are on campus.

Section 7. Miscellaneous. All Charter School students, staff and parent volunteers agree to adhere to the Chapman Elementary School Behavior Expectations for Common Areas, attached as Exhibit "C" to this agreement, while on campus and must participate in all Code Red and Fire Drills as scheduled by the Chapman Principal. District to provide two-way radio communication device for Charter School use.

EXHIBIT “C”

Chapman Elementary School Behavior Expectations for Common Areas



Chapman Expectations



	Common Areas	Courtyard	Cafeteria	Bathroom	Playground	Library	Assemblies	Offices	Classroom
Safe	- Walking feet only, facing forward - Keep hands and feet to yourself - An adult must be in every room you enter	- You must be supervised by an adult - Walking feet only, facing forward - Keep hands and feet to yourself	- Sit with your feet on the floor - Eat your own food (allergies) - Walking feet only, facing forward	- Walking feet only, facing forward - Wash hands with soap and dry them with no more than 2 towels - Keep the water in the sink	- Stay on the playground side of the red line - Keep hands and feet to yourself - Use equipment appropriately	- Enter and exit through the proper doors - An adult must be present - Hold all books with two hands	- Keep your hands and feet to yourself - Wait for the dismissal signal	- Keep your hands and feet to yourself - Hold the door for the person behind you - Wash your hands in the health office	- Walking feet only, facing forward - Keep hands and feet to yourself - An adult must be in the room
Responsible	- Stay to the right - Follow adult directions - Clean up after yourself and others	- Clean up after yourself and others - Follow adult directions - Hold the door for the person behind you	- Remain seated and wait to be excused - Respond quickly to quiet signals - Clean your area	- Only 1 person per stall - Put paper in the garbage can	- Clean up after yourself and others - Follow game rules - Follow adult directions	- Follow adult directions - Use your backpack when looking for a book - Push your chair in	- Sit next to someone - Sit crosscross - Respond quickly to quiet signals	- Wait your turn - Only 3 people waiting for a book - Make your visit purposeful - Push your chair in	- Finish all work with quality and care - Turn in work in on time - Push your chair in
Respectful	- Quiet voices! - Remember, class is in session - Remove your hats and hoodies when indoors - Hold the door for the person behind you	- Use quiet voices - Stay on the sidewalk - Use kind words and actions	- Use soft table voices - Say "Please" and "Thank you"	- Flush the toilet - Knock on the stall door - Give others privacy	- Use kind words and actions - Include everyone - Be a good sport	- Handle book with care - Say "Please" and "Thank you" - Use quiet voices, there are 4 classes in session around you.		- Use quiet voices - Say "Please" and "Thank you" - Say "Excuse me"	- Wait your turn to speak - Clean up after yourself - Be a positive work partner
Scholarly	- Leave your toys at home - Use cell phones after school only - Pay attention to your surroundings	- Make good choices - Show care for the landscape - Use complete sentences	- Use complete sentences - Recycle	- Use water and paper towels wisely (2 towels) - Return to room promptly - Report problems to an adult	- Use complete sentences - Pay attention to your surroundings - Take time to help others	- Remember to return your books - Don't forget to take your AR tests! - Use complete sentences	- Listen with your eyes, ears, heart and mind - Applaud when appropriate - Use complete sentences	- Use complete sentences - Think about how kind it is when someone helps you	- Use complete sentences - Transition quickly so that the learning can continue - Be open to learning something new



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.2 Unaudited Actuals**

Date: September 13, 2019

SUMMARY

Our Business Manager, Pat Casey, has prepared the Unaudited Actuals for the 2018-2019 fiscal year.

DISCUSSION

Each year, our Business Manager prepares the Unaudited Actuals based on spending in the prior fiscal year to present to the Board. Pat will be present at the meeting for questions, and offers the following to consider while reviewing:

Attached is the UNAUDITED ACTUALS alternative form that is to be filed with CUSD by next Monday. Also attached is the Profit & Loss and Balance Sheet for 2018-19 whose amounts are used to complete the alternative form.

There will be changes made by the auditor due to the loss of the Blue building and the need to revalue land and building. Other changes will occur in the audit when final LCFF amounts from the state apportionment and in-lieu taxes are known, and any restatement of fund balances related to prior year changes which are unknown at this time.

The important information the board needs for this year and next is on page 3. The school ended the year with a \$ 166,001 net income increase even with a \$ 119,232 contribution from the general fund for special education programs (the last year of receiving special education services from CUSD resulted in a \$ 125,000 contribution). Also on page 3 is the Reserve for Economic Uncertainty of \$ 220,000 and would cover two months of salary and benefits as suggested by the charter schools association. In addition there is an Unassigned/Unappropriated Amount of \$ 233,334 to cover an

unexpected decrease in revenue if ADA is less than the 152 used to set the current year budget, or if an unforeseen major expense(s) arises. The two above amounts mean that for at least this year the school is in a very stable financial position.

ACTION REQUESTED

Accept Unaudited Actuals report.

Attachments: Unaudited Actuals for 2018-2019.

Sherwood Montessori
Balance Sheet - Prior Year
 As of June 30, 2019

Jun 30, 19

ASSETS**Current Assets****Checking/Savings**

9100-Assets	403,003
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Total Checking/Savings	<u>\$ 403,003</u>
------------------------	-------------------

Accounts Receivable

9200-Accounts Receivable	127
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Total Accounts Receivable	<u>127</u>
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Other Current Assets

9290 - Due from Grantor Govts.	168,574
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9650 Unrealized Revenue	
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Total Other Current Assets	<u>168,574</u>
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Total Current Assets	<u>571,704</u>
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Fixed Assets

9410 - Land	95,000
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9430- Building	221,719
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9435-Accumulated Depreciation	-6,116
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Total Fixed Assets	<u>310,603</u>
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TOTAL ASSETS	<u><u>\$ 882,307</u></u>
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LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

9500-Accounts Payable	4,056
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Total Accounts Payable	<u>4,056</u>
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Other Current Liabilities

9500-Liabilities	65,612
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Total Other Current Liabilities	<u>65,612</u>
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Total Current Liabilities	<u>69,668</u>
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Total Liabilities	69,668
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Equity

Restricted Assets	48,700
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Unrestricted Fixed Assets	310,603
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Reserve- Economic Uncertainty	220,000
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Unrestricted Net Assets	67,335
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Net Income	166,001
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Unassigned/Unappropriated Amount	<u>233,336</u>
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Total Equity	<u>812,639</u>
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TOTAL LIABILITIES & EQUITY	<u><u>\$ 882,307</u></u>
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Sherwood Montessori
Profit & Loss YTD Comparison
July 2018 through June 2019

	Jul '18 - Jun 19	Jul '17 - Jun 18
Ordinary Income/Expense		
Income		
8000-Revenues	1,558,394	1,574,061
Total Income	1,558,394	1,574,061
Gross Profit	1,558,394	1,574,061
Expense		
1000 Certificated Salaries	424,404	433,418
2000 Classified Salaries	337,444	401,055
3000-Employee Benefits	221,599	229,670
4000-Books and Supplies	32,616	38,837
5000 Services/Other Op. Exp.	303,324	261,017
6000 Captial Outlay (>5K)	73,006	109,510
Total Expense	1,392,393	1,473,507
Net Ordinary Income	166,001	100,554
Net Income	166,001	100,554

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

July 1, 2018 to June 30, 2019

Charter School Name: SHERWOOD MONTESSOIR
CDS #: 04614240121475(1)
Charter Approving Entity: Chico Unified
County: Butte
Charter #: 121475

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	736,054.00		736,054.00
Education Protection Account State Aid - Current Year	8012	238,993.00		238,993.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	310,962.00		310,962.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,286,009.00	0.00	1,286,009.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290			0.00
Special Education - Federal	8181, 8182		15,116.00	15,116.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	15,116.00	15,116.00
3. Other State Revenues				
Special Education - State	StateRevSE		90,723.00	90,723.00
All Other State Revenues	StateRevAO	70,763.00	13,809.00	84,572.00
Total, Other State Revenues		70,763.00	104,532.00	175,295.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	77,774.00	4,200.00	81,974.00
Total, Local Revenues		77,774.00	4,200.00	81,974.00
5. TOTAL REVENUES		1,434,546.00	123,848.00	1,558,394.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	320,258.00	74,146.00	394,404.00
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300		30,000.00	30,000.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		320,258.00	104,146.00	424,404.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	106,043.00	35,673.00	141,716.00
Noncertificated Support Salaries	2200	48,829.00		48,829.00
Noncertificated Supervisors' and Administrators' Salaries	2300	74,338.00		74,338.00
Clerical, Technical and Office Salaries	2400	53,150.00		53,150.00
Other Noncertificated Salaries	2900	19,400.00		19,400.00
Total, Noncertificated Salaries		301,760.00	35,673.00	337,433.00

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

July 1, 2018 to June 30, 2019

Charter School Name: SHERWOOD MONTESSOIR

CDS #: 04614240121475(1)

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	56,146.00	12,203.00	68,349.00
PERS	3201-3202	24,882.00	919.00	25,801.00
OASDI / Medicare / Alternative	3301-3302	25,757.00	4,689.00	30,446.00
Health and Welfare Benefits	3401-3402	69,855.00	3,582.00	73,437.00
Unemployment Insurance	3501-3502	6,625.00	1,714.00	8,339.00
Workers' Compensation Insurance	3601-3602	8,884.00		8,884.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	5,515.00	838.00	6,353.00
Total, Employee Benefits		197,664.00	23,945.00	221,609.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	2,311.00		2,311.00
Books and Other Reference Materials	4200	1,801.00	95.00	1,896.00
Materials and Supplies	4300	18,769.00	8,177.00	26,946.00
Noncapitalized Equipment	4400	1,089.00	375.00	1,464.00
Food	4700			0.00
Total, Books and Supplies		23,970.00	8,647.00	32,617.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	7,560.00		7,560.00
Dues and Memberships	5300	212.00		212.00
Insurance	5400	17,939.00		17,939.00
Operations and Housekeeping Services	5500	46,214.00		46,214.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	12,128.00		12,128.00
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	146,008.00	66,685.00	212,693.00
Communications	5900	6,578.00		6,578.00
Total, Services and Other Operating Expenditures		236,639.00	66,685.00	303,324.00
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		73,006.00	73,006.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	73,006.00	73,006.00
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
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		1,080,291.00	312,102.00	1,392,393.00

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

July 1, 2018 to June 30, 2019

Charter School Name: SHERWOOD MONTESSOIR

CDS #: 04614240121475(1)

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		354,255.00	(188,254.00)	166,001.00
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	(119,232.00)	119,232.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(119,232.00)	119,232.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		235,023.00	(69,022.00)	166,001.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	384,976.00	201,846.00	586,822.00
b. Adjustments/Restatements	9793, 9795	143,938.00	(84,124.00)	59,814.00
c. Adjusted Beginning Fund Balance /Net Position		528,914.00	117,722.00	646,636.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		763,937.00	48,700.00	812,637.00
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	310,603.00		310,603.00
b. Restricted	9740		48,700.00	48,700.00
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	220,000.00		220,000.00
2. Unassigned/Unappropriated Amount	9790M	233,334.00	0.00	233,334.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A			0.00

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

July 1, 2018 to June 30, 2019

Charter School Name: SHERWOOD MONTESSOIR

CDS #: 04614240121475(1)

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	381,856.00	21,147.00	403,003.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
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	127.00		127.00
4. Due from Grantor Governments	9290	141,021.00	27,553.00	168,574.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340	310,603.00		310,603.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		833,607.00	48,700.00	882,307.00
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	69,668.00		69,668.00
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		69,668.00	0.00	69,668.00
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)		763,939.00	48,700.00	812,639.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: SHERWOOD MONTESSOIR
CDS #: 04614240121475(1)

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	0.00	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
July 1, 2018 to June 30, 2019**

Charter School Name: SHERWOOD MONTESSOIR

CDS #: 04614240121475(1)

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 2017-18 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 2020-21.

a. Total Expenditures (B8)	1,392,393.00
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]	15,116.00
c. Subtotal of State & Local Expenditures [a minus b]	1,377,277.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	73,006.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 1,304,271.00



EMPLOYMENT AGREEMENT

for

SHERWOOD MONTESSORI CHARTER SCHOOL DIRECTOR

This EMPLOYMENT AGREEMENT is entered into and between the Governing Board of Directors of Sherwood Montessori, hereinafter referred to as the Charter School and MICHELLE YEZBICK hereinafter referred to as EMPLOYEE. The Charter School and EMPLOYEE are collectively referred to as the "parties."

The Charter School agrees to employ EMPLOYEE as a full-time, at-will School Director at Sherwood Montessori under the following terms and conditions until terminated by either party as provided herein.

1. RECITALS:

- a. Sherwood Montessori ("Charter School") has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600 et seq. The Charter School was approved by the Chico Unified School District. A copy of the Charter School's current charter petition is attached hereto as "EXHIBIT A" and fully incorporated by reference herein.
- b. Pursuant to Education Code section 47610, the Charter School must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610. The parties recognize that the Charter School is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.



- c. The Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Government Code section 3540.1.
- d. The Charter School desires to hire EMPLOYEE as the Charter School's administrator to manage the day to day functions of the Charter School and to assist the Charter School's Board of Directors in meeting its stated objectives and the requirements of the Charter School's charter.

2. EMPLOYMENT AT WILL:

- a. This AGREEMENT shall cover a one year period and commence on July 1st, 2019 through and including June 30, 2020. The term of this AGREEMENT is subject to the provisions of Section 7 regarding termination.

3. EMPLOYMENT TERMS:

- a. The EMPLOYEE is expected to work full-time as described in Section 3d below and be present on the school campus at all times school is in session except as is necessary to conduct school business.
- b. The EMPLOYEE shall at all times faithfully, industriously, and to the best of EMPLOYEE'S ability perform all of the duties that may be required of the EMPLOYEE pursuant to the express and implicit terms of this AGREEMENT, the adopted job specification and all adopted policies of the Charter School Board of Directors. The EMPLOYEE understands that in light of the Charter School's size and limitations on availability of funds and personnel, the Charter School must be flexible and the Board of Directors may at times make assignments that are in addition to those expressly described in this AGREEMENT and the job specification. Every effort will be made by the Charter School to distribute extra assignments equitably.



- c. EMPLOYEE acknowledges and understands that the position of School Director carries with it great public trust and responsibility. Therefore, in accordance with that goal, EMPLOYEE agrees to make full disclosure to, and obtain approval of, the EMPLOYER prior to entering into negotiations, or contracting for, any supplies, computer software, equipment (including computer hardware), work, professional services, or any other item or service, from any individual related to EMPLOYEE by blood or marriage or from any entity wherein any owner, partner, majority or controlling stockholder, or employee is related to EMPLOYEE by blood or marriage.
 - d. Work days: The EMPLOYEE is employed in a full-year capacity with one month of paid leave to be generally taken. The dates of the leave shall be mutually agreed upon by the School Director and the Governing Board. It is understood that some duties (e.g., workshops) may extend beyond the typical work day.
- 4. COMPENSATION AND BENEFITS:
 - a. Compensation shall be \$77,248 per year on a pro rata basis pursuant to the contract term defined in Section 2.a. above less statutory and other authorized deductions. EMPLOYEE's position is exempt from overtime under State and Federal law.
 - b. Benefits: The EMPLOYEE shall be entitled to all health and welfare benefits granted to other full-time employees of the Charter School in the same classification, workday, and work year. Benefit leaves may change without notice during the contract term as determined by the Governing Board of the Charter School.
- 5. CONDITIONS OF EMPLOYMENT:



- a. General Laws: This EMPLOYMENT AGREEMENT is subject to all applicable laws of the United States, the State of California and to the lawful rules and regulations of the California State Board of Education and the rules, regulations and policies of the Charter School Board. Said laws, rules and regulations may change from time to time without notice to the EMPLOYEE and are hereby made a part of the terms and conditions of this contract as though herein set forth.
- b. EMPLOYEE further represents that he/she will not be under contract with any other school district or public school entity in the State of California for the term period. EMPLOYEE agrees to undertake training course(s) as reasonably identified by the Board of Directors as needed. EMPLOYEE acknowledges that the Charter School's offer of employment is based upon EMPLOYEE'S express willingness to perform job responsibilities, and/or student activities as assigned by the Board of Directors. The Charter School will make every effort to distribute extracurricular assignments equitably.

6. EVALUATION:

EMPLOYEE's performance shall be evaluated and assessed by the Board of Directors annually. The evaluation and assessment shall be in writing on the performance of the EMPLOYEE as specified in the Charter School personnel policies and job description. A failure to evaluate the EMPLOYEE shall not prevent the Charter School from dismissing the EMPLOYEE in accordance with this AGREEMENT.

7. TERMINATION OF AGREEMENT/EMPLOYMENT:

This AGREEMENT may be terminated by:

- a. Mutual AGREEMENT of the Parties: This AGREEMENT may be terminated at any time by mutual consent for any reason of the Board and the EMPLOYEE upon written AGREEMENT.



- b. Termination For Cause: The EMPLOYEE may be terminated by the Board at any time for cause. In addition, the EMPLOYEE may be disciplined (e.g., reprimand, suspension without pay) for cause during the term of this AGREEMENT. "Cause" shall include, but is not limited to, breach of this AGREEMENT; any ground enumerated in the Employee Handbook; or the EMPLOYEE'S failure to perform his/her duties as set forth in this AGREEMENT, as defined by law, or as specified in the above mentioned and incorporated by reference job specification. The Board shall not terminate this AGREEMENT pursuant to this paragraph until a written statement of the grounds of termination has first been delivered to the employee either personally or by certified mail to the mailing address that has been provided to the Charter School. The EMPLOYEE shall have the right to a representative of his/her choice at a conference with the Board. The conference with the Board shall be the EMPLOYEE's exclusive right to any hearing otherwise required by law.
 - c. The Board may unilaterally and without cause terminate this AGREEMENT. In consideration of the Board's right to terminate this AGREEMENT without cause, the Board shall pay to the EMPLOYEE the remainder of her salary for the term of this AGREEMENT or for a period of one (1) calendar month following the effective date of termination, whichever is less.
 - d. Death or Incapacitation of EMPLOYEE: The death of the EMPLOYEE shall terminate this AGREEMENT and all rights entitled under this AGREEMENT. In the event that the EMPLOYEE becomes incapacitated to the extent that, in the judgment of the Board, the EMPLOYEE may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the above referenced and incorporated job specifications (Exhibit B) the Board may terminate this AGREEMENT.
8. OUTSIDE PROFESSIONAL ACTIVITIES:



By prior approval of the Charter School's Board of Directors, the EMPLOYEE may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours without consent of the Board of Directors. The Board shall in no way be responsible for any expenses attendant to the performance of such outside activities.

9. DUTY TO REPORT KNOWN OR REASONABLY SUSPECTED CHILD ABUSE:

California Penal Code section 11166 requires any 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. For purposes of California Penal Code section 11166, a "child care custodian" includes:

- a. Any person employed as a teacher, a teacher's aide, a teacher's assistant, or an instructional aide by any public or private school who has been trained in the duties imposed by California Penal Code section 11.166;
- b. A classified employee of any public school who has been trained in the duties imposed by California Penal Code section 11166; or
- c. Administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school. By executing this AGREEMENT, EMPLOYEE is certifying that she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. DISPUTES:



All claims, disputes, controversies, or disagreements of any kind whatsoever ("claims") including but not limited to any claim arising out of or in connection with the EMPLOYEE's employment or the termination of the EMPLOYEE's employment that may arise between the EMPLOYEE and the Charter School shall be directed to the Board for final resolution. If EMPLOYEE is not satisfied with the Board's resolution, the decision may be submitted to a mediator, selected and agreed upon by the Board, or designee, and EMPLOYEE for final resolution.

11. GENERAL PROVISIONS:

Governing Law: This AGREEMENT and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.

- b. Entire AGREEMENT: This AGREEMENT and attached exhibits constitute the entire agreement. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the AGREEMENT.
- c. Modifications: Any modifications or amendments of any of the terms and conditions of this AGREEMENT must be expressly made by the parties hereto in writing.
- d. Assignment: The EMPLOYEE may not assign or transfer any rights or duties assumed under this AGREEMENT.
- e. Severability: If any provision of this AGREEMENT is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the AGREEMENT shall continue in full force and effect.



12. ACCEPTANCE OF EMPLOYMENT:

By signing below, the EMPLOYEE declares as follows:

1. I have read this AGREEMENT and understand all of its terms and conditions.
2. I have read this AGREEMENT and accept employment with Sherwood Montessori on the terms specified herein.
3. All information I have provided to the Charter School related to my employment is true and accurate.

Employee Signature:_____ Date:_____

Address:_____

Telephone: _____

Charter School Approval:



Dated: _____

(Signature)

Monica Woodward, Board Chair

This Employment AGREEMENT is subject to ratification and approval by the Governing Board of Sherwood Montessori
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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, October 17, 2019 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER (6:00 p.m.)

1.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

2. CONSENT AGENDA (6:05 p.m.)

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, August 22, 2019; Special Meeting, September 13, 2019 and Board Retreat, September 15, 2019.

3. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

4. REPORTS AND COMMUNICATION (6:10 p.m.)

4.1 Committee Reports

4.2 Instructional Staff Reports

4.3 Sherwood Montessori Parents Organization Report

4.4 School Director Report

4.5 Director of Special Education Report

4.6 Treasurer Report

5. NOTICED PUBLIC HEARINGS

None

6. REGULAR BUSINESS

6.1 Items Removed From Consent (If any)

6.2 Original Budget Revisions (6:40 p.m.)

The Board will be asked to approve revisions to the original budget for 2019-2020.

ACTION REQUESTED: Approve revisions.

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6.3 Prop 39 Facilities Request (6:50 p.m.)

The Board will be asked to approve a Prop 39 facilities request.

ACTION REQUESTED: Approve Prop 39 request.

6.4 Measure K Proposal (7:00 p.m.)

The Board will be asked to approve a request to the Measure K Committee.

ACTION REQUESTED: Approve request.

6.5 Local Indicators (7:10 p.m.)

The Board will receive a report of the school's progress to achieve Local Indicators from the Dashboard.

ACTION REQUESTED: Receive report.

6.6 Board Development (7:20 p.m.)

The Board will be asked to discuss the development materials provided.

ACTION REQUESTED: Discuss board development materials.

6.7 Strategic Planning (7:30 p.m.)

The Board will be asked to discuss the strategic planning summary from the Board retreat and determine next steps in the planning process.

ACTION REQUESTED: Discuss strategic plan process.

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to adopt the First Interim Budget

7.2 The Board will be asked to approve the Annual Financial Audit

7.3 The Board will be asked to approve a calendar for the 2020-2021 school year

7.4 The Board will receive a School Performance Report

8. ADJOURNMENT (Est. 8:00 p.m.)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Members of the public are welcome to attend Board meetings and may comment on any item on the agenda or within the Board's jurisdiction. Speakers should identify themselves and address comments to the Chair. Comments are limited to 5 minutes. The board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, August 22, 2019 – 6:00 p.m.**

MINUTES

1. CALL TO ORDER (6:00 p.m.)

1.1 Roll Call Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw, Denise Snoke, Rosie Paulson

Meeting called to order at 6:06 pm.

2. CONSENT AGENDA (6:05 p.m.)

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, June 6, 2019.

2.2 Approval of Eric Parish as Budget Committee Member Consider approval of having Eric Parish joining the Budget Committee.

2.3 Boundaries Policy Approval Consider approving Boundaries Policy, required by our insurance to keep complete coverage.

Anna Ling moved to approve the consent agenda. Approved by the Board.

3. REPORTS AND COMMUNICATION (6:10 p.m.)

3.1 School Director Report

3.2 Director of MTSS Report

3.3 Treasurer Report

Michelle Yezbick presented the Director's report. Justin Allan presented the Director of MTSS report. Pat Casey presented the Treasurer report.

The Board reviewed the written reports and engaged in discussion.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

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5.2 Officer Election (6:45 p.m.)

The Board will be asked to elect a Chair, a Vice Chair, a Secretary and a Treasurer for the 2018-2019 school year.

ACTION REQUESTED: Elect officers.

Melissa Struyf nominated Monica Woodward to serve as Chair. Elected by the Board.

Anna Ling nominated Rosie Paulson to serve as Vice Chair. Elected by the Board.

Tanya King nominated Anna Ling to serve as Treasurer. Elected by the Board.

Monica Woodward nominated Denise Snoke to serve as Secretary. Elected by the Board.

5.3 Approval of Employee Handbook (7:00 p.m.)

The Board will be asked to approve the 2019-2020 edition of the Employee Handbook.

ACTION REQUESTED: Approve handbook.

The Board discussed the proposed changes to the Employee Handbook. Tanya King moved to approve the revised handbook. Approved by the Board.

5.4 Organizational Chart (7:20 p.m.)

The Board will be asked to approve an Organizational Chart.

ACTION REQUESTED: Approve organizational chart.

Monica Woodward moved to approve the organizational chart. Approved by the Board.

5.5 Committees Discussion (7:30 p.m.)

The Board will be asked to discuss the committees for the 2019-2020 school year.

ACTION REQUESTED: Select members and chairs of committees for 2019-2020 school year.

The Board engaged in discussion and determined who would fill the chair and membership roles for each committee. Nathan McGraw moved to approve the assignments. Approved by the Board.

5.6 Measure K Proposal (7:45 p.m.)

The Board will be asked to approve a proposal for Measure K bond funds.

ACTION REQUESTED: Approve proposal.

The Board discussed the proposal and noted some discrepancies in the financial numbers. Monica Woodward moved to approve the proposal with the condition that the Facilities Committee meet with the bond consultant and correct the numbers as needed. Approved by the Board.

6. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (7:55 p.m.)

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

Eric Parish commented on the school's efforts to increase the rigor and consistency of the

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curriculum and shared his thoughts on how he might be able to play a role in those efforts.

7. FUTURE AGENDA ITEMS

7.1 The Board will meet for a planning retreat in September.

7.2 The Board will be asked to approve a Prop 39 request for facilities for 2020-2021.

7.3 The Board will be asked to Consider approval of Unaudited Actuals for 2018-2019.

7.4 The Board will be asked to approve a Facilities Use Agreement for 2019-2020.

8. ADJOURNMENT (Est. 8:00 p.m.)

Meeting adjourned at 8:05 p.m.

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SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 3 1071 E. 16th St., Chico, California**

Date/Time: **Friday, September 13, 2019 – 3:00 p.m.**

MINUTES

1. CALL TO ORDER

1.1 Roll Call Monica Woodward, Denise Snoke, Rosie Paulson, Anna Ling

Meeting called to order at 3:11 pm.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

3.1 Approval of FUA (Facilities Use Agreement)

A FUA for the 2019-2020 school year needs Board approval.

ACTION REQUESTED: Approve FUA.

Board engaged in brief discussion. Rosie Paulson moved to approve the FUA. Approved by the Board.

3.2 Accept Unaudited Actuals

Business Manager Pat Casey has prepared the Unaudited Actuals (UA).

ACTION REQUESTED: Accept UA financial Report

Board engaged in brief discussion. Anna Ling moved to approve the UA. Approved by the Board.

3.3 Approval of Director’s Contract

Approve a Contract for Employment for School Director

ACTION REQUESTED: Approve contract

Monica Woodward moved to approve the contract. Approved by the Board.

4. ADJOURNMENT (Est. 3:30 p.m.)

Meeting adjourned at 3:23 pm.

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MEETING NOTICE OF THE BOARD OF DIRECTORS

Fall Planning Retreat

Members of the public are welcome to attend Board meetings and may comment on any item on the agenda or within the Board's jurisdiction. Speakers should identify themselves and address comments to the Chair. Comments are limited to 5 minutes. The board cannot discuss or take action on items not on the agenda. Please refer to the policy on public participation for more information.

Location: **901 Bruce Road, Suite 235, Chico, CA 95928**
Date/Time: **Sunday, September 15, 2019 – 9:00 a.m.-2:00 p.m.**

MINUTES

1. CALL TO ORDER (9:00 a.m.)

1.1 Roll Call Tanya King, Anna Ling, Nathan McGraw, Rosie Paulson, Denise Snoke, Melissa Struyf, Monica Woodward

Meeting called to order at 9:05 a.m.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

6.1 The Board of Directors of Sherwood Montessori will have a Board Retreat for the purposes of planning for the organization. This is an open, public meeting. The public is invited to attend, observe, and record the retreat. The public will not be invited to participate in the retreat.

The Board engaged in several discussion topics including developing a vision of the school's future, setting goals for the next 3-5 years and identifying possible roadblocks to success.

3. ADJOURNMENT (Est. 2:00 p.m.)

Meeting adjourned at 1:45 pm.

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Development Committee of Sherwood Montessori Board of Directors Report

Committee: Development Committee
Meeting Date: October 10, 2019 Time: 5:30 p.m. 1010 Cleveland Ave. Chico, CA 95928
Attendance: Tanya King, Melissa Struyf, Michelle Yezbick
Goals: • Create Montessori videos for outreach • Create new flyers to promote the school • Set fundraising targets • Represent the Board on Sherwood Music Festival Planning Committee • Improve marketing efforts
Outline of Discussion: • AMS has high quality videos we will use • Falyn is working on flyers • Focus on grant writing over new fundraising ideas, continue fundraising strategies that have been successful • The Chico Charter Schools Kindergarten Open House will happen on November 12th at the CARD Community Center • The Music Festival will be on May 30, we would like to have a World Music Festival theme • Heather is making weekly posts on social media
Action Items: • We need to find a headlining act for the Music Festival • We will report on the effectiveness of the Kindergarten Fair
Next Meeting: November 7, 2019 5:30 p.m., 1010 Cleveland Ave.

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Committee: Governance
Meeting Date: 9/24/2019
Attendance: Anna Ling, Monica Woodward, Rosie Paulson
Goals: • Discuss items for the October board meeting • Identify topics for board self-education for the next few months
Outline of Discussion: • We discussed items for the October Board meeting, planning to meet with Michelle within a few weeks to finalize them • We looked through the Charter School Board University manual to decide on upcoming topics for the board self-education.
Action Items (<i>who will do what before the next board/committee meeting</i>): • Meet with Michelle to finalize October board meeting agenda
Agenda Items (<i>items that need to be brought to the board at a meeting</i>): • None
Next Meeting Date: TBD

**Agenda: Regular Meeting of the Strategic Planning Committee
of Sherwood Montessori Board of Directors**

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Committee: Strategic Planning
Meeting Date: Thursday, 9/26/19 at 8:45 a.m. at 20th Street Park
Attendance: Anna Ling, Rosie Paulson, Denise Snoke, Monica Woodward
Goals: • Review and revise the initial draft of the school's Strategic Plan • Discuss next steps
Outline of Discussion: • We made some revisions to the draft plan • Next steps: 1) share the document with Michelle for her review, 2) share with the board for their review, 3) get feedback from teachers and parents, and 4) get final board approval.
Action Items (<i>who will do what before the next board/committee meeting</i>): • Anna will send draft plan to Michelle for her review
Agenda Items (<i>items that need to be brought to the board at a meeting</i>): • Add to agenda for October Board meeting
Next Meeting Date: TBD

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MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Agenda Item 4.2 Instructional Staff Report
Date: October 17, 2019

Instructional Staff was asked to respond to the question: How has the beginning of the year gone so far?

Transitional Kindergarten/Kindergarten -Teresa Shippen

This school year holds exciting changes to our Kindergarten program! The new expanded program offers longer days with more choices for students entering our school program. The students attend their assigned classes in the mornings, participating in traditional Montessori work periods. This is followed by some recess time together with our Kindergarten buddies from room 1. Some students and families choose to pick up at 12:30, just before the lunch break. Others have opted for longer days, staying until 2:50 as the other classes do. During the afternoon, the kids again have options. They can go into room 2 for some quiet or napping time, or go to room 1 for a work period. The students have done a great job of assessing their needs and deciding which room they would like to choose for this afternoon time. Each day, between 4-12 kids will choose the quiet room. and the rest prefer the more active work period. It has proven to be an effective way to accommodate the needs of this 4-6 year old population, giving those that are ready for more an opportunity to continue their learning throughout the day. We all end the day with an afternoon circle time and goodbyes in our own rooms. It has been a great way to blend the classes and foster new friendships in this first year at Sherwood.

Another wonderful change has been the addition of a second classroom, and for me personally, a wonderful teacher to collaborate with! I am excited to learn from, plan with and work with April in our Kinder program. She has a wealth of knowledge and experience, and is open to this change in positions. She and I have spent much time collaborating, sharing ideas and fine tuning our Kinder program. The blending of our classrooms has felt easy and comfortable as we have both had training at the same Montessori training site in Sunnyvale. Our love of introducing Montessori to this new generation of kids, and sharing the joys of both classrooms has energized my teaching and commitment to the Montessori Method. I am very grateful to be walking this path with April, and our Instructional Aides Loretta and Shannon. We are offering something that is thoughtful and unique to the Chico community.

Transitional Kindergarten/Kindergarten -April Pearce

After two years as a lower elementary teacher I transitioned to be a TK/K teacher. As with most things in life, there are great and not so great aspects of this change. I will start with the sour and end with the sweet. The most difficult part of this transition was separating from my lower elementary students that would have been with me again this year. We had a solid class community and I had plans for where I wanted to guide them. As a Montessori teacher there is an expectation that you will get to watch your young novice students develop into older leaders of the class. I am disappointed to miss out on that. However, I am thankful I get to see many of last year's students on campus every day.

Teresa has been an invaluable resource during my transition to Kindergarten. I am enjoying working with my new students and have big plans for them too. The class is beginning to normalize (the time in a Montessori class when the students have the policies and procedures down, mostly). We have already had some exciting times in the class. Once a lizard ran into class chasing an ant and one of my students caught it. Another time, I found a black widow near our door and all of the kids were excited to view it safely -Vanessa had pest control to my class right after school. We are looking forward to our first field trip next week. My new aid Shannon is a great fit for this classroom and seems to have the special gift of knowing what I need before I ask for it. She is also to blame for helping me transition smoothly into a new grade :). I am excited I get to give the Great Lessons in the older grades. I adore these lessons, which are not developmentally appropriate for TK/K students, so I am happy I get to teach them. I have given the First Great Lesson in both upper el classes. I am looking forward to giving the other ones later this year. Another added benefit of me teaching these lessons is that I get to work with my previous older students again.

1st/2nd/3rd -Marlo Knox

It is my pleasure to communicate my initial experiences as we, Sherwood Montessori, begin our 2019/2020 school year. I enjoy sharing my opinion and perceptions of this new year.

I have been heard and encouraged!

I spent one week auditing a lower elementary math training class at the Montessori Training Center in Shingle Springs, California during the month of July. I realize I was given that opportunity to encourage me as I have been so adamant about the importance of AMS or AMI accredited teacher training for all teaching staff at our school. It was everything I hoped for and has greatly influenced my math practice this school year. Unfortunately, or fortunately depending on how you look at it, I am even more convinced of the radical stand our school needs to take on this issue, specialized and specific Montessori training. When we find the right teaching staff for Sherwood Montessori how can we get them the information and practice they need to become an accredited teacher? It's a lofty goal, but one worthy of pursuit.

I have been challenged!

This school year, as new as it is, has been a challenge for me. As I reflect on this fact I have considered the details listed below. As you read these details be clear that I am not assigning blame or point fingers, I am trying to share factual information.

I have 24 students, seven returning to our classroom, 13 new to our classroom but not to our Sherwood community, and finally four students new to the Montessori method and our school. Nine of the 20 students returning to Sherwood came already identified as having academic, social/emotional, or behavioral needs requiring interventions, further assessment, or student success team (SST) meetings. In addition, three students new to our Sherwood community are demonstrating similar needs which will require initiating support through the SST process.

I have an excellent and enthusiastic instructional aide, who arrives when our students enter the classroom and ends her day as the students walk out the door. Before this year, the instructional aides in my classroom traditionally began their day 15 minutes before students arrived and ended their day approximately 15 minutes after students left school. In that small amount of student free time we shared important moments to develop a productive working relationship, connect on student needs or important observations in a sensitive and private way, share tips and best practices, and finally give each other invaluable feedback on our daily work as a teacher and assistant.

As a school we are continuing the process to implement PBIS. Changes have been made to PBIS from last year when we began this new to Sherwood program. Anything new takes time and practice.

I am motivated to take on the challenge of using parentsquare as the primary form of communication for classroom information and news. Again something new which takes time and practice. I want to be part of our larger goal of adopting one system for all parent/school communication. Our director wants staff to use parentsquare too.

I have been made happy!

I have been given the desire to help small humans grow in all aspects of their lives, socially, emotionally, behaviorally, and academically. It is a great honor to pursue what I have been called to do. Every new school year I am grateful because I love my work. At Sherwood I have a director who models grace and courtesy. She knows me as a professional and knows the children and families I serve. I am part of a staff that is honest, authentic, supportive, and committed to growth. The adults in the lives our students care about our classroom community.

1st/2nd /3rd -Eric Parish

This year so far has been very busy with many new faces. The class roster has fluctuated between 23 and 25 students and now stands at 24, which is considered a full classroom. It would be nice if the roster stays like this because every time a student leaves or enters the class it sends the class into a bit of a ripple that settles over time, like when you throw a rock into a calm pond. Of the 24 students on the roster 15 are new to our classroom and 3 of our 8 third

graders began in our classroom at 1st grade. This means there are not a lot of third year students that may model the Montessori work habits of self-direction and independence. But there are a lot of 1st grade students that will learn and practice those qualities over their 3 year cycle and they will develop into a very strong 3rd grade group.

The students have been learning the routines and procedures of the school and classroom and are doing a good job adapting. They have been reviewing Montessori materials they recognize from previous years and are learning how to use new Montessori materials. We just completed the 20 “Laws of the Universe” experiments followed by the 1st Great Lesson. I was really impressed by how well the kids listened to the story. Best audience ever. We are currently learning about the brain and behavior from the Mind Up Curriculum and are also learning about social thinking from the Superflex curriculum. These are both social emotional learning (SEL) curricula that both work really well for younger kids. Brenda (our amazing instructional aide) and I are both committed to human development and are excited to support the growth and process of all our students.

4th /5th/6th -Sheng Vang

I am grateful that I have all returning staff members in my classroom, that includes Maribel and Rocki and we welcome Sara into our classroom this school year. Having individuals who are familiar with the expectations in the classroom has given us the opportunity to hit the ground running, both students and adults.

We have been busy in Room 4. Some things that we are learning or have learned are:
Creating family trees to know our roots and where we came
We are learning about Climate Change
What is it?
How is it affecting us and our planet?
What do we need to do to help our planet?
We’ve been working on writing Opinion essays.
In Math, we are quickly transitioning from concrete to abstract.

One thing that comes to my mind about my struggle so far this school year, is not having enough time within the school day to do all that I want to. However, my heart is full when I see my students growing, curious, and doing their personal best!

4th /5th /6th-Debbie Zimmerman

This year so far has been going great! Having worked for Sherwood for the past one and a half years as a reading intervention teacher I was already somewhat familiar with its mission as well as the staff, family and community. I am very excited to be the new Upper Elementary teacher for the 2019-2020 school year. Having just completed my Montessori training I am looking forward to implementing my new found knowledge into my classroom.

7th/8th-Ioanna Lekkakou

The 2019-2020 school year for our middle school began back in July 2019, when me and Falyn started planning for the year. We agreed on strategies to make our type of “shared job” work and be successful for our students.

We started our actual year in August with practicing good learning habits, exploring the dynamics of the group, setting the expectations and presenting the PBIS program. The first two weeks were mostly revisions in all subjects. Beginning of September, we started our grade level subjects (Math and History) and our electives classes every Friday. For Science we decided to teach this year both grades the 8th grade curriculum and alternate it next year. On our Back to School Night we presented an overview of the year and answered questions from parents. Also, we demonstrated the tetrahedrons made from our students out of marshmallows and toothpicks.

Middle of September a new Science teacher started working with our middle schoolers using the brand new 1010 building and our new lab. Around the same time, we booked our show tickets for the Ashland field trip that will take place towards the end of the school year. We try to use as much as we can hands-on activities that engage students and enhance their learning. Therefore, for the 7th grade History class students worked in groups and created two-dimension Roman columns summarizing and illustrating the key points of the Roman Empire. For ELA, our students wrote their first narrative essay on a topic related to family a couple of weeks ago, after they were exposed to scaffolding techniques, and having practiced their writing skills in single paragraphs. Moreover, just recently they submitted their Fiction 59 to the local newspaper contest on a topic of their choice. Finally, currently they are working on their non-fiction essay on a topic related to movies and series characters. They are practicing starting by the outline and then writing the actual essay. The next step is self, and peer edit and finally the typing phase.

As for Math, both grades are currently on chapter 2. The idea is to move forward and expose our students to new concepts while reviewing older units that are still challenging to them. Following the Montessori philosophy, we often have students presenting their work and their way of solving a problem. At the same time, we share alternative and creative thinking enhancing engaging learning and following students’ learning pace.

In addition to their academics, students are engaging in community service; once per week they visit the youngest students in campus and spend with them one creative hour either by helping them in their classes or by playing/coloring/reading with them. Mentoring opportunities are important to our Montessori community that supports leadership and responsibilities given to our students.

On the other hand, two weeks ago our students held their first fundraising event towards their field trip to Ashland. Our movie night was a wonderful opportunity for our community to come closer and share the fun.

Finally, we are planning with our PE teacher to incorporate a series of short field trips to their PE

curriculum. We had our first hike to the Monkey face a couple of weeks ago and it was very successful. Our teenage students enjoyed the physical challenge, nature and the time spent with their peers. Looking forward to our next hike in a couple of days.

Everything shows us that it is going to be an interesting and adventurous year filled with learning opportunities.

Falyn Beshwate-Middle School

I am mainly going to be reporting on the behind the scenes middle school information since Ioanna will be reporting on site, class specific information in her report for middle school. Last month middle school asked for more laptops for our Pledge Drive request. We intend to be one to one in our room as it is in most other middle schools in Chico. Our focus is in using it as a tool for research, formal writing, History, and Science.

This year's big field trip will be to Ashland, Oregon for the OSF. We have already kicked off fundraising for it with a fairly successful, first ever, Family Movie Night! I'm happy to report we made \$200 and the kids enjoyed running it so much they would like to do another in November before break. It was a fairly easy operation with low overhead and a good outcome and participation from the students. We have to thank Senta Burton for lending us her mini movie theater popcorn maker and to Michael for getting the projector all set up. There were about 6-8 students who came and set up, ran the concessions, and cleaned up. Some even got siblings involved and we had a few alumni attend.

It is my hope to have the kids start a gift type fundraising campaign by the end of October. I'm looking into Uncle Jerry's tees, Kleen Kanteen, Chico Bag, or something similar that will be good for the holidays.

Every month through April there will be some type of event on campus to help raise funds for OSF. We'll keep you posted!

Learning Center-Bree Allan

The students' large diversity of needs and goals have increased a lot this year. Those goals range from reading fluency, reading comprehension, writing, and math to social, emotional, and behavioral. One of the ways learning takes place for students is by using technology. We are able to provide many accommodations through technology that help students succeed and make growth in reading, writing, and math.

The current online learning programs we use regularly are eSpark, Google Doc, ReadLive, ReadWorks, Book Creator, Epic Books, and Prodigy. The schedule has remained similar to last year where morning work time students are working on their academic goals and in the afternoon, students build social and communication skills. In addition, there are some new

students who require intensive, majority of the day support in the Learning Center. There is more paraprofessional support this year.

Student programs are highly individualized. Student learning center schedules are built to provide the best possible individual support. Scheduling is an ongoing process due to new students, annual IEPs, student growth, and school/classroom schedule changes. Flexibility between the learning center and teachers/staff have allowed me to create/revise the best possible schedule to meet student needs.

Extended Day-Kathryn Jordan

I am new to Sherwood this year, and my experience thus far has been tremendously rewarding and inspiring. The Sherwood community is so welcoming, positive, and dedicated to the school's success.

I'm very grateful for the Extended Day Coordinators before me who have put so much time into making Extended Day the program that it is. Because of their efforts, the program has become increasingly popular and our enrollment this year is higher than ever! It has been running smoothly, thanks to a great team of Extended Day staff who are truly dedicated to making every day an enriching experience for each child.

My team and I plan to continue the program's positive growth and development by making each day even more stimulating, fulfilling, and fun!



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Agenda Item 4.4 School Director Report
Date: October 17, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- Office staff and parent volunteers continue to set up the library and store curriculum items in the closets affixed to the building on the main campus. Both new buildings are used every day for instruction in math, science, history, and art.
- We have seen a sharp decline in the number of referrals for behavior since implementing the weekly, hourlong celebrations for students who have earned them. As positive behavior becomes a habit, we anticipate being able to fade the incentive.
- We had a Back to School Night on August 26th and a parent education event, Montessori 101, on October 2nd.
- Our storage unit on the north end of town is nearly empty, and many items in the container on the parking lot have been moved out. A storage shed has been ordered with Measure K funds to house the remaining items in both storage locations.
- A Chico Charter Kindergarten Fair will be held on November 12th at the CARD Center on Vallombrosa. Eight Chico charters, including Sherwood, will be participating.

FISCAL ITEMS:

- I have applied for Emergency Impact Aid made available by the Department of Education to reimburse schools for taking in displaced students during the Camp Fire. We should receive about \$41,000 in funds.
- While our Pledge Drive did not reach its goal of \$5,000, it did raise \$3,484.14, which is enough money to purchase teachers items on their wish lists.

SAFETY:

- We had a fire inspection from Chico Fire Department and made changes in two classrooms so laptop projectors were powered in compliance with code.

LEGISLATIVE:

- I attended a workshop in Shingle Springs presented by Young, Minney & Corr, the Charter Law Firm, titled Thriving Under the New Charter Laws. There are 58 new or pending laws that include charters or are written specifically to regulate charters in the state.



MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of Special Education Report

Date: October 17, 2019

There is a lot going on behind the scenes in special education right now. One of the biggest issues is the migration of data from SEIS to CALPADS. This has been a time drain on our technology coordinator, special education teacher, and special education director as we work through error codes in CALPADS. One of the most difficult parts is that our IEP data is error free in SEIS. This leads to a chain of phone calls to work through data from SEIS so that it fits correctly in CALPADS. Every time a batch of errors is fixed, we run the next report and we get a new different batch of errors. This process will be ongoing throughout the year and there are due dates along the way for data migration steps to be complete.

Two special education students have left to different programs since the school year began and we currently have 24 students receiving special education services. Special education numbers will rise. We are in the beginning stages of two initial assessments and the end of another. We also have 6 - 8 students in the intervention process that are approaching an SST where an initial assessment for special education is the next step. It is quite possible that we end the school year with 30-35 students receiving special education services.

Our special education program is based on the special education population we serve. As we get more students with more severe disabilities and needs, we have had to create SDC, ED, and RSP programs within the Learning Center. We have hired additional special education aide support for the Learning Center and purchased subscriptions to SDC curriculum to supplement what we already have. If our numbers keep growing, we may need additional school psychologist time and another special education teacher.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Agenda Item 6.2 Original Budget Revision

Date: October 17, 2019

SUMMARY

Revisions to the budget that exceed \$2,000 need Board approval.

DISCUSSION

When the Original Budget was created at the end of May, 2019, the Budget Committee included a math teacher position for 0.14 FTE and costs associated with having a lead teacher work as a Director of Curriculum and Instruction one day per week.

We were unable to hire a math teacher at 0.14 FTE, but were able to hire a math and science teacher at 0.3FTE. The difference from the original budget is \$5,060.

The lead teacher who was offered the 0.2FTE administrative position was ultimately not interested in leaving the classroom one day per week, but will complete a curriculum alignment project by working 5 hours/week for his hourly rate. The difference in the budget is \$2,860.

ACTION REQUESTED

Approve budget revisions.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.3 Prop 39 Initial Request**

Date: October 17, 2019

SUMMARY

The School Director has written a draft of the initial request for facilities that will go to Chico Unified School District by November 1.

DISCUSSION

Each year, the School Director writes a Prop 39 Request for facilities from CUSD. We are currently occupying facilities provided through this process. Our request for next year will be to stay where we are. We are asking for another classroom to accommodate anticipated growth as a result of opening a second kindergarten this school year.

ACTION REQUESTED

Approve draft of Prop 39 Initial Request.

Attachments: DRAFT Prop 39 Initial Request



1010 Cleveland
Chico, CA, 95928
(530) 345-6600
(530) 345-6620 fax

Via hand delivery

October 30, 2019

Superintendent Kelly Staley
Chico Unified School District
1163 E. Seventh Street
Chico, CA 95926

RE: Request for Proposition 39 Facilities for the 2019-20 School Year

Dear Superintendent Staley:

I am writing on behalf of Sherwood Montessori Charter School ("Charter School") to request reasonably equivalent school facilities from the Chico Unified School District ("District") pursuant to Education Code Section 47614 (i.e., Proposition 39) and Title 5 of the California Code of Regulations ("CCR") Section 11969.1 through 11969.11, as amended ("Implementing Regulations").

Proposition 39, passed by the voters of California on November 7, 2000, requires school districts to make available, to each charter school operating within the school district, school facilities sufficient for each charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the school district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. In addition, the school district must make reasonable efforts to provide the charter school with facilities near to where the charter school desires to be located. (See Education Code Section 47614(b)).

The Proposition 39 Implementing Regulations, adopted by the State Board of Education ("SBE") in 2002, and amended in 2008, require the Charter School to make an annual written request for facilities. Title 5 CCR Section 11969.9(c)(1) specifies the information that must be included in the annual facilities request. This request, along with the information submitted herewith, meets and exceeds the requirements of Education Code Section 47614 and the Implementing Regulations.

Projected Average Daily Attendance (ADA)

In accordance with Education Code Section 47614(b)(2), the District is required to allocate school facilities to the Charter School for the following school year based upon a projection of average daily classroom attendance provided by the Charter School.

The Charter School’s Board of Directors has determined that a reasonable projection of the Charter School’s in-District average daily classroom attendance for the 2020-2021 school year is 165.56. The following is a breakdown of the Charter School’s projected average daily attendance (“ADA”) as required by 5 CCR Section 11969.9(c)(1). The Charter School’s ADA figures are based on the methodology outlined in the following section.

Please note:

- “Prior year” means the fiscal year prior to the year in which a facilities request is made. For this request, the prior year is 2018-19.
- “Current year” means the fiscal year in which a facilities request is made. For this request, the current year is 2019-20.
- “Request year” means the fiscal year for which facilities are being requested. For this request, the request year is 2020-21.

Table 1: Total ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
Tk/K	21.15	29.33	34.05
1	17.76	15.14	29.33
2	16.28	17.03	15.14
3	24.28	15.14	17.03
4	13.27	22.70	14.19
5	20.34	12.30	22.70
6	10.55	14.19	12.30
7	17.18	10.41	10.41
8	9.22	15.14	10.41
total	150.03	151.36	165.56

Table 2: Total In-District ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
TK/K	20.75	27.43	35.95
1	17.76	15.14	27.43
2	15.66	13.24	15.14
3	24.28	14.19	13.24
4	13.27	22.70	22.7
5	20.15	11.35	11.35
6	10.45	13.24	11.35
7	17.02	9.46	13.24
8	9.04	13.24	10.41
total	148.38	140.008	160.81

Table 3: Total Classroom ADA

Grade Level	Actual Total Prior Year (P-2)	Projected Total Current Year	Projected Total Request Year
Tk/K	21.15	29.33	34.05
1	17.76	15.14	29.33
2	16.28	17.03	15.14
3	24.28	15.14	17.03
4	13.27	22.70	14.19
5	20.34	12.30	22.70
6	10.55	14.19	12.30
7	17.18	10.41	10.41
8	9.22	15.14	10.41
total	150.03	151.36	165.56

Table 4: Total In-District Classroom ADA

Grade Level	Actual Total Prior Year (P- 2)	Projected Total Current Year	Projected Total Request Year
TK/K	20.75	27.43	35.95
1	17.76	15.14	27.43
2	15.66	13.24	15.14
3	24.28	14.19	13.24
4	13.27	22.70	22.7
5	20.15	11.35	11.35
6	10.45	13.24	11.35
7	17.02	9.46	13.24
8	9.04	13.24	10.41
total	148.38	140.008	160.81

The following tables represent the projected **in-District ADA** (from Table 2 above) and **in-District classroom ADA** (from Table 4 above) broken down by grade level and the school in the District the pupils are otherwise eligible to attend. (5 CCR Section 11969.9(c)(2).)

Table 5: In-District ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name	TK	K	1	2	3	4	5	6	7	8	Total
Chapman	0	1.892	2.838	0.946	1.892	5.676	0.946	0	0	0	14.19
Citrus	0.946	1.892	1.892	0.946	1.892	0	1.892	0	0	0	9.46
Emma Wilson	0.946	1.892	2.838	1.892	0.946	4.73	0	0	0	0	12.298
Little Chico Creek	0	3.784	0.946	1.892	1.892	0.946	0.946	0	0	0	11.352
Marigold	0.946	0.946	0.946	0.946	2.838	0.946	1.892	0	0	0	8.514
McManus	0	0	2.838	0.946	0.946	3.784	3.784	0	0	0	12.298
Neal Dow	0.946	2.838	0	0.946	0.946	1.892	0	0	0	0	6.622
Parkview	0.946	1.892	0.946	1.892	0	0	0.946	0	0	0	5.676
Shasta	0	1.892	0.946	1.892	1.892	3.784	0.946	0	0	0	11.352
Sierra View	0	5.676	0	0.946	1.892	0.946	0	0	0	0	9.46
Bidwell Jr.	0	0	0	0	0	0	0	5.676	2.838	2.838	11.352
Chico Jr.	0	0	0	0	0	0	0	5.676	1.892	6.622	14.19
Marsh	0	0	0	0	0	0	0	1.892	4.73	3.784	10.406
Total	4.73	22.7	15.136	13.244	15.136	22.704	10.406	13.244	9.46	13.24	140.008

Table 6: In-District Classroom ADA Broken Down by Grade Level and District Schools Where Pupils Would Otherwise Attend:

School Name	TK	K	1	2	3	4	5	6	7	8	Total
Chapman	0	1.892	2.838	0.946	1.892	5.676	0.946	0	0	0	14.19
Citrus	0.946	1.892	1.892	0.946	1.892	0	1.892	0	0	0	9.46
Emma Wilson	0.946	1.892	2.838	1.892	0.946	4.73	0	0	0	0	12.298
Little Chico Creek	0	3.784	0.946	1.892	1.892	0.946	0.946	0	0	0	11.352
Marigold	0.946	0.946	0.946	0.946	2.838	0.946	1.892	0	0	0	8.514
McManus	0	0	2.838	0.946	0.946	3.784	3.784	0	0	0	12.298
Neal Dow	0.946	2.838	0	0.946	0.946	1.892	0	0	0	0	6.622
Parkview	0.946	1.892	0.946	1.892	0	0	0.946	0	0	0	5.676
Shasta	0	1.892	0.946	1.892	1.892	3.784	0.946	0	0	0	11.352
Sierra View	0	5.676	0	0.946	1.892	0.946	0	0	0	0	9.46
Bidwell Jr.	0	0	0	0	0	0	0	5.676	2.838	2.838	11.352
Chico Jr.	0	0	0	0	0	0	0	5.676	1.892	6.622	14.19
Marsh	0	0	0	0	0	0	0	1.892	4.73	3.784	10.406
Total	4.73	22.7	15.136	13.244	15.136	22.704	10.406	13.244	9.46	13.24	140.008

Methodology Used In Making ADA Projection:

Title 5 CCR Section 11969.9(c)(1)(B) requires the facilities request to include a description of the methodology for the ADA projections. The Charter School utilized the following methodology in calculating the ADA projections:

School Year	Enrollment	ADA Claimed at P-2	Retention Rate from prior year	Growth Percentage Change	# of Wait Listed Children
2010-11	89	87.52	N/A	N/A	140
2011-12	120	114.54	70%	26%	101
2012-13	140	134.26	94%	14%	106
2013-14	168	145.7	87%	17%	98
2014-15	146	137.63	90%	-13%	113
2015-16	154	145.12	90%	5%	58
2016-17	138	136.038	65%	-10%	115
2017-18	163	151.59	75%	15%	28
2018-19	157	150.03	79%	-3.75	39
2019-20	160	n/a	79%*	1.91	1

*15 students moved out of the state due to the Camp Fire, including these students makes the # 72%

As demonstrated herein, we have analyzed our School's historical enrollment, retention, and growth trends, prior ADA figures, and historical wait list numbers in order to arrive at our total projected in-District classroom ADA figure for the request year. ADA numbers were based on an attendance rate of 94.46%.

The Charter School considered the number of students currently on the School's wait list, as well as the number of students that have historically been on the wait list. Because the Charter School has had students on its waiting list for the past ten years, it has consistently been able to fill most slots in its classes, including the spaces from students who have not re-enrolled at the Charter School. As a result, the Charter School anticipates being able to fill most of its projected students' slots for each grade level.

Supporting Documentation

Title 5 CCR Section 11969.9(c)(1)(C) requires the facilities request to include supporting documentation. The Implementing Regulations state that when a charter school is not yet open (i.e., not yet providing instruction) or to the extent an operating charter school projects a substantial increase in in-District ADA, the annual request must include documentation of the number of in-District students meaningfully interested in attending the Charter School. Please be advised that the Charter School is an existing school and does

not project a significant increase in its in-District ADA. Accordingly, pursuant to the Implementing Regulations, please find attached our P-2 ADA forms for the prior year (2018-19) to support our projections and a roster of current year students by name, address, and phone number.

As you review the Charter School's ADA projections and supporting documentation, please keep in mind that the Proposition 39 regulations do not specify or require a particular type of supporting documentation to be used. Schools may submit any type of supporting documentation which they used to arrive at their ADA projections. This documentation must be "sufficient for the district to determine the reasonableness of the projection, but ... **need not be verifiable for precise arithmetical accuracy.**" (Section 11969.9(c)(1)(C); emphasis added.) The supporting documentation is intended only to demonstrate reasonableness of Charter School's request, not mathematical exactitude. However, should the District desire additional documentation or information regarding the Charter School's ADA projections, please contact me as soon as possible. We remain willing to cooperate with the District to immediately address any questions or concerns about this request and the supporting documentation.

Operational Calendar:

Title 5 CCR Section 11969.9(c)(1)(D) requires the facilities request to include the Charter School's operational calendar. The Charter School's operational calendar is attached for your review. The Charter School's first day of instruction for the 2020-2021 school year will be Wednesday, August 12th. Please note that Title 5 CCR Section 11969.9(j) requires the District to ensure that a furnished and equipped facility meeting the requirement of Proposition 39 be made available to the Charter School no less than ten (10) working days prior to the charter school's first day of instruction. In addition, in accordance with Section 11969.5, the space allocated must be made available for the Charter School's entire school year regardless of the School District's instructional year or class schedule.

Educational Program:

Title 5 CCR Section 11969.9(c)(1)(F) requires the facilities request to provide information regarding the charter school's educational program that is relevant to the assignment of facilities. The Charter School's educational program does have unique facility's needs. As you are aware, key components of the educational program of the Charter School include our cooking and gardening program which is tied to the Montessori Erdkinder model for learners 12-15 years old. In order to provide this aspect of our educational program, the facility allocated to the Charter School must provide an outdoor area that can be used as a garden space.

In addition, and in accordance with its charter and its budget, Sherwood Montessori operates grade levels transitional kindergarten through eighth grade on one contiguous school site. In the Montessori approach to education, multiple-age classrooms give students opportunities for leadership, access to mentors, and occasions for community building. When a Montessori school spans age levels traditionally grouped in separate classrooms, these multiple-age grouping relationships are replicated on a school wide scale. Consequently, the Charter School's educational program requires a single contiguous school site in which to operate.

Facility Location:

Title 5 CCR Section 11969.9(c)(1)(E) requires the Charter School to provide information regarding the District school site and/or general geographic area in which the Charter School wishes to locate. Based upon the needs of the Charter School and the residency of the projected student enrollment, and based upon the investment in time and money to improve the facilities currently housing the Charter School, the Charter School desires to locate in its current facility on the Chapman Elementary campus.

Procedures and Timelines:

In accordance with the Implementing Regulations, the District is required to review the Charter School's attendance projections and to express any objections that it has about the Charter School's attendance projections in writing on or before December 1, 2018. The Charter School must respond to the District's written objections, if any, on or before January 2, 2019, and will either reaffirm or modify its projections as it deems necessary. (5 CCR Section 11969.9(d).)

Furthermore, we look forward to receiving a written preliminary facilities proposal from the District on or before February 1, 2020, as required under the Implementing Regulations. (5 CCR Section 11969.9(f).) The preliminary proposal must include, at a minimum, the following information: (1) a breakdown of the number of teaching stations (classrooms), specialized and non-classroom based space to be allocated to the Charter School, with an indication as to whether the space is exclusive or shared use; (2) the projections of in-District classroom ADA on which the proposal is based; (3) the specific location of the space; (4) all conditions pertaining to the space, including a draft of any proposed agreement pertaining to the Charter School's use of the space, (typically referred to as a facilities use agreement); (5) the projected pro rata share amount and a description of the methodology used to determine that amount; and (6) a list and description of the comparison group schools used in developing its preliminary proposal, and a description of the differences between the preliminary proposal and the Charter School's facilities request. In accordance with the Implementing Regulations (5 CCR Section 11969.2(d)), if the District's preliminary proposal (or final notification) does not accommodate Charter School at a single school site, the District's governing board must first make a finding that the Charter School could not be accommodated at a single site and adopt a written statement of reasons explaining the finding. The Charter School has until March 1, 2018, to respond to the preliminary proposal, expressing any concerns, addressing differences between the preliminary proposal and the facilities request, and/or making counter proposals.

The Implementing Regulations Section 11969.9(h) requires the District to provide a written final notification regarding the space to be allocated to the Charter School prior to April 1, 2020. The final notification specifically must include, at a minimum, the following:

- (1) The teaching station, specialized classroom space, and non-teaching station space offered for the exclusive use of the charter school and the teaching station, specialized classroom space, and non-teaching station space which the charter is to be provided access on a shared basis with District operated programs, if any;
- (2) For shared space, if any, the proposed arrangements for sharing;

- (3) The in-District classroom ADA assumptions for the Charter School upon which the allocation is based and, if the assumptions are different than those submitted by the charter school, a written explanation of the reasons for the differences;
- (4) The specific location of the space;
- (5) All conditions pertaining to the Charter School's use of the space;
- (6) The pro rata share amount and a description of the methodology used to determine that amount;
- (7) The payment schedule for the pro rata share amount, which shall take into account the timing of revenues from the state and from local property taxes; and
- (8) A response to the Charter School's concerns and/or counter-proposals, if any.

A California Court of Appeals decision has made clear that, in meeting their Proposition 39 obligation, school districts must give the same degree of consideration to the needs of charter school students as it does to the students in district-run schools. The court noted that "accommodating a charter school might involve moving district-operated programs or changing attendance areas" and that providing a contiguous school facility to a charter school might require disruption and dislocation among district students, staff and programs. Ridgecrest Charter School v. Sierra Sands Unified School District, 130 Cal.App.4th 986 (2005). In addition, the Court concluded that a school district responding to a request for facilities must issue a statement of reasons at the time it makes its final determination that is "thorough" and "factual" enough to permit "effective review by the courts"; the statement of reasons issued by the school district must demonstrate that the district has "adequately considered all relevant factors" and that the district can "demonstrate a rational connection between those factors, the choice made, and the purposes of [Proposition 39]." Furthermore, as the District may be aware, two recent court cases clarified the manner in which a school district must allocate facilities to a charter school. Specifically, Bullis Charter School v. Los Altos School District (200 Cal.App.4th 1022), among other things, requires the District to perform a calculation of the square footage of all of the specialized and non-teaching station spaces at the comparison schools. The District must base its allocation of space to the Charter School on this analysis. In addition, the California Supreme Court has agreed to review whether a school district may use its internal "norming ratios", or student-teacher ratios, in determining the number of classrooms to offer to charter schools instead of using the facilities inventory at comparison group schools required by the Implementing Regulations. (*California Charter Schools Assn. v. Los Angeles Unified School District* (154 Cal.Rptr.3d 889 2013)).

Although Proposition 39 requires the District to allocate a school facility for Charter School use, the Charter School is amenable to discussing alternative facilities arrangements that meet both the needs of the District and the Charter School.

The Charter School Board of Directors has delegated to me the responsibility to negotiate the allocation of a facility under Proposition 39. All communications regarding this matter should be sent to my attention at the address below. My contact information is as follows:

Michelle Yezbick
1010 Cleveland, Chico, CA 95928
Phone: (530) 345-6600
Cell: (530) 966-8513
Fax: (530) 345-6620

michelle@sherwoodmontessori.org

I appreciate the has your time and consideration of this request and I look forward to developing a mutually agreeable plan to meet the facilities needs of the Charter School's in-District students. I acknowledge that the cooperative and professional approach that Chico Unified School District has taken in working with area charter schools takes time and resources and I applaud the District for being a model for other districts in California.

Sincerely,

Michelle Yezbick

School Director, Sherwood Montessori

cc: Sherwood Montessori Board Members:

Monica Woodward
Denise Snoke
Anna Ling
Melissa Struyf
Tanya King
Rosie Paulson
Nathan McGraw

Sarah Kohlmann, Legal Counsel
Tina Keene, Director, State and Federal Programs, Chico Unified School District
Julie Kistle, Facilities, Director, Chico Unified School District

Attachments (the following attachments are incorporated by reference herein): Prior year P2 ADA forms, roster of current year students, operational calendar



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.4 Measure K Proposal: Relocatable Classroom with Teaching Kitchen**

Date: October 17, 2019

SUMMARY

Our next phase of construction using Measure K funds will include a triple-wide classroom with a teaching kitchen.

DISCUSSION

The Facilities Committee has met with our architect and bond consultant to guide the planning of the next phase of construction. We would like to purchase a triple-wide classroom with a teaching kitchen. The Measure K Charter Facilities Board will meet on October 28th to consider this proposal before it is presented to Chico Unified's Board.

ACTION REQUESTED: Approve Measure K Spending Proposal

Attachment: Measure K Spending Proposal

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

GENERAL INFORMATION:

Submission Meeting Date	October 28, 2019
Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave.
Contact Name	Michelle Yezbick
Contact Phone/Email	530-345-6600 michelle@sherwoodmontessori.org
Year Established	2010
Charter Renewal Date	January, 2017
CDS Code	04-61424-00121475
Charter Number	1166
Website	www.sherwoodmontessori.org

1. Type of Project:

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

2. Project Narrative:

Eagle Architects has begun the planning for the placement of a third relocatable classroom at Sherwood's 1010 Cleveland Ave. site. The classroom will be a triple-wide refurbished classroom with a teaching kitchen.

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

-
- a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no
b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no
Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave,

4. Current enrollment and ADA: 154/146.1

5. Financial Questions

- a. Was your prior annual audit report free of any negative findings? ☒ yes ☐ no
(if no, please explain)
- b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
30%

6. Project Schedule

Please briefly describe the timeline for the project planning and completion.

7. Preliminary Estimate (Cost)

Round II Allocation	\$509,695
Less Previously Allocated Funds	\$193,800
Less Current Project Funds Requested	\$120,000
Remaining Round II Allocation	\$195,895

School Facilities Projects to be Funded with Proceeds of Bonds

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

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

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

Building/Modernization/Renovation Projects

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

For Committee Use:**All necessary documents were included:**_____ yes _____ no*(if no: request for additional documentation)***CORE QUESTIONS:**

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes

4. Has the local school board approved the project? Yes, August 22, 2019 Regular Meeting

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: _____

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact: Kevin Bultema at kbultema@chicousd.org or (530) 891-3000 x. 112



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.5 Local Indicators Data**

Date: October 17, 2019

SUMMARY

Schools in California that receive the LCFF (Local Control Funding Formula) are required to have certain data reviewed by their boards of education in a public meeting and uploaded to the CDe by November 1, 2019.

DISCUSSION

The California Department of Education is requiring all schools and LEAs (local education area) to submit to their boards, in a public meeting, a presentation of the data collected for Local Indicators. There are 8 State Priorities, not all are relevant to Sherwood Montessori. The attached slide presentation describes each of the areas' data that has been collected for to fulfill this requirement.

ACTION REQUESTED: Approve Local Indicators Data

Attachment: Local Indicator Data Presentation



CA Dashboard Local Indicators

Board of Directors

Sherwood Montessori

October 17, 2019



Big Ideas for CA Dashboard Local Indicators

- 4 Local Indicators complete the Dashboard
 - Compliment the 6 State Indicators
 - Met/Not Met/Not Met for 2 or More Years
 - Have transparency requirements
- Must be populated for Fall 2019 Dashboard
- **Process** is what's important; no colors
- Narrative required but evidence kept locally



Priority 1 – Basic Conditions

- Number/Percentage of teacher misassignments/vacant positions
 - 0
- Number/Percentage of students without CCSS textbook access
 - 0
- Number of identified instances where facilities do not meet “Good Repair”
 - 0



Priority 2 – Implementation of State Academic Standards

- Option 1 = Sherwood used the locally developed rubrics from BCOE specific to math, ELA, and science and offer language the prompts educators to think in terms of the students' experiences with the standards. The teachers reported that they are beyond "Initial Awareness" in implementation, but not consistently at "Developing Awareness" in practices for implementing the CCSS. Dialogue with teachers after the tool was used indicated that they would have scored themselves higher if they'd had an opportunities debrief after initially rating themselves and to review the CCSS before choosing a rating.
- - OR -
- Option 2 = Reflection Tool addressing:
 - Professional development
 - Availability in all classrooms
 - Supporting staff for CCSS related instruction improvements
 - Progress toward implementation by Standard



Priority 3 – Parent Engagement

- **Option 1 = Survey** *Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.*

A School Survey for parents and other stakeholders was administered during the 2018-2019 school year with results summarized in our 2019-2020 LCAP. Survey results indicate that the greatest gains were made in the opportunities the school has extended to learn about the Montessori approach to education. From our community survey, the highest needs identified were in the support given to struggling learners and the level of academic challenge. Strategic Planning has begun with these needs as a focus.

- OR -

- **Option 2 = Local Measures**



Priority 6 – School Climate

- Survey to be administered at least every other year.

We administered a School Survey for parents and other stakeholders during the 2018-2019 with results summarized in our 2019-2020 LCAP. Students were also surveyed to collect school climate data. Results for the 2018-2019 school year were reviewed with the LCAP Focus Group. Results indicated that there was an increase of parents who responded to the survey indicating that they were satisfied or very satisfied overall with the school climate in general, and 0% were very dissatisfied. There was an increase in satisfaction related to the opportunities the school extended for learning about the Montessori method. Providing school lunch resulted in a positive school climate because students were well-nourished while at school. Parents of low-income students were able to access school events when free child care was provided. This year, we are continuing to provide free and reduced lunch opportunity and scholarships for field trips. We are continuing to offer Parent Education events, with free child care and refreshments.



Priority 7 – Access to a Broad Course of Study

- ▶ California Education Code (EC) 51210- Course of study for grades 1-6 ◦ English ◦ Mathematics ◦ Social Sciences ◦ Science ◦ Visual and Performing Arts ◦ Health ◦ Physical Education ◦ Other studies that may be prescribed by the governing board
- ▶ California EC 51220(a)-(i) – Course of Study for grades 7-12 ◦ English ◦ Social Sciences ◦ Foreign Language ◦ Physical Education ◦ Science ◦ Mathematics ◦ Visual and Performing Arts ◦ Applied Arts ◦ Career Technical Education



1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Because our school is small, with a total enrollment of under 160 students, no tool is needed to track student access. The teachers and administration are able to track the students' access to courses easily.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students, including students with exceptional needs, are enrolled in a broad course of study.

3. Identification of any barriers preventing access to a broad course of study for all students.

It has been difficult to find a foreign language instructor for our one class of middle school students. We have been using technology to give access to foreign language study.

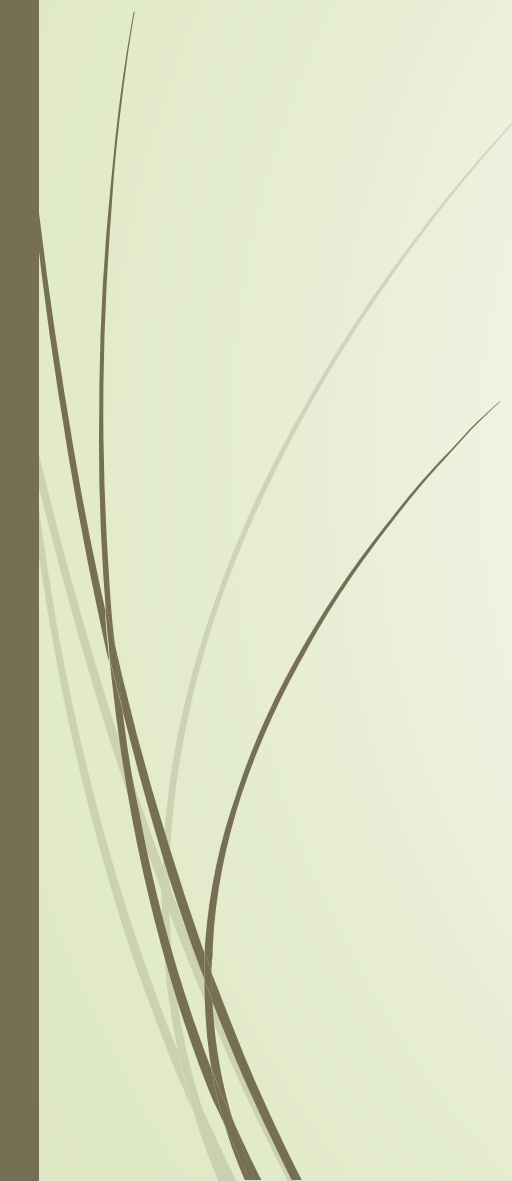
4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Sherwood will continue to ensure access to a broad course of study. For grades 1-6: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, Other studies that may be prescribed by the governing board: Cooking and Gardening, Grace and Courtesy, and Practical Life.

For grades 7&8: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education



Sherwood scored “Met” for all Local Indicators.



➤ Questions/Comments



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.6 Board Development**

Date: October 17, 2019

Directors are asked to read the attached chapter from Charter School Board University.

Attachment: Chapter 15 from Charter School Board University

The 30/30/30 Agenda

In the early 1990s, I was superintendent of a two-campus private school with an enrollment of about 350. My board, as with many charter school boards, met monthly.³⁰ Also like many charter school boards, my board often failed to stick to a concise agenda. As a result, we had countless three- and four-hour monthly meetings. Occasionally, the meetings ran even longer--as it did once when the board convened around 6:00 p.m. and adjourned sometime after 1:30 a.m. Even as young as I was then, I found it hard to drag myself to my office by 7:30 the next morning.

If you've ever sat through a meeting like that and then had to go to work the next morning, you'll be relieved to know that charter school board meetings needn't be endurance marathons. In this chapter, I will explain how to structure your meeting such that it enables the board to fulfill its fiduciary responsibilities, comply with the law, and uphold the principles articulated in this book. I maintain that any charter school board can do all this in 90 minutes a month. As you will see, in the paragraphs that follow, these 90 minutes are structured into three, 30 minute segments. Hence, I refer to this as the 30/30/30 Agenda. Here's how it works.

Recall from Chapter 6 that the purpose of your board, on behalf of the taxpayers that own the school, is *to ensure* that the right student outcomes are achieved; and *to ensure* that nothing operationally improper

exists.³¹ Charter school board meetings, properly understood then, are simply public forums in which the board evaluates information and asks questions so that it can fulfill its purpose.

The key to doing so is evaluating the *right* information and asking the *right* questions. Thus, one implication of an effective 90-minute meeting is that the board must refrain from evaluating (or even looking at) the *wrong* information and asking the *wrong* questions. So then, what constitutes the right information and the right questions in a board meeting?

I often summarize the purpose of the first 30 minutes as existing for the board to get just one question answered: How well are the students doing?

The answer is, information and questions which enable the board to fulfill its purpose. If my logic sounds a bit circular, bear with me momentarily while I reemphasize that the purpose of a board meeting is so the board can fulfill its duty to the taxpayers. Its purpose is not to discuss socks, cupcakes, toilet paper, classroom parties, overflow parking or the myriad of other things that boards often discuss. *The only reason a board should meet is to fulfill its purpose.*

The first 30-minute segment: How well are the students doing?

With preceding paragraphs firmly in mind, let's look at what the board should discuss during the first thirty minutes of its meeting. If ensuring that the right student outcomes are being achieved is at the top of the list among the board's primary obligations, then it stands to reason that evaluating those outcomes should be at the top of the list in its meeting priorities. In seminars and conferences, I often summarize the purpose of the first 30 minutes as existing for the board to get *just one* question answered: *How well are the students doing?*

Of course, to evaluate the answer, the board should have at least a vague notion of how well the students *should* be doing. In the best case scenario, the board will have broadly prescribed or defined *what* and *how well* the students will achieve. (Is this starting to sound familiar? If not, review Chapter 7, *Governing Versus Managing: What's the Difference?*)

Here are a couple dozen questions a board could ask during the first 30 minutes of its meetings to ascertain *how well* the students are doing:

1. What percentage of students were reading at or above grade level when the school year started?
2. What percentage of students are reading at or above grade level now?
3. What percentage of students does the executive expect to be reading at or above grade level at the conclusion of the school year?³²
4. How does our performance as a school on the state's tests compare to the nearest district's performance?
5. How does our performance as a school on the state's tests compare to other charter schools in the state?
6. How does our performance as a school on the state's tests compare to other charter schools authorized by our authorizer?
7. What percentage of our students were accepted into college?
8. What percentage of our students enrolled in college?
9. What percentage of our students completed degrees?
10. What percentage of our students take AP courses offered by our high school?
11. What percentage of our students score a three or higher on the AP tests?
12. What percentage of our students are learning a language other than English?
13. What percentage of our students can communicate in a language other than English at each of the following levels: 1, 2, 3, 4, or 5?³³

14. What is the proficiency of students on musical instruments?
15. What proficiency on musical instruments does the executive expect at the conclusion of the school year?
16. How well can students identify countries on an unmarked map of the world?
17. How well do students understand the foundations of a free society?³⁴
18. How well do students understand the Declaration of Independence, The Constitution of the United States, the Bill of Rights, the Civil War, and so on?
19. What percentage of students will achieve a year's worth of gains during a year's worth of instruction?
20. How well do students understand (or achieve) specific outcomes pertaining to our unique mission as a charter school? (For example, Delaware Military Academy had ten students in its first senior class accepted to the US Naval Academy.)
21. What percentage of students has taken a trip to a developing country?
22. If some students are pursuing vocational tracks (such as cosmetology), how well are they doing in their chosen pursuit?
23. How well do students conduct themselves? How maturely do our students interact with adults? (Some schools emphasize standing straight, looking adults in the eye, firmly shaking hands, and responding with ma'am and sir--skills which are transferable to the job market regardless of one's work.)
24. How well do students write? (This is also a skill which is transferable to the job market regardless of one's work.)

Now, I want you to notice something conspicuously missing from the example questions. Do you notice that none of the questions contain processes? That is, none of the questions asked by the board are *how*

questions. They are all *how well* questions. *How well* students are doing is not answered with processes. It is so crucial that your board understand this point, that I will repeat it: When the board asks “How well are our students doing?” the executive should not answer the question by discussing processes. He or she should answer by discussing outcomes (or, in the case of the future, expected outcomes).

This means that every example in the list below fails to answer the question, “How well are the students doing?” because the answers are all processes. I also want you to notice that even though all the example processes are sound instructional approaches, that does not change them to outcomes.

How well students are doing is not answered with processes.

- We’re implementing Saxon Math in first through fifth grades.
- We’re augmenting our reading program using the Lexile Framework for Reading.
- All of our teachers are receiving training and coaching throughout the year in implementing the phonics method.
- We’re using the Scantron Performance Series to guide instruction and evaluate student gains.
- We’re a Core Knowledge school.
- We went on six field trips this year.
- We added 300 new books to the school library, 180 of which are hardcover.
- We’re adding a test prep program to help kids prepare for the SAT/ACT.
- We’re getting Smart Boards installed in every classroom.
- We’re developing a mentoring program so that older students can help younger students.
- We recieved a grant so that every student can have a laptop.

While these examples do not answer the question, “How well are the students doing?” this is not to say that the board shouldn’t be aware of them or that the executive can never appropriately discuss them. *It just means that the board should never lose focus on the outcomes.*

So how does a board respond when it hears a process statement? Very simply. It asks another question that directs the focus back to outcomes. If the process refers to something that occurred in the past, e.g., “We began the school year by using the Lexile Framework for Reading to benchmark the grade level at which all of our students are reading,” then the board asks what outcome occurred as a result. If the process refers to something that is current, “We are implementing the Lexile Framework for Reading to assess the grade level of all our students,” the board asks what outcome the executive expects to occur. For example, the executive might say, “Based on research pertaining to the effectiveness of the Lexile Framework for Reading, coupled with our analysis of our students’ current performance, I expect our reading scores to increase a year and a half by our May meeting, on average.”

See the difference in the board’s focus? In the first 30 minutes the board’s focus should always be student outcomes.

The second 30-minute segment: Is everything occurring appropriately?

Back to our definition of the board’s purpose. Besides *ensuring* that the right outcomes have been defined and are being achieved, you recall that the board’s purpose is also *to ensure* that operationally inappropriate things are not occurring. Thus, in the second 30-minute segment, the board is seeking to fulfill this other half of its duty to taxpayers.

You remember that I presented in Chapter 6, Dr. John Carver’s definition of those things which are operationally inappropriate: anything illegal, imprudent, or unethical. Although it is beyond the scope of this book to explain policy making and monitoring in detail, everything that is not to occur operationally should be established through written board policy and should subsequently be monitored by the board for purposes of ensuring that its policies are not being violated. (For a detailed explanation on how to write policies and monitor compliance, however, I again refer you to Carver’s landmark book, *Boards That Make a Difference*.)

Here are just a few examples of things that boards should evaluate during the second 30-minute segment of their meetings. (And unfortunately, for almost every bullet point listed, I can cite an example of a violation as having occurred in a real charter school.)

- Spending is not exceeding the budget.
- Students are not being treated unfairly or inappropriately.
- Students are never unsafe at school or at school events.
- Students are not being enrolled unlawfully (i.e., selectively).
- Zoning ordinances are not being violated.
- Enrollment is not insufficient to operate in the black.
- Teachers are not treated capriciously or unprofessionally.
- There are no inappropriate relationships occurring between students and staff.
- Accounting is not occurring apart from internal controls.
- Assets above a certain dollar amount are not being acquired or sold without board authorization.
- Parents are not being improperly treated.
- Vendor selection does not occur without appropriate due diligence (e.g., multiple bids, etc.).
- Federal laws applying to schools such as AHERA are not being ignored or overlooked.³⁵
- Parent complaints are not being ignored or inappropriately resolved.
- The school is not violating any parameters contained in the charter, such as changing curriculum without authorizer approval.
- The executive is not using federal title money to buy jet skis for family members.

The problem has been, however, that little or no training is required of charter school boards, or where it is required, it is focused on technical aspects that are helpful, but insufficient when it comes to teaching boards how to govern.

It is also during this second 30-minute segment that the board allocates time for public comment. This needs to be closely managed by the board chair so that the public comment time doesn't turn into a free-for-all, but part of a board's responsibility is to listen to the school's stakeholders. Usually, when people come to a charter school board meeting (which is rare), they will be alleging complaints or concerns. The board should establish policies prescribing how all complaints will be addressed (see Chapter 21) and should then adhere to the policy. This means that the board should listen, take note of, but not respond during the meeting to parent complaints.

The third 30-minute segment: Board assessment and development

Throughout this book, you'll notice that I've placed questions under the heading, "For Further Evaluation," with the instructions, "Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions" following most chapters. In Chapter 13, I discussed various topics for board development. In Chapter 17, I will discuss board assessment. These topics are obviously related, but in this chapter, I want to touch on board development.

You may recall from the introduction that I used the kind of training McDonald's managers and franchise owners receive from Hamburger University as an analogy for the depth of training that charter school board members should receive. The problem has been, however, that little or no training is required of charter school boards, or where it is required, it is focused on technical aspects that are helpful, but insufficient when it comes to teaching boards *how to govern*.

Since there was no Charter School Board University, I decided to write this book. It is the curriculum, so to speak, for charter school boards that want to develop their governance capacity.³⁶ Here's how you can use this book in the final 30-minute segment of your monthly meetings.

The board president can ask everyone to agree to read one or more chapters before the next meeting. When that next meeting arrives, discuss the contents with one another with the focus being, “What do we need to do to improve our governance of this school?”

In other words, in the final 30-minute segment, set all other school business aside. Everything that needed to be discussed should have been discussed in the preceding hour. In the final 30 minutes, simply turn the board’s attention to reading, learning, and mastering the concepts and principles that underlie good governance. Once your board has finished reading this book, you can go on to monographs available free of charge at the Institute’s Web site (www.CharterInstitute.org) and to books by other authors.

Summary

What does it take to operate your meetings using the 30/30/30 Agenda? Mostly, self discipline as a board. On this point, I’ve never understood how it is that a board expects the school day to start and finish on time, but it typically will not start and finish its meetings on time. Just as a classroom teacher expects his or her students to engage and ask questions, but then to stop talking at the appropriate time, the board should expect its members to engage and ask questions, *but then stop talking at the appropriate time.*

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. How long do your board meetings typically run?
2. Do they typically start on time and end on time? (If not, what’s the problem?)
3. Could your board conduct its business in 90 minutes a month? (If not, why not?)
4. Does your board have a development plan in place to improve its governance of the school?



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 6.7 Strategic Planning**

Date: October 17, 2019

SUMMARY

The Board is continuing to work on strategic planning begun at the retreat in September.

DISCUSSION

A draft of a strategic plan has been made from the notes taken during the Board retreat in September.

ACTION REQUESTED

Continue strategic planning.

Attachment: Strategic Plan DRAFT

I. Summary of Goals

The table below summarizes the school's strategic goals, organized by functional area: 1) Educational Program, 2) Teachers and Staffing, 3) Finances and Operations, 4) School Climate and Stakeholders and 5) Governance and Leadership.

	Year One (2019-20)	Year Two (2020-21)	Years Three-Five* (2021-24)
Educational Program <i>core subjects; enrichment</i>	- develop horizontally and vertically aligned scope and sequence for Elem. math curriculum - deliver Great Lessons in all Elem. classes - build class activities off of the Great Lessons (e.g. Key Lessons, related works) - offer science lab for grades 7-8 - offer weekly art, cooking and gardening - define the enrichment program and provide it consistently	- develop a robust, consistent Elementary curriculum based on cosmic education (ELA, math, history, geography, science) - standardize record-keeping and report cards - add science lab for grades 1-6? - continue enrichment activities from Year 1 - add weekly music instruction (Spanish?) - add soccer clinic?	- continue goals from Year Two, as appropriate - open preschool (Year Five)?
Teachers and Staffing	- train Elementary teachers to deliver Great Lessons - develop Montessori training plan for teachers and aides - proactively recruit pool of Montessori trained teachers to support hiring needs	- schedule more professional development, planning and collaboration time - implement Montessori training plan for teachers and aides - proactively recruit pool of Montessori trained teachers to support hiring needs	- continue goals from Year Two, as appropriate

Strategic Plan for Sherwood Montessori

DRAFT as of 9/26/19

	Year One (2019-20)	Year Two (2020-21)	Years Three - Five* (2021-24)
Finances and Operations	- open up use of two portables - design and implement plans for third building at 1010 Cleveland - improve "curb appeal" of main campus (landscaping, paint, outdoor furniture) - revisit teacher salary structure	- open third building at 1010 Cleveland - develop plan for long-term school site - increase enrollment gradually to 200+ students - look into school accreditation (costs, benefits, requirements)	- continue goals from Year Two, as appropriate - move to long-term site (Year Five)?
School Climate and Stakeholders	- increase parent engagement - step up school promotion and retention efforts (e.g. social media, outreach)	- increase parent engagement - strengthen relationship with Chico Montessori preschool - offer a Family Campout in the fall	- continue goals from Year Two, as appropriate
Governance and Leadership <i>includes fundraising</i>	- include regular training at Board meetings - proactively recruit new Board members - introduce use of "scorecard" measuring school success - seek other grant opportunities post-Camp Fire?	- include regular training at Board meetings - proactively recruit new Board members - research, track and apply for grants in a systematic way - revisit school's mission, vision and values	- continue goals from Year Two, as appropriate

* Charter renewal in Year Three (2021-22). Funding constraints related to HVAC and lights expire in Year Four (2022-23).

II. Implementation Plan

This table identifies who will work to accomplish each goal, as well as potential hurdles to overcome. The School Director will manage progress toward achieving the goals. The Board of Directors will provide oversight and accountability.

	Goals	Responsible Parties	Potential Hurdles and Solutions
Educational Program	- develop scope and sequence for Elem. math curriculum	- Lower EI teacher	- need to finalize contract. In process.
	- develop scope and sequence for remaining Elem. subjects	- School Director	- need time to develop. Schedule into calendar.
	- deliver and build upon Great Lessons	- Elementary teachers	- need time to receive training and to plan lessons. Schedule into calendar.
	- standardize record-keeping	- School Director	- need time to develop effective system. Schedule into calendar.
	- offer science lab, art, cooking and gardening	- School Director	- need instructional space. Move excess materials out of portables. Furnish and outfit appropriately.
	- offer consistent enrichment	- School Director	- last minute vacancies result in hiring scramble. Anticipate needs and hire as early as possible.
	- open preschool (?)	- Board of Directors and School Director	- multiple financial and regulatory considerations. Assess feasibility.

	Goals	Responsible Parties	Potential Hurdles and Solutions
Teachers and Staffing	- provide Great Lesson training - develop and implement Montessori training plan - recruit Montessori trained teachers - schedule more prof. dev'ment, planning and collaboration time	- Lower EI teacher - School Director - School Director - School Performance Committee and School Director	- arrangements underway; no obvious hurdles. - need time and money. Assess budget. Seek grants for this purpose. Leverage expertise of teachers with more Montessori experience. Consider inviting someone to provide on-site training. - limited pool of trained Montessori teachers; housing shortage; low teacher pay. Recruit as early and proactively as possible. Use teacher / parent contacts to expand candidate pool. Revisit salary structure. - no obvious hurdles
Finances and Operations	- complete facilities project at 1010 Cleveland - improve "curb appeal" of main campus - develop plans for long-term site - revisit teacher salary structure - increase enrollment gradually - look into school accreditation	All facilities projects: - <u>Facilities Committee</u> to oversee planning, budgeting and decision-making - <u>School Director</u> to manage projects (with architect, bond consultant, contractors, SMPO and volunteers) - Budget Committee and School Director - School Director and Administrative Assistant / Outreach Coordinator - School Performance Committee	- need close coordination among multiple parties. Plan and execute. - need Chapman approval. Obtain. - need money. Analyze feasibility. - need money. Analyze feasibility. - constant challenge. Conduct outreach. Build educational program; enrollment will follow. - no obvious hurdles.

	Goals	Responsible Parties	Potential Hurdles and Solutions
School Climate & Stakeholders	- increase parent engagement - step up school promotion and retention efforts - strengthen relationship with Chico Montessori - offer Family Campout	- School Director and SMPO - Administrative Assistant / Outreach Coordinator - School Director - SMPO	- constant challenge. Try pizza-fueled SMPO meetings. Build educational program; parent engagement will follow. - efforts underway; no obvious hurdles. - no obvious hurdles. Leverage parent and teacher contacts. Ask to conduct outreach at “parent night.” - need parent engagement. Assess feasibility.
Governance and Leadership	- include regular board training - recruit new board members - roll out use of “scorecard” - seek grants systematically (including post-Camp Fire opportunities) - revisit mission, vision and values	- Governance Committee - Governance Committee - School Performance Committee - Development Committee and School Director - Strategic Planning Committee	- need to plan and schedule. No obvious hurdles. - limited pool of interested parties. Recruit early and actively. - need to gather data for “scorecard.” Obtain. - need time and skills. Schedule into calendar. Tap grantwriting expertise among parents. - no obvious hurdles.



SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 3 1071 E. 16th St., Chico, California

Date/Time: Thursday, November 14, 2019 – 2:15 p.m.

AGENDA

1. CALL TO ORDER

1.1 Roll Call Monica Woodward, Denise Snoke, Rosie Paulson, Anna Ling, Nathan McGraw, Tanya King, Melissa Struyf

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

3.1 Approval of Measure K Spending Proposal

The Board will be asked to approve a Measure K Spending Proposal

ACTION REQUESTED: Approve proposal.

4. ADJOURNMENT (Est. 2:30 p.m.)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Tuesday, December 3, 2019 – 5:45 p.m.**

AGENDA

A. CALL TO ORDER (5:45 p.m.)

A.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

B. CLOSED SESSION (5:45 p.m.)

B.1 The Board will consider the expulsion of a student.

C. CONSENT AGENDA (6:00 p.m.)

C.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 17, 2019 and Special Meeting, November 14, 2019.

D. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS

Part I: Student Performance

1.1 Standardized Test Results (6:05 p.m.)

The Board will discuss student achievement as measured by standardized tests in the spring of 2019.

ACTION REQUESTED: Discuss standardized test results.

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1.2 School Performance Scorecard (6:25 p.m.)

The Board will discuss school performance via the metrics reported in the scorecard developed by the School Performance Committee.

ACTION REQUESTED: Discuss scorecard.

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

2.2 REPORTS AND COMMUNICATION (6:45 p.m.)

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

2.1.1 Committee Reports

2.1.2 Sherwood Montessori Parents Organization Report

2.1.3 School Director Report

2.1.4 Director of Special Education Report

2.1.5 Treasurer Report

2.3 First Interim Budget (6:55 p.m.)

The Board will be asked to approve the First Interim Budget with revisions to the original budget for 2019-2020.

ACTION REQUESTED: Approve revisions.

2.4 Audit Acceptance (7:05 p.m.)

Our auditor has prepared the Annual Financial Audit for 2018-2019.

ACTION REQUESTED: Approve Audit.

2.5 Calendar 2020-2021 (7:10 p.m.)

The Board will be asked to approve a school calendar for 2020-2021.

ACTION REQUESTED: Discuss and approve calendar.

2.6 Prop 39 Facilities 2020-2021 (7:15 p.m.)

The Board will be asked to consider a facilities offer from CUSD.

ACTION REQUESTED: Accept offer.

Part III: Board Development

3.1 Board Development (7:20 p.m.)

The Board will be asked to discuss the development materials provided, Chapter 2 from School Board University: Accountability Times Two: Part 1—Market Accountability

ACTION REQUESTED: Discuss board development materials.

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F. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC) Report

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

7.3 The Board will advise on Sherwood's response to CUSD's Prop 39 offer

7.4 The Board will be asked to adopt the Strategic Plan

G. ADJOURNMENT (Est. 7:40 p.m.)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, October 17, 2019 – 6:00 p.m.**

AGENDA

1. CALL TO ORDER (6:00 p.m.)

1.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

Meeting called to order at 6:03pm. All members present except Melissa Struyf.

2. CONSENT AGENDA (6:05 p.m.)

2.1 Minutes Approval Consider approval of minutes from Regular Meeting, August 22, 2019; Special Meeting, September 13, 2019 and Board Retreat, September 15, 2019.

Tanya King moved to approve the consent agenda. Approved by the Board.

3. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

4. REPORTS AND COMMUNICATION (6:10 p.m.)

4.1 Committee Reports

4.2 Instructional Staff Reports

4.3 Sherwood Montessori Parents Organization Report

4.4 School Director Report

4.5 Director of Special Education Report

4.6 Treasurer Report

Monica Woodward presented the Facilities Committee report. Michelle Yezbick presented the School Director report. Justin Allan presented the MTSS report. Pat Casey presented the Treasurer report.

The Board reviewed the written reports and engaged in discussion.

5. NOTICED PUBLIC HEARINGS

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None

6. REGULAR BUSINESS

6.1 Items Removed From Consent (If any)

6.2 Original Budget Revisions (6:40 p.m.)

The Board will be asked to approve revisions to the original budget for 2019-2020.

ACTION REQUESTED: Approve revisions.

Nathan McGraw moved to accept budget revisions, including the lead teacher's compensation for a special project, calculated at 36 weeks x 5 hours a week at his hourly rate. Approved by the Board.

6.3 Prop 39 Facilities Request (6:50 p.m.)

The Board will be asked to approve a Prop 39 facilities request.

ACTION REQUESTED: Approve Prop 39 request.

Anna Ling moved to approve Prop 39 request. Approved by the Board.

6.4 Measure K Proposal (7:00 p.m.)

The Board will be asked to approve a request to the Measure K Committee.

ACTION REQUESTED: Approve request.

Board requested to wait for a special meeting in order to receive a more accurate estimate of construction cost from the architect.

6.5 Local Indicators (7:10 p.m.)

The Board will receive a report of the school's progress to achieve Local Indicators from the Dashboard.

ACTION REQUESTED: Receive report.

Rosie Paulson moved to approve report. Approved by the Board.

6.6 Board Development (7:20 p.m.)

The Board will be asked to discuss the development materials provided.

ACTION REQUESTED: Discuss board development materials.

Board discussed board development materials.

6.7 Strategic Planning (7:30 p.m.)

The Board will be asked to discuss the strategic planning summary from the Board retreat and determine next steps in the planning process.

ACTION REQUESTED: Discuss strategic plan process.

This section was moved to earlier in the meeting, prior to 6.1.

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Board discussed strategic plan process

7. FUTURE AGENDA ITEMS

7.1 The Board will be asked to adopt the First Interim Budget

7.2 The Board will be asked to approve the Annual Financial Audit

7.3 The Board will be asked to approve a calendar for the 2020-2021 school year

7.4 The Board will receive a School Performance Report

8. ADJOURNMENT (Est. 8:00 p.m.)

Meeting adjourned at 8:02pm.

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**MEMORANDUM**

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 1.1 Standardized Test Results**

Date: December 3, 2019

SUMMARY

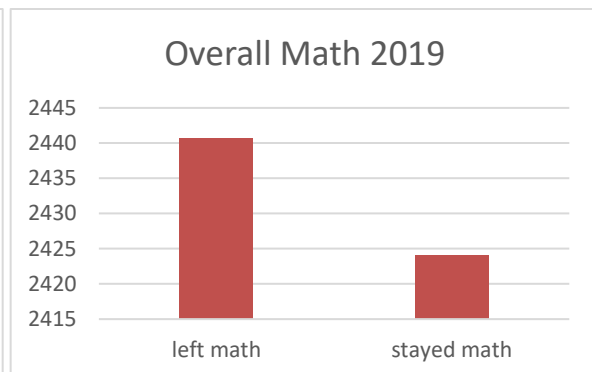
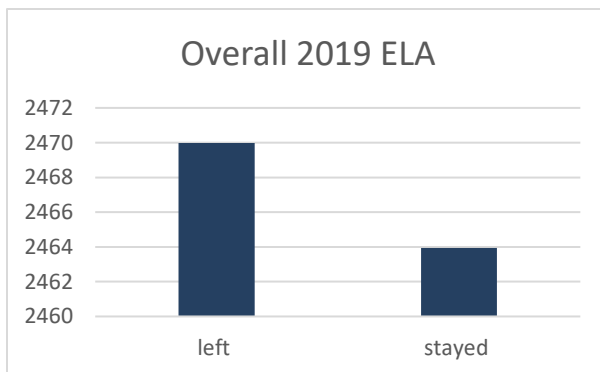
Results from the California Assessment for Student Performance and Progress (CAASPP) are now available to the public. An analysis of the data has been completed.

DISCUSSION

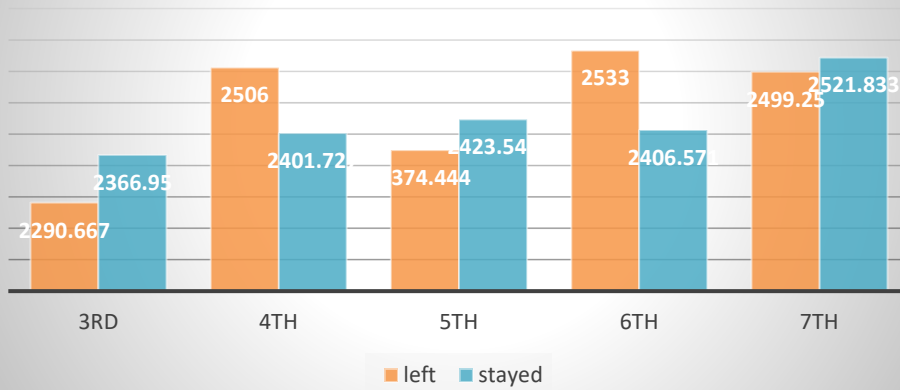
Students in grades 3-8 are tested annually in the spring with the CAASPP.

An analysis of our 2019 CAASPP (California Assessment of Student Performance and Progress) test data shows that fewer students are reaching standard overall in both English language arts and mathematics than in years' past.

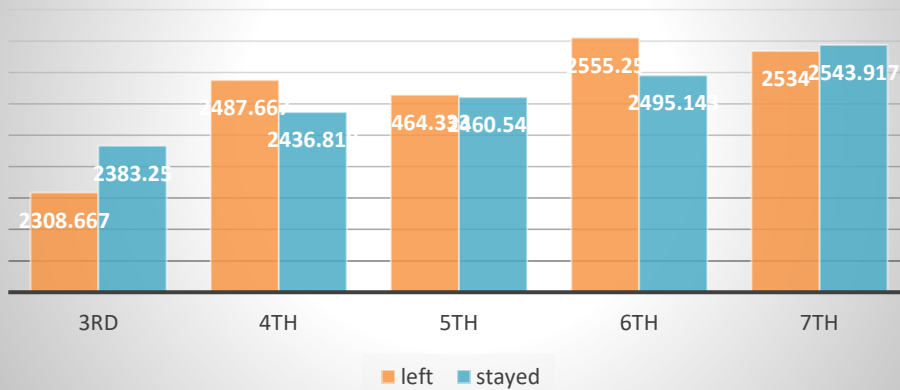
The trend of high achieving students leaving the school has continued. We see the greatest exit before grade 6, when students leave to attend larger middle schools in the area. Most students have left to attend large district middle school programs, but some leave to attend larger charter school programs. We have enrolled new students in grades 6-8 to fill spaces left by exiting students.



2019 CASSPP retention analysis math scores

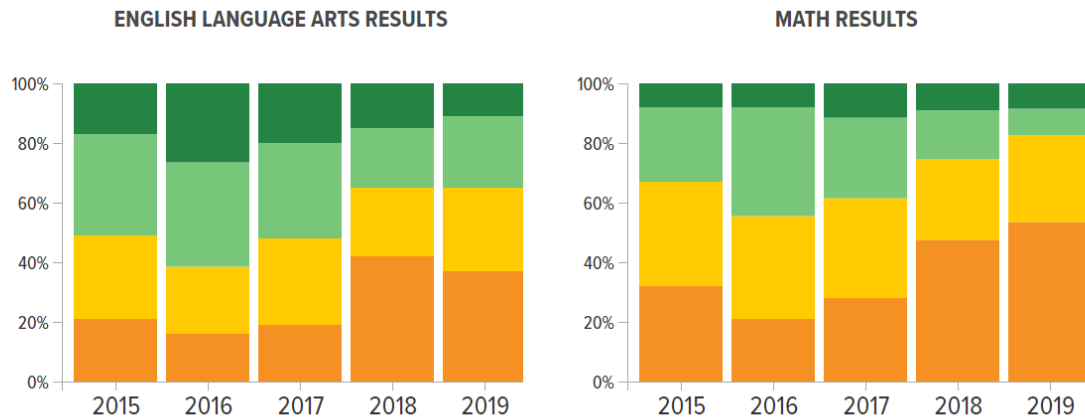


2019 CAASPP retention analysis ELA scores



OVERALL TEST RESULTS

Standard Not Met Standard Nearly Met Standard Met Standard Exceeded



Retention Rate from prior year

2010-2011	N/A
2011-2012	70%
2012-2013	94%
2013-2014	87%
2014-2015	90%
2015-2016	90%
2016-2017	65%
2017-2018	75%
2018-2019	79%
2019-2020	72%* (79% w/o the 15 who moved out of state due to Camp Fire)

The following is information shared with the Board last year:

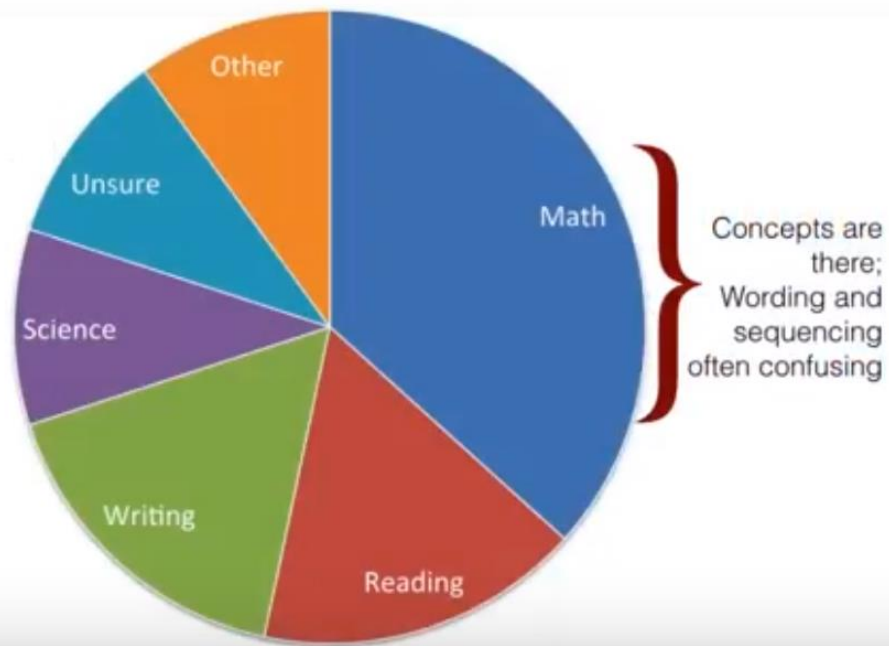
These lower results in math are seen across the country in public Montessori schools taking the Smarter Balanced Assessment Consortium (SBAC) tests. The SBAC is a standardized test consortium that creates Common Core State Standards-aligned tests ("adaptive online exams") used in several states, such as California's CAASPP tests. Although researchers at the National Center for Montessori in the Public Center have noted this trend, they are still unable to definitively say why Montessori students at large do not fair well in math on these tests yet continue to excel in university math courses and industries in math and science. One possible explanation offered is that the format of the test is unfamiliar and confusing, and Montessori teachers are reluctant to teach to the test.

Sherwood teachers have been discussing the balance of preparing students to succeed on the test without sacrificing time with the Montessori curriculum. Our strategies will include using the interim assessment materials provided by the California Department of Education, incorporating Common Core materials into instruction for grades 3-5, and using a new programs for intervention for students who are not yet at grade level.

The following is a slide from the Webcast: *Measuring What Matters: MEFS and DERS* by Jacqueline Cossentino, Ed.D

Worst Performance

Watch later



Other includes: Social Studies, All

It is important to remember when looking at these data that our numbers are small, so we will not be able to draw conclusions that can be considered backed by statistical significance.

ACTION REQUESTED

Receive report.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 1.1 Performance Scorecard**

Date: December 3, 2019

SUMMARY

The Performance Committee of the Board has created a School Performance Scorecard to track important school data.

DISCUSSION

A Performance Scorecard has been developed to give a synopsis of the school's functioning across a number of domains. A working draft is attached for the Board's consideration.

ACTION REQUESTED

Discuss Performance Scorecard.

Attachment: Draft of Performance Scorecard

Priority	Indicator	Goal	Spring '17	Spring '18	Spring '19
Student Achievement	Schoolwide CAASPP participation rate	95	95.5	98	92
	Kindergarten--Meet grade reading level				43.75
	Kindergarten--Meet grade math standards				43.75
	Lower EI—Meet grade reading level				
	Lower EI—Meet grade math standards				
	Upper EI—CAASPP proficiency ELA		57.84	37.13	39.04
	Upper EI—CAASPP proficiency Math		30.61	22.77	10.25
	Upper EI—CAASPP proficiency Science		NA	NA	NA
	Middle School—CAASPP proficiency ELA			31.23	42.3
	Middle School—CAASPP proficiency Math			22.73	34.6
	Middle School—CAASPP proficiency Science		NA	NA	NA
	Self- Assesment of learning	>4			
	Physical Fitness			66.7	
School Climate/Family engagement	Attendance Rates	95	94.43	94.19	94.56
	Chronic absenteeism	<10	9.2	14.4	14.45
	Suspension rates		2.9	5.9	2.8
	Attrition/Intake				
	Enrollment	>168	138	161	157
	Volunteer hours				1394.15
	LCAP survey participation rates			56	42
	Racial comp. rel to district (max variance)	<10		5.5	7.9
	Parent satisfaction	>4			4.07
	Student satisfaction	>4			
High-quality staff	Lead teachers CA certification	100%			
	Lead teachers Montessori certification	100%			
	Aides that have had Mont. Training	100%			
	Specialty teachers that meet criteria	100%			
	Parent Satisfaction with teaching quality	>4		4.55	4.49
Access to a prepared environment, a broad course of study, and the wider community	Classrooms outfitted with Montessori materials	100%			
	% Students engaged in Cooking/Gardening				
	% Students engaged in Music/Arts				
	% Students engaged in Foreign Language				
	Participation in community events				
	# of Electives offered				

Minutes: Development Committee of Sherwood Montessori Board of Directors

Committee: Development Committee

Meeting Date: November 7, 2019 **Time:** 5:30 p.m.

1010 Cleveland Ave.

Chico, CA 95928

Attendance: Tanya King, Melissa Struyf, Michelle Yezbick, Emily Rohrbacker

Goals:

- Discuss ideas for community-building efforts.
- Discuss our fundraising activities
- Discuss our ideas for Sherwood Music Festival
- Establish our plan for grant writing
- Discuss new people in the Development Committee and find a new chair for the committee
- Make assignments for SMPO to help with Sherwood Music Festival

Outline of Discussion:

- Upcoming community events include the Winter Performance & The Winter Wonderland Family Ball. Both events are planned and carried out by the SMPO.
- We have had a number of grants awarded in the past couple years:

SUMS/MTSS	25,000
Charter Safe	5,000
NVCF	4,297
Raley's Garden Grant	4,200
Project SERV	11,340
Foster City Camp Fire Relief	4,667
	54,504

We have applied for Emergency Impact Aid funds which will give us \$41K to offset costs spent last year educating displaced students after the Camp Fire.

- We have a date and venue for our music festival: May 30th, 2500 Estes. Geoff Wintrup will create the poster for promotion.
- Our theme will be world music/reggae with a headliner with a major draw.
- SMPO representative will attend next meeting to hear how volunteers can support the event.
- Klean Kanteen will pay their employees to volunteer for community organizations. We can count on a filtered water station donation from them as well.

Action Items:

- Book headlining act for the festival
- Create promotional materials once acts are booked
- Strategize seeking sponsorships and donations

Next Meeting: December 9th, 4:30 p.m.-5:30 p.m., 1010 Cleveland Ave.

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Committee: Governance
Meeting Date: 11/13/2019
Attendance: Anna Ling, Monica Woodward, Rosie Paulson
Goals: • Discuss agenda for the December board meeting and how to reorganize meeting into a 30/30/30 format • Discuss recruitment for the board • Choose a board development topic for December
Outline of Discussion: • We discussed items for the December Board meeting. • We reordered the agenda to fit into the 30/30/30 format. • We discussed possibilities of new board members to recruit. • We looked through the Charter School Board University manual to decide on upcoming topics for the board self-education.
Action Items <i>(who will do what before the next board/committee meeting):</i> • Monica will type up reformatted agenda and send to Michelle. • The Committee will meet with Heather to get names of potential board members for the next year.
Agenda Items <i>(items that need to be brought to the board at a meeting):</i> • None
Next Meeting Date: TBD

Committee: School Performance
Meeting Date: 11/4/19
Attendance: Rosie Paulsen, Monica Woodward, Michelle Yezbick, Bree Allen
Goals: • To fill in gaps in scorecard • To finalize the metrics that are used in the scorecard
Outline of Discussion: • Some of the information compiled in the scorecard is drawn from publicly available data. However, several metrics we have decided to use (such as % of students meeting grade level standards in Lower EI) are not publicly available, so at this meeting we primarily looked through data provided by teachers as we attempted to fill in the gaps in the school performance scorecard. • The data was not complete because we had reports from only 2 teachers. Preliminary numbers show ~34% LE students proficient at ELA and ~18% proficient in math. Note that ELA proficiency is being measures solely by reading level, while math proficiency was determined by iReady scores (proficient across multiple topics). 44% of kindergarteners were proficient both in reading and math. • The lowest scores were in Upper EI, with only 9% of students achieving a 3 or 4 in the math CAASPP test. Highest scores were middle school ELA, with 42% of students achieving a 3 or 4. • We discussed measurements of attrition, but did not find any data. We suggested records start being kept of this.
Action Items <i>(who will do what before the next board/committee meeting):</i> • Michelle will try to get the missing data from the lower el teacher • Monica will input data gathered into the scorecard
Agenda Items <i>(items that need to be brought to the board at a meeting):</i> • Board will discuss scorecard at the December meeting
Next Meeting Date: TBD

Strategic Planning Committee of Sherwood Montessori Board of Directors

Committee: Strategic Planning
Meeting Date: The Strategic Planning committee has not met since the October Board meeting, but has continued to gather feedback from stakeholders on the draft plan. Please see update below.
Members: Anna Ling, Rosie Paulson, Denise Snoke, Monica Woodward
Update: • The committee attended the teachers' meeting on 11/6 to solicit feedback on the draft strategic plan. Teachers shared ideas and concerns regarding testing, training and curricula. They did not suggest making any changes to the wording of the draft plan. • Michelle and the committee will meet before winter break to clarify and develop a common understanding re: the strategic goals relating to curricula, scope and sequencing and record-keeping. We agree that we need to strike a balance between developing more rigor and consistency in the program, and allowing teachers the freedom to exercise their creativity.
Action Items (<i>who will do what before the next board/committee meeting</i>): • Meet with Michelle (tentatively scheduled for Dec. 13).
Agenda Items (<i>items that need to be brought to the board at a meeting</i>): • None
Next Meeting Date: TBD

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MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.1.3: School Director Report**

Date: December 3, 2019

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- Klean Kanteen employees are able to volunteer for our school and their company will pay them for it. We will be asking for help to finish setting up the library once the shelving has been ordered and received.
- A Chico Charter Kindergarten Fair was held on November 12th at the CARD Center on Vallombrosa. Eight Chico charters, including Sherwood, participated, and over 130 parents attended.
- School tours have begun and interested parents are applying for the 2020-2021 school year.
- We have hired a Cooking & Gardening Instructor.
- We are currently seeking a paraprofessional aide and substitute aides, all other positions are filled.

FISCAL ITEMS:

- Our MOD Pizza fundraiser raised \$232.88 for our Cooking & Gardening Program.
- The middle school has raised money for their Shakespeare Festival trip through a Silent Disco event and a t-shirt and novelty sales drive.
- The ceramics elective class had a potted succulents sale to raise funds for supplies for their elective.

SAFETY:

- New research findings suggest that code red drills increase student anxiety and do not result in better emergency preparation. We are required by our Facilities Use Agreement to participate in all drills CUSD has on campus, however, Sherwood teachers are shielding students from anxiety-producing information.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.1.5 Treasurer Report**

Date: December 3, 2019

October Treasurer's Report

Attachments: October Financial Board Reports

Sherwood Montessori
Balance Sheet - Current Month
As of October 31, 2019

Accrual Basis

	<u>Oct 31, 19</u>
ASSETS	
Current Assets	
Checking/Savings	
9100-Assets	<u>542,090</u>
Total Checking/Savings	542,090
Other Current Assets	
9290 - Due from Grantor Govts.	-13,712
9650 Unrealized Revenue	<u>-19,239</u>
Total Other Current Assets	<u>-32,951</u>
Total Current Assets	509,139
Fixed Assets	
9410 - Land	95,000
9430- Building	404,235
9435-Accumulated Depreciation	<u>-6,116</u>
Total Fixed Assets	<u>493,119</u>
TOTAL ASSETS	<u>1,002,258</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9500-Accounts Payable	<u>16,866</u>
Total Accounts Payable	16,866
Other Current Liabilities	
9500-Liabilities	<u>28,690</u>
Total Other Current Liabilities	<u>28,690</u>
Total Current Liabilities	<u>45,556</u>
Total Liabilities	45,556

**Sherwood Montessori
Balance Sheet - Current Month**

Accrual Basis

As of October 31, 2019

	<u>Oct 31, 19</u>
Equity	
9793 - Audit Adjustments	2,166
Restricted Assets	104,204
Unrestricted Fixed Assets	505,928
Unrestricted Net Assets	413,809
Net Income	<u>-69,405</u>
Total Equity	<u>956,701</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,002,258</u></u>

Board of Directors - Donations and Fundraising Report

October 2019

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Fundraising			
Deposit	10/07/2019	PLEDGE WEEK	150
Total 8699-Fundraising			150
Classroom donation			
Deposit	10/18/2019	TERESA-K1	32
Deposit	10/18/2019	SHENG	170
Deposit	10/18/2019	APRIL	18
Deposit	10/18/2019	MARLO	478
Total Classroom donation			698
Total 8699-Fundraising and Donations			848
Total 8600-8799 Other Local Revenue			848
Total 8000-Revenues			848
TOTAL			848

Sherwood Montessori
Profit & Loss YTD Comparison
October 2019

	Oct 19	Oct 18	Jul - Oct 19
Ordinary Income/Expense			
Income			
8000-Revenues	171,239	158,459	337,259
Total Income	171,239	158,459	337,259
Gross Profit	171,239	158,459	337,259
Expense			
1000 Certificated Salaries	45,925	36,832	129,431
2000 Classified Salaries	33,984	37,624	93,268
3000-Employee Benefits	23,044	19,821	72,781
4000-Books and Supplies	5,351	1,630	18,015
5000 Services/Other Op. Exp.	34,759	18,441	93,169
Total Expense	143,062	114,348	406,664
Net Ordinary Income	28,177	44,111	-69,405
Net Income	28,177	44,111	-69,405

2:14 PM
11/30/19
Accrual Basis

Sherwood Montessori
Board of Directors - Vendor Payments Report
October 2019

Type	Date	Num	Name	Memo	Account	Amount
Bill	10/01/2019	UNIT ...	AB SELF STORAGE	STORAGE UNIT F38 OCTO...	Other Rentals	324.00
Bill	10/01/2019	6556272	TIAA Commercial Fin...	INV 6474747	Copier Lease	243.63
Check	10/01/2019	6727	Marlo . Knox	SUPPLIES	Instructional Supplies	274.43
Check	10/01/2019	6727	Marlo . Knox	PLEDGE WEEK purchase	Instructional Supplies	76.09
Check	10/01/2019	6728	Kathryn Jordan	CPR AED BASIC FIRST AID	Extended Day	90.00
Check	10/01/2019	DBT	FoodMaxx	EXT DAY - FOOD	Extended Day	3.39
Check	10/01/2019	DBT	Costco	EXT DAY	Extended Day	16.68
Check	10/01/2019	DBT	Costco	SUPPLIES	Instructional Supplies	33.19
Check	10/01/2019	DBT	Costco	SUPPLIES K1	Instructional Supplies	13.48
Check	10/02/2019	DBT	Costco	LCAP GOAL	Instructional Supplies	58.47
Check	10/02/2019	DBT	Target	SUPPLIES	Instructional Supplies	89.85
Check	10/02/2019	DBT	BIG LOTS	SUPPLIES - SUMS GRANT -...	Instructional Supplies	57.92
Check	10/03/2019	ACH	CharterSAFE	Premium package - 19/20 - I...	5400-Liability Insurance	1,531.00
Check	10/03/2019	ACH	CharterSAFE	Premium package - 19/20 - I...	3601-Workers Comp	692.00
Check	10/04/2019	DBT	Costco	SUMS GRANT SUPPLIES	Instructional Supplies	64.03
Check	10/04/2019	DBT	Costco	SUMS GRANT SUPPLIES	Instructional Supplies	6.79
Check	10/04/2019	DBT	USPS	MAILING	Postage	8.75
Check	10/07/2019	DBT	Target	MIDDLE SCHOOL SCIENCE	Instructional Supplies	5.35
Check	10/07/2019	DBT	Amazon.com	SUPPLIES - KITCHEN	Instructional Supplies	142.20
Check	10/07/2019	DBT	Dollar Tree	SUPPLIES	Office Supplies	2.15
Check	10/07/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	22.59
Check	10/08/2019	DBT	Costco	EXT DAY	Extended Day	31.07
Check	10/08/2019	DBT	Costco	SUPPLIES	Custodial Supplies	17.15
Check	10/08/2019	DBT	Costco	SUPPLIES	Office Supplies	41.42
Check	10/08/2019	DBT	Costco	DOOR MAT	Instructional Supplies	14.99
Check	10/08/2019	DBT	FoodMaxx	SUPPLIES	Custodial Supplies	11.47
Check	10/08/2019	DBT	Amazon.com	SUPPLIES	Office Supplies	91.11
Check	10/08/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	1.96
Bill	10/09/2019	32366...	Waste Management	SERVICE 2019 SEPT	Trash/Recycling	145.50
Bill	10/09/2019	23436...	Office Depot	SUPPLIES 2343668403	Office Supplies	15.00
Bill	10/09/2019	23436...	Office Depot	SUPPLIES 2346687405	Office Supplies	110.25
Bill	10/09/2019	ACC 0...	Keillor's Pest Solutions	SERVICE OCT 2019	Pest Control	80.00
Check	10/09/2019	6736	Carlotta Red Leaf {oth...	ART SUPPLIES	Instructional Supplies	93.43
Check	10/09/2019	6736	Carlotta Red Leaf {oth...	ART SUPPLIES	Instructional Supplies	81.07
Check	10/10/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	53.61
Check	10/11/2019	DBT	Costco	PBIS- LCAP	Instructional Supplies	55.67
Check	10/15/2019	DBT	Costco	EXT DAY	Extended Day	30.77
Check	10/15/2019	DBT	Costco	SUPPLIES	Instructional Supplies	33.23
Check	10/15/2019	DBT	Costco	STAMPS	Postage	54.75
Check	10/15/2019	DBT	BIG LOTS	SUPPLIES - SUMS GRANT -...	Instructional Supplies	42.36
Check	10/15/2019	DBT	USPS	POSTAGE	Postage	1.15
Check	10/15/2019	DBT	Mendes Supply Co.	supplies	Custodial Supplies	583.14
Check	10/15/2019	DBT	Amazon.com	SUPPLIES	Instructional Supplies	56.45
Check	10/15/2019	DBT	Amazon.com	SHENG - PLEDGE WEEK	Instructional Supplies	393.08
Check	10/15/2019	DBT	Mendes Supply Co.	supplies	Custodial Supplies	87.25
Check	10/15/2019	DBT	DOMINO'S PIZZA	PBIS - SUMS	Food - Meetings	59.59
Bill	10/16/2019	ACC8...	Verizon Wireless	SEP-OCT 2019	Telephone, Cellular	97.52
Bill	10/17/2019		Growing up Chico	Winter Issue 2019- SPRING ...	Advertising	450.00
Bill	10/17/2019	ACC3...	PG & E	1010 CLEVELAND	Electricity	224.91
Bill	10/17/2019	81556...	Comcast	2019 OCT-NOV	Internet Service Provi...	195.73
Bill	10/17/2019	inv 19/...	Laura Swanson	COUNSELING SERVICES - ...	Contracted Service	1,050.00
Check	10/17/2019	6742	Steve Duke	KEYS - SUPPLIES	Maintenance Supplies	158.88
Check	10/17/2019	6743	Carlotta Red Leaf {oth...	ART SUPPLIES	Instructional Supplies	58.69
Check	10/17/2019	6744	Brenda Brown	FALL FESTIVAL EVENT	Food (Instructional)	82.87
Check	10/17/2019	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LEASE	394.89
Check	10/18/2019	DBT	Wufoo	OCT-NOV 2019	Online List Managem...	11.31
Check	10/18/2019	DBT	Amazon.com	SHENG	Instructional Supplies	98.24
Check	10/18/2019	DBT	THRIFT BOOKS	BOOKS - 78F	4200-Books/reference...	90.89
Check	10/21/2019	DBT	ETC Montessori	SUMS-MTSS CURRICULUM...	Instructional Supplies	234.45
Check	10/21/2019	DBT	Amazon.com	DEBBIE - PLEDGE WEEK	Instructional Supplies	213.42
Bill	10/22/2019	INV4452	Advanced Document	SEPT 2019 SERVICE	Copier Lease	408.33
Bill	10/22/2019	INV10...	Chico Country Day	SELPA - INV 10020-01716	Contracted Service	2,290.43
Bill	10/22/2019	INV A...	City of Chico	FIRE SAFETY INSPECTION...	Contracted Service	122.00
Bill	10/22/2019	INV 19...	Carlotta Red Leaf {oth...	ART - 30 HRS @ \$20/HR	Contracted Service	720.00
Bill	10/22/2019	INV 11...	Focal Point Landscap...	25 YDS OF CEDAR BARK + ...	Maintenance Supplies	697.13
Check	10/22/2019	DBT	Costco	EXT DAY	Extended Day	45.74
Check	10/22/2019	DBT	Amazon.com	SUPPLIES	4200-Books/reference...	127.04

[illegible]



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.3 First Interim Budget**

Date: December 3, 2019

SUMMARY

Business Manager Pat Casey has prepared a First Interim Financial Report that needs to be adopted by the Board before being sent to CUSD, BCOE, and the CDE.

DISCUSSION

The Budget Committee met in November with the original budget for the 2019-2020 fiscal year, current salaries and positions, and cash flow with actual expenditures and revenues for the current fiscal year. With this information, we gave input to the Business Manager to create the First Interim Financial Report. This document then becomes the basis for the current, revised budget until we go through the process once again to create the Second Interim Budget.

ACTION REQUESTED

Adopt Interim Budget

2019-20		PROJ. ENROLL. 157 = EST. 152 ADA	PROJ. ENROLL. 157 = EST. 152 ADA	
1ST INTERIM BUDGET		2019-20 ORIGINAL BUDGET	2019-20 1ST INTERIM BUDGET	CHANGE
FCMAT v20.2c CALCULATOR				
Revenue				
8011 Local Control Funding	813,672	708,492		
8012 Education Protection Act	224,615	230,442		
8096 In Lieu Taxes	329,284	381,008		
Subtotal LCFF Revenues	1,367,571	1,319,942		(47,629)
				-
8011 Project Serve		11,340		11,340
8010 FED- Emergency Impact Aid		39,375		39,375
8181 Spec. Educ.- SELPA Fed	20,000	20,000		-
8311 Spec. Educ. - SELPA State	80,000	80,000		-
8312 Spec. Educ. - SELPA ERMHS	12,000	12,000		-
8590 One Time Discretionary/Grants				-
8550 Mandates Block Grant	2,475	2,475		-
8560 State Lottery	30,000	30,000		-
8673 Billed Services - Extended Day	25,000	25,000		-
8699 Fundraising / Donations	48,600	33,600		(15,000)
8710 Other Local Revenue	1,000	1,000		-
TOTAL REVENUES	1,586,646	1,574,732		(11,914)
Expense				
1000 Certificated Salaries	490,941	481,439		(9,502)
2000 Classified Salaries	351,617	362,881		11,264
3000 Employee Benefits	277,748	271,735		(6,013)
SUBTOTAL	1,120,306	1,116,055		(4,251)
4100 Texts and Core Curricula	6,000	3,000		(3,000)
4200 Reference Materials	8,500	5,000		(3,500)
4300 Materials and Supplies	30,750	25,650		(5,100)
4400 NonCap Equipment	6,000	6,000		-
4700 Food (Nutrition)	500	250		(250)
SUBTOTAL	51,750	39,900		(11,850)
5200 Travel and Conferences	11,300	2,000		(9,300)
5300 Dues and Memberships	1,800	1,800		-
5400 Property/Liability Insurance	18,620	18,387		(233)
5500 Operations / Housekeeping	61,600	68,620		7,020
5600 Rentals, Leases, and Repairs	12,972	12,972		-
5800 Prof. & Consulting Services	242,900	253,650		10,750
5900 Communications	9,750	9,750		-
SUBTOTAL	358,942	367,179		8,237
6200 CAPITAL OUTLAY- BLDG				-
TOTAL EXPENDITURES	1,530,998	1,523,134		(7,864)
Excess/(Deficiency)		55,648	51,598	



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.5 School Calendar 2020-2021**

Date: December 3, 2019

SUMMARY

A draft of a calendar for the 2020-2021 school year has been created.

DISCUSSION

The attached draft of a school calendar for the 2020-2021 mirrors local school district calendars with some differences, including starting and ending school dates. There are 180 instructional days in both versions and 185 work days for teachers.

The minimum number of instructional minutes for students is met or exceeded with this calendar. It retains the schedule we have been using this year, with a start time at 8:45 a.m. and dismissal time at 2:50 p.m.

Vacation breaks align with the CUSD calendared vacation breaks.

Development days are added to the calendar by having conference week be five minimum days with student contact for teachers ending at 12:35 p.m. each day.

ACTION REQUESTED: Discuss and approve calendar.

Attachments: Draft of School Calendar for 2020-2021 School Year

Sherwood Montessori

2020-2021 School Calendar

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

	School Closed
	Parent Teacher Conferences
	Employee Planning (no school for students)
	Report Cards
	First and Last Day of School

Aug 17-18	Planning/Development Days	Feb 1	Planning/Development Day- no school
Aug 19	First Day of School	Feb 12-15	Preseidents' Day weekend- no school
Sep 7	Labor Day - Closed	Mar 15-19	Spring Break - no school
Oct 5	Planning/Development Day - no school	Apr 2-5	Spring Break 2 - no school
Oct 19-Oct 23	Parent/Teacher conferences Dismissal 1:35 p.m.	Apr 19- 23	Parent/Teacher conferences Dismissal 1:35 p.m.
Dec 21 - Jan 3	Winter Break - no school	May 31	Memorial Day - no school
Jan 18	Dr. Martin Luther King Jr. Day- no school	Jun 8	Last Day of School

Month	M	T	W	TH	F	Notes	week min.	M	T	W	TH	F
August	17	18	19	20	21		915	0	0	305	305	305
August	24	25	26	27	28		1525	305	305	305	305	305
Aug/Sep	31	1	2	3	4		1525	305	305	305	305	305
Sept	7	8	9	10	11	Labor Day Holiday	1220		305	305	305	305
Sept	14	15	16	17	18		1525	305	305	305	305	305
Sept	21	22	23	24	25		1525	305	305	305	305	305
Sep/Oct	28	29	30	1	2		1525	305	305	305	305	305
Oct	5	6	7	8	9		1220	0	305	305	305	305
Oct	12	13	14	15	16		1525	305	305	305	305	305
Oct	19	20	21	22	23	Conference Wek	1150	230	230	230	230	230
Oct	26	27	28	29	30		1525	305	305	305	305	305
November	2	3	4	5	6		1525	305	305	305	305	305
November	9	10	11	12	13	Veterans Day Holiday	1220	305	305		305	305
November	16	17	18	19	20		1525	305	305	305	305	305
November	23	24	25	26	27	Thanksgiving Break	0					
Nov/Dec	30	1	2	3	4		1525	305	305	305	305	305
Dec	7	8	9	10	11		1525	305	305	305	305	305
Dec	14	15	16	17	18		1525	305	305	305	305	305
Dec	21	22	23	24	25	Winter Break	0					
Dec/Jan	28	29	30	31	1	Winter Break	0					
Jan	4	5	6	7	8		1525	305	305	305	305	305
Jan	11	12	13	14	15		1525	305	305	305	305	305
Jan	18	19	20	21	22	Martin Luther King Jr. Day	1220		305	305	305	305
Jan	25	26	27	28	29		1525	305	305	305	305	305
Feb	1	2	3	4	5	Development Day	1220	0	305	305	305	305
Feb	8	9	10	11	12	Lincoln's Birthday Holiday	1220	305	305	305	305	
Feb	15	16	17	18	19	Presidents' Day	1220		305	305	305	305
Feb	22	23	24	25	26		1525	305	305	305	305	305
March	1	2	3	4	5		1525	305	305	305	305	305
March	8	9	10	11	12		1525	305	305	305	305	305
March	15	16	17	18	19	Spring Break 1	0					
March	22	23	24	25	26		1525	305	305	305	305	305
Mar/Apr	29	30	31	1	2	Spring Break 2	1220	305	305	305	305	
April	5	6	7	8	9	Spring Break 2	1220		305	305	305	305
April	12	13	14	15	16		1525	305	305	305	305	305
April	19	20	21	22	23	Conference Week	1150	230	230	230	230	230
April	26	27	28	29	30		1525	305	305	305	305	305
May	3	4	5	6	7		1525	305	305	305	305	305
May	10	11	12	13	14		1525	305	305	305	305	305
May	17	18	19	20	21		1525	305	305	305	305	305
May	24	25	26	27	28		1525	305	305	305	305	305
May/Jun	31	1	2	3	4	Memorial Day Holiday	1220		305	305	305	305
June	7	8	9	10	11		610	305	305	0	0	0
TOTAL												
							54150					

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	17	18	19	20	21		3	2	5
August	24	25	26	27	28		5	0	5
Aug/Sep	31	1	2	3	4		5	0	5
Sept	7	8	9	10	11	Labor Day Holiday	4	0	4
Sept	14	15	16	17	18		5	0	5
Sept	21	22	23	24	25		5	0	5
Sep/Oct	28	29	30	1	2		5	0	5
Oct	5	6	7	8	9		4	1	5
Oct	12	13	14	15	16		5	0	5
Oct	19	20	21	22	23	Conference Week	5	0	5
Oct	26	27	28	29	30		5	0	5
November	2	3	4	5	6		5	0	5
November	9	10	11	12	13	Veterans Day Holiday	4	0	4
November	16	17	18	19	20		5	0	5
November	23	24	25	26	27	Thanksgiving Break	0	0	0
Nov/Dec	30	1	2	3	4		5	0	5
Dec	7	8	9	10	11		5	0	5
Dec	14	15	16	17	18		5	0	5
Dec	21	22	23	24	25	Winter Break	0	0	0
Dec/Jan	28	29	30	31	1	Winter Break	0	0	0
Jan	4	5	6	7	8		5	0	5
Jan	11	12	13	14	15		5	0	5
Jan	18	19	20	21	22	Martin Luther King Jr. Day	4	0	4
Jan	25	26	27	28	29		5	0	5
Feb	1	2	3	4	5	Development Day	4	1	5
Feb	8	9	10	11	12	Lincoln's Birthday Holiday	4	0	4
Feb	15	16	17	18	19	Presidents' Day	4	0	4
Feb	22	23	24	25	26		5	0	5
March	1	2	3	4	5		5	0	5
March	8	9	10	11	12		5	0	5
March	15	16	17	18	19	Spring Break 1	0	0	0
March	22	23	24	25	26		5	0	5
Mar/Apr	29	30	31	1	2	Spring Break 2	4	0	4
April	5	6	7	8	9	Spring Break 2	4	0	4
April	12	13	14	15	16		5	0	5
April	19	20	21	22	23	Conference Week	5	0	5
April	26	27	28	29	30		5	0	5
May	3	4	5	6	7		5	0	5
May	10	11	12	13	14		5	0	5
May	17	18	19	20	21		5	0	5
May	24	25	26	27	28		5	0	5
May/Jun	31	1	2	3	4	Memorial Day Holiday	4	0	4
June	7	8	9	10	11		2	1	3
TOTAL							180	5	185

DAILY SCHEDULE				
Class		Class Minutes	Lunch	Minutes
TK/K	8:45-2:50	365	60	305
1st	8:45-2:50	365	60	305
2-3	8:45-2:50	365	60	305
4-5-6	8:45-2:50	365	60	305
7-8	8:45-2:50	365	60	305

LEGAL REQUIREMENT	
Instructional Minutes	TOTAL
200	36000
280	50400
280	50400
300	54000
300	54000

EXCESS OF REQUIREMENT		
TK/K	54150	18150
1st	54150	3750
2-3	54150	3750
4-5-6	54150	150
7-8	54150	150



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.6 Prop 39 Facilities 2020-2021**

Date: December 3, 2019

SUMMARY

CUSD has asked Sherwood to consider foregoing the rest of the Prop 39 process for the year and accept the current offer of space.

DISCUSSION

The attached letter from CUSD offers us the current space we are occupying at Chapman with no changes. We have an opportunity to accept this offer and waive the remaining procedures for Prop 39.

Our current space at Chapman will be sufficient given the addition of the third classroom at 1010 Cleveland is expected to be finished before the summer of 2020. In the event of unforeseen delays, one of the two new spaces could house a classroom until the project is completed.

ACTION REQUESTED: Accept offer and forego remaining Prop 39 process.

Attachment: Letter from CUSD regarding Prop 39 process and offer.



Administrative Offices

1163 E. Seventh Street
Chico, CA 95928-5999

530 / 891-3000
fax: 891-3220
www.ChicoUSD.org

Facilities Department

2455 Carmichael Drive
Chico, CA 95928

(530) 891-3209
Fax: (530) 891-3190

VIA ELECTRONIC AND CERTIFIED MAIL

Ms. Michelle Yezbick, School Director
Sherwood Montessori
1010 Cleveland Avenue
Chico, CA 95928

Re: Use of Chico Unified School District Facilities in 2020/21

Dear Ms. Yezbick:

This letter responds to Sherwood Montessori's request for facilities under Proposition 39 for 2020-2021. The parties confirm that they are willing to waive the procedural requirements of Proposition 39 and its implementing regulations (Title 5 California Code of Regulations Section 11969.9.), and proceed directly to an issuance of a Final Offer of facilities containing the facilities currently occupied by the Charter School, namely, the continued shared use of CUSD facilities at Chapman Elementary School, 1071 East 16th Street, Chico, CA 95928 for its Grades K-8 program, as set forth in the District's Final Offer of Facilities for the 2019-2020 school year. We will send a Final Offer no later than April 1, 2020, as well as a proposed Facility Use Agreement, under separate cover.

Sincerely,

A handwritten signature in blue ink that reads "Julia M. Kistle".

Julia Kistle
Director, Facilities and Construction

I agree to the above-stated terms and represent that I have the authority to enter this agreement and bind Sherwood Montessori Charter School and its governing board.

December __, 2019

Michelle Yezbick, School Director
Sherwood Montessori

cc: Kevin Bultema, Assistant Superintendent, Business Services
Tina Keene, Director, State and Federal Programs
Kelly Staley, Superintendent



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 3.1 Board Development**

Date: December 4, 2019

Directors are asked to read the attached chapter from Charter School Board University and be prepared to discuss at the meeting.

Attachment: Chapter 2 from Charter School Board University: Accountability Times Two: Part 1—Market Accountability

Accountability Times Two

Part 1-Market Accountability

When you think about it, charter schools are uniquely accountable in two ways compared to conventional public schools. This chapter deals with the first of those two ways: market accountability, that is, responsiveness to customers. The next chapter will address your board's accountability to an authorizer. As a board member, you need to understand that your school must meet the expectations of *both* to stay in business.

You probably know that conventional public schools assign students to attend a particular school or schools based on where they live. In contrast, a charter school must recruit and retain a voluntary enrollment. The result is, the only students attending charter schools are the ones who have chosen to do so. This is no trifling distinction either. There have been countless cases over the years of parents who have gone to jail for lying about their home address so they could send their child to a school other than the one to which they were assigned. (Sadly, few people seem to be asking how such policies are compatible with living in a free society.)

To illustrate the absurdity of assigning kids to schools, some authors have used grocery stores as an analogous to schools. Their analogy goes something like this. Pretend that supermarkets are government owned and operated and that they stay in business by assigning people to shop at them based on their home addresses. It requires little imagination to suspect that such a system of supermarkets would likely be unresponsive

to customer needs, horribly unequal in quality from one store to the next, and controlled according to the needs of the stocker's union rather than the needs of customers. Some people would probably even lie so they could shop at a store different from the one they were assigned. Get the picture? Not so with charter schools.

Because charter schools must rely on a voluntary enrollment, a choice exists for parents. That choice creates a kind of market accountability because the school will receive funding only if it can attract and retain students. This dynamic makes students and their parents more like customers, a fact which should make charter schools more responsive because unhappy customers are free to vote with their feet, which is to say they can leave whenever they want.

Because charter schools must rely on a voluntary enrollment, a choice exists for parents. That choice creates a kind of market accountability because the school will receive funding only if it can attract and retain students.

This kind of accountability also happens in real time, meaning that there is little lag time between losing customers and seeing the resulting funding loss in your budget. If a charter school loses enough students, it goes out of business.⁸ No state bailouts, no special bond referendum, and no whining to the legislature. Going out of business due to a lack of students is a market correction. As with most market corrections, it's an efficient (though unforgiving) way to sort those who do things well from those who do things less well.

Keep in mind too, that a school doesn't have to lose a large number of students before it finds itself swimming in red ink. An average-sized charter school, around 425 students, will probably begin to feel pain even if it loses only 12 students. Moreover, the cost of losing a dozen students is probably more than you think, as illustrated in the following paragraphs.

Suppose a K-6 charter school fails to reenroll a kindergarten student. If the taxpayer funding for that student is \$7,000 a year, the school has potentially lost a minimum of \$42,000. Why? Because if the school

loses the student before first grade, it is unlikely the student will reenroll in subsequent years. Thus, you have to multiply \$7,000 by six years to get the true cost of losing one student. In marketing, this idea is sometimes called *the lifetime value* of the customer.

Now, just for fun, multiply that loss by say, 12 kindergarten students (without assuming siblings), and *voilà*, the school just lost potential revenue of more than a half-million dollars over six years. “Well sure,” you say, “but is it realistic to think that a school would lose 12 kindergarten students at the same time?” Actually, yes. I’ve observed many cases over the years where disaffected parents communicated their unhappiness up and down the grapevine, resulting in en masse departures where entire sections of one grade or another left the school. I refer to losing students this way as “the short seminar on charter school market accountability,” but your board will find it preferable to learn the idea from this book.

There’s little sense in complaining about this kind of accountability either, as some boards have. The ability of parents to voluntarily choose whether to enroll their children has been a fundamental part of the chartering idea ever since Ray Budde and Albert Shanker wrote the first papers on chartering schools. Without market accountability, your charter school is just another public school which assigns students to itself.

The good news here is, that your board has the power to give most parents what they’re looking for in a school: a safe, nurturing environment where they and their children feel welcome, as well as a place where their children will grow and achieve. The board exercises this power by defining the outcomes that are to be achieved and evaluating how well the school executive achieves them. I will discuss this more elsewhere, but for now, the takeaway is that the board decides what kind of school it will create, but your market will vote on whether it approves of what you’ve created.

The ability of parents to voluntarily choose whether to enroll their children has been a fundamental part of the chartering idea ever since Ray Budde and Albert Shanker wrote the first papers on chartering schools.

One final thing pertaining to market accountability: just as students are not assigned to attend, teachers cannot be assigned to teach at your school.

They may not be customers because they are employees, but in a sense, the market accountability of charters also applies to staff retention. Since talented teachers are always in demand, the best ones can teach anywhere they want.

To be sure, your board will meet its share of perpetually disgruntled parents; every school has a few. They're unhappy about practically every decision made by the board, the executive, and the teachers. Sometimes the best thing the executive can do is politely show them the door while wishing them success in their search for a school that will satisfy their every whim. (A wise board also will protect its executive from such people by stalwartly refusing to override his or her decisions.) In my experience running schools, however, the malcontents were thankfully few, typically less than one or two percent of the total families. Unfortunately, that one percent always seems to be the most shrill.

One final thing pertaining to market accountability: just as students are not assigned to attend, teachers cannot be assigned to teach at your school. They may not be customers because they are employees, but in a sense, the market accountability of charters also applies to staff retention. Since talented teachers are always in demand, the best ones can teach anywhere they want. If you want to retain the best, your school's instructional environment, compensation, and tangible appreciation for faculty will have to be better than your competitors. Show me a school where a majority of the most talented faculty members don't stick around long, and I'll show you a school whose best performance is mediocre and whose worst performance qualifies it to have its charter revoked. I've even documented a few cases where charter schools ultimately closed because the board churned its way through three or four executives inside a few years, thereby precipitating faculty departures, resulting in a steadily declining enrollment to the point of financial insolvency.

So how does the board create a culture in which its school becomes the best in the market? To answer this, we could speculate or we could just turn to the research on what some of the top schools in the country are already doing. Here's a quick summary of that research:

1. Establish high standards for student achievement for *all* students.

2. Maintain a laser-like focus on achieving those standards (reflected in what you talk about during board meetings--see Chapter 15, *The 30/30/30 Agenda*).
3. Establish appropriate boundaries through policy governing executive action, *then stay out of his or her way*.
4. Designate authority to your executive to hire and fire whomever he or she chooses (within the boundaries of what is lawful and ethical).
5. Hold the executive 100% accountable for student results within the stated policy boundaries.

If your board masters the above list, the best teachers will climb over the top of one another to get a job at your school. When your school consistently employs the best teachers, you'll have few difficulties recruiting and retaining students. Odds are, you'll have a long waiting list or a longer list than you have now.

Hundreds of boards across the nation are already successfully following these five aspects of school excellence and achieving outrageous success. Your school can too, but your board must first recognize that it operates in a market in which parents have choices. Indeed, chartering came about as one way--*certainly not the only way*--of making public schools more responsive to customers. In two words, that's market accountability.

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. Why does your school exist? (Hint: It does not exist to engage in processes. See Chapter 12, *Pareto: A Deceased Economist That Can Help Your Board*.)
2. Who is your market? What do they need from you? Are your outcomes suited to your market?

3. Who are your competitors? What are they doing better than you? Why?
4. When parents leave your school, why do they leave? (Hint: The incorrect answer is, "We don't know because we don't ask them.")

▶ Additional Resources

Measurement: The Key to Marketing by Brian L. Carpenter (available free as a pdf download at www.CharterInstitute.org).

Accountability Times Two

Part 2-Authorizer Accountability

The preceding chapter dealt with the accountability of charter schools to the market. In this chapter, I discuss the other form of accountability unique to public schools: the accountability of a charter school board to an authorizer. Before discussing authorizer accountability, it may be helpful to clarify a couple of terms for those new to charter schools.

A chartered school comes into existence as a public school based on a contract between the board (sometimes known as the charter holder or charter operator) and another entity legally defined under each state's laws called an authorizer or sponsor. Regardless of the term used in your state, these entities are vested with the *authority* to approve, oversee, and terminate when necessary, schools which they charter. The fact that the school has been authorized qualifies it for the privilege of receiving taxpayer funds for each student it enrolls.

In exchange for the privilege of receiving taxpayer funding, the charter holder--the board--agrees to comply with varying oversight requirements, e.g., submitting to audits, etc. (Oversight requirements vary due to differences in state laws and authorizer expectations.) The cost of providing that oversight is also borne by the taxpayer, either as part of the amount paid by the state for the students in the schools in the authorizer's portfolio, or some other budgetary mechanism.

While conventional public schools have to submit various compliance reports, etc., I don't know of a single instance where a conventional public school forfeited its privilege to receive taxpayer funding because it failed to educate students or because it mishandled taxpayer funds. In contrast, hundreds of charter schools have gone out of business each year...

Describing authorizers in detail is beyond the scope of this book. However, because this book is read by charter school boards around the country, it is worth noting that there are six main kinds of authorizing entities. The state you're in may have only one or several of the types from the list that follows:

- state departments of education
- specifically created boards with statewide authorizing authority
- institutions of higher education, including universities and colleges
- non-profit organizations
- school districts and local school boards
- mayoral offices or city governments

With that said, let's go on to discuss how authorizers represent a unique kind of accountability to public schools.

In broad terms, accountability of a charter school board to an authorizer requires three things:

1. That the school produce measurable student achievement at some contractually defined level;
2. That the school properly manage and account for the taxpayer's money, and;
3. That the school comply with all applicable state, federal, and local laws, as well as authorizer requirements.

How unique is such accountability for public schools? Well, let me answer the question this way. While conventional public schools have to submit various compliance reports, etc., I don't know of a single instance where a conventional public school forfeited its privilege to receive taxpayer funding because it failed to educate students or because it mishandled taxpayer funds. In contrast, hundreds of charter schools go out of business each year (see Chapter 4, *Charter School Accountability: 588 Examples and Counting*).

While terminating a charter is painful for everyone involved, there's nothing wrong with the authorizer doing so when the school isn't living up to its end of the bargain. Chartering was intended to create a different kind of public school, in that a charter school is granted the privilege of operating *if* it educates students and *if* it handles its finances properly and *if* it complies with all pertinent laws (and there are many of those). The board's job is *to ensure* that all three of these occur at its school. The authorizer's job is, in short, to ensure the board is doing its job.

Failure by your board to do its job can result in having your charter revoked before the end of the contract period (usually three to five years) or not renewed at the end of the contract period. Either way, the school goes out of business. Some charter school operators don't like this aspect much, but again, accountability to an authorizer has been an integral part of chartering since the idea was first written about.

So *how* does the board fulfill its accountability to its authorizer? Let me briefly answer with three key suggestions:

1. Focus on high student achievement by all students, and financial accountability. It is unlikely you will have significant problems with your authorizer by doing so.
2. Devote time in board meetings at least annually to reviewing the requirements established in your charter. I often meet boards that haven't even looked at their charter in the three or four years since it was issued. Big mistake.
3. Don't delegate the board's relationship with its authorizer entirely to the school's executive or management company. Yes, a wise executive will put forth sufficient effort at building and maintaining a sound relationship with the school's authorizer, but the board should cultivate its own authorizer relationship. Thus, if there is a problem from the authorizer's perspective with something the school's management is or isn't doing, the board's relationship with the authorizer helps to ensure that the board will have *accurate and timely* details about the matter. *Remember: the board holds the charter, not the executive or management company.*

A few final words about accountability to authorizers. Because I'm privileged to know many authorizers across the country on a personal basis, I can assure you that most of them are as committed to the success of the kids in your school as you are. They do not see themselves as adversaries although if they do their job well, they will invariably have to close some schools. In my opinion, having researched charter school closures, as a rule most could have been prevented had the charter school board in question done its job right.

The best antidote to an adversarial authorizer is a high-performing school.

There are occasional exceptions to the rule, mostly occurring, I think, in states where local districts and schools are *the only* authorizers. Sometimes (but certainly not always), district officials and board members are arrogant and adversarial. This arises from a fundamental conflict of interest which could be eliminated by changing your state law so that it permits multiple authorizing entities, such as universities and special chartering boards. Unfortunately, changing the laws to be more favorable toward charters has proven easier said than done. In a few instances, doing so only resulted in a political backlash, such as with the Florida Supreme Court decision mentioned in Chapter 1, in which the court torched the statewide authorizing board created by the Florida Legislature. If nothing else though, such examples illustrate the need for a strong statewide association to make the voice of its members heard, but even then, teacher union politics may prevail.

The best antidote to an adversarial authorizer is a high-performing school. I know of a few instances where superb charter schools ultimately turned their adversaries into allies. There's no guarantee that this will happen, but if a charter school is truly exemplary, it will be difficult for any authorizer to close it. I know of no instance where a demonstrably high-performing school was shuttered by an authorizer--adversarial or otherwise. That doesn't mean such examples don't exist, but in most cases, closed schools were mediocre or worse, for one or more reasons. But that doesn't stop the authorizer from being perceived by the school as adversarial.

In reality, if charter authorizers don't close lousy schools, the chartering idea will fail. Though few people celebrate the dissolution of a charter school, when you think about it, why should any public school, chartered or otherwise, be entitled to receive taxpayer support without producing student success and other indicators of responsible governance? Accountability to an authorizer is a good thing. Too bad all public schools aren't.

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. Who is your authorizer and when did the board president last speak with them?
2. When did your board last review the requirements in your charter?
3. When is your charter up for renewal? Is your board on track to have it renewed?
4. Is your board having difficulty fulfilling its contractual obligations? If yes, why?

Additional Resources

See the nearby reprint of one of my commentaries published by the Mackinac Center for Public Policy (reprinted here with permission). It's a few years old, but it makes the case for charter school accountability to an authorizer.

To learn more about authorizing, visit the Web site of the only organization devoted to advancing quality standards within the profession, the National Association of Charter School Authorizers at www.charterauthorizers.org. They have many excellent publications you can download free of charge.

If you're interested in a scholarly analysis of authorizing, I recommend reading a 2006 study published by the Thomas B. Fordham Institute, *Trends in Charter School Authorizing* by Rebecca Gua.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, January 16, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, December 3, 2019.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

Part I: Student Performance

1.1 School Accountability Report Card (SARC) (6:10 p.m.)

The Board will discuss narrative sections of the SARC and have an opportunity to give the Director input.

ACTION REQUESTED: Discuss SARC.

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

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

2.2 REPORTS AND COMMUNICATION (6:20 p.m.)

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

2.2.1 Committee Reports

2.2.2 Sherwood Montessori Parents Organization Report

2.2.3 School Director Report

2.2.4 Director of Special Education Report

2.2.5 Treasurer Report

2.3 Audit Acceptance (6:30 p.m.)

Our auditor has prepared the Annual Financial Audit for 2018-2019.

ACTION REQUESTED: Accept Audit.

2.4 Transitional Kindergarten Policy (6:40 p.m.)

The board will be asked to admit a student by vote per transitional kindergarten state policy.

ACTION REQUESTED: Admit student.

Part III: Board Development

3.1 Board Development (6:50 p.m.)

The Board will be asked to discuss the development materials provided, Part 2 of Chapter 2 from School Board University: Accountability Times Two: Authorizer Accountability

ACTION REQUESTED: Discuss board development materials.

3.2 Local Control Accountability Plan (LCAP) (7:10 p.m.)

The Board will be given information about the LCAP. Members of the public are encouraged to give input.

ACTION REQUESTED: Discuss LCAP

F. FUTURE AGENDA ITEMS

The Board will receive the School Accountability Report Card (SARC) Report

The Board will be asked to adopt the Second Interim Budget

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Public Employee Performance Evaluation (7:20 p.m.)

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

H. ADJOURNMENT (Est. 7:30 p.m.)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Tuesday, December 3, 2019 – 5:45 p.m.**

AGENDA

A. CALL TO ORDER (5:45 p.m.)

A.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

Meeting called to order at 5:48 p.m. All members present except for Tanya King.

B. CLOSED SESSION (5:45 p.m.)

B.1 The Board will consider the expulsion of a student.

The Board engaged in discussion and voted to consider the evidence.

Closed session adjourned at 6:45 p.m.

Denise Snoke departed the meeting at 6:46 p.m.

C. CONSENT AGENDA (6:00 p.m.)

C.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 17, 2019 and Special Meeting, November 14, 2019.

Open session reconvened at 6:50 p.m.

Rosie Paulson moved to approve the consent agenda and special meeting. Approved by the Board.

D. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

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

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS

Part I: Student Performance

1.1 Standardized Test Results (6:05 p.m.)

The Board will discuss student achievement as measured by standardized tests in the spring of 2019.

ACTION REQUESTED: Discuss standardized test results.

The Board reviewed the results and engaged in discussion.

1.2 School Performance Scorecard (6:25 p.m.)

The Board will discuss school performance via the metrics reported in the scorecard developed by the School Performance Committee.

ACTION REQUESTED: Discuss scorecard.

The Board reviewed the scorecard and engaged in discussion.

Nathan McGraw departed the meeting at 7:48 p.m.

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

2.2 REPORTS AND COMMUNICATION (6:45 p.m.)

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

2.2.1 Committee Reports

2.2.2 Sherwood Montessori Parents Organization Report

2.2.3 School Director Report

2.2.4 Director of Special Education Report

2.2.5 Treasurer Report

2.3 First Interim Budget (6:55 p.m.)

The Board will be asked to approve the First Interim Budget with revisions to the original budget for 2019-2020.

ACTION REQUESTED: Approve revisions.

Monica Woodward moves to adopt first interim budget. Approved by the Board.

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

2.4 Audit Acceptance (7:05 p.m.)

Our auditor has prepared the Annual Financial Audit for 2018-2019.

ACTION REQUESTED: Accept Audit.

Audit is not ready to be accepted.

2.5 Calendar 2020-2021 (7:10 p.m.)

The Board will be asked to approve a school calendar for 2020-2021.

ACTION REQUESTED: Discuss and approve calendar.

Board engaged in discussion. Anna Ling moved to approve calendar. Approved by the Board.

2.6 Prop 39 Facilities 2020-2021 (7:15 p.m.)

The Board will be asked to consider a facilities offer from CUSD.

ACTION REQUESTED: Accept offer.

Rosie Paulson moves to accept offer. Approved by the Board.

Part III: Board Development

3.1 Board Development (7:20 p.m.)

The Board will be asked to discuss the development materials provided, Chapter 2 from School Board University: Accountability Times Two: Part 1—Market Accountability

ACTION REQUESTED: Discuss board development materials.

F. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC) Report

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

7.3 The Board will advise on Sherwood's response to CUSD's Prop 39 offer

7.4 The Board will be asked to adopt the Strategic Plan

G. ADJOURNMENT (Est. 7:40 p.m.)

Meeting is adjourned at 8:45 p.m.

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MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Accountability Report Card

Date: January 16, 2020

SUMMARY

Each year, the School Director is required to complete a School Accountability Report Card (SARC) in accordance with state law for the prior year. The report follows an approved template and once finished will be posted on our website and on the CDE website.

More information and links copied/pasted from the SARC template:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Most of the report is a report of data, but it does include some narrative sections. The following are excerpts from our SARC for the 2017-2018 school year (published in 2018-2019 school year:

School Description and Mission Statement (School Year 2018-19)

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is vital for the success of Sherwood Montessori. In addition to providing volunteer opportunities that enrich our program, with participation parents make a powerful statement to the children that school is important and education is valued by the family. The SMPO provides parents with an avenue to effective participation in the school's operations. All parents at Sherwood are defacto members of the SMPO. Active membership is encouraged and achieved by attending regularly scheduled SMPO meetings. At meetings, parents can learn more about how to optimize their skills as a volunteer.

The SMPO is self-governed by an elected panel of three parents, serving staggered two-year terms, chosen for the following year through an open vote of all parents prior to the annual June Meeting of the Board of Directors. A representative of the SMPO will be responsible for communication between the SMPO and the Board.

School Safety Plan (School Year 2018-19)

The School Safety Plan has been written by the Director with input from the Safety Committee and the school's insurance provider. The Safety Plan is updated annually in the summer for the next school year. Sherwood's Safety Plan provides for the physical and psychological safety of all students, staff and families of the Sherwood community. The most recent revision was August, 2018, and the plan was reviewed with all staff just prior to school opening.

School Facility Conditions and Planned Improvements (School Year 2018-19)

Year and month of the most recent FIT report: 1/2019

This section should be kept to 1-2 paragraphs.

During the summer of 2016, the school moved from its former location to co-locate at Chapman Elementary under a Prop 39 agreement. This move has greatly relieved overcrowding experienced at the former location.

DISCUSSION

The SARC includes data on enrollment demographics, facilities, learning materials, school spending, teacher credentials and professional development. All information in the report is public information. The Board may wish to offer suggestions for revision.

ACTION REQUESTED

Discuss report.

Committee: Governance Committee
Meeting Date: January 8, 2020
Attendance: Anna Ling, Monica Woodward, Rosie Paulson
Goals: • Discuss agenda items for the January board meeting • Discuss board member recruitment
Outline of Discussion: • We discussed board agenda items • We discussed recruitment for next year
Action Items <i>(who will do what before the next board/committee meeting):</i> • Email Michelle about agenda items • Set up a meeting with Heather to talk about possible board members
Agenda Items <i>(items that need to be brought to the board at a meeting):</i> • None
Next Meeting Date: TBD



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: January 16, 2020

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- We are currently seeking a paraprofessional aide, a classroom instructional aide and substitute aides, and a speech and language pathologist.
- The new building for our current construction project came in over budget with a teaching kitchen. Revisions were submitted to bring the project costs down, and the kitchen will now have infrastructure (walls, power) but will not be outfitted with appliances and a kitchen island.

FISCAL ITEMS:

- Our Winter Performance raised enough money to reach our goal to offset the cost of renting the space. It was also a wonderful community event. We had a big crowd at the Neighborhood Church, and our classroom performances were enchanting.



MEMORANDUM

To: Board of Directors
From: Justin Allan, Director of MTSS
Subject: Director of MTSS Report
Date: January 16, 2020

Our special education population continues to increase. We currently have 26 students receiving special education services and 5 initial assessments in progress. Student enrollment shifts throughout the school year, but special education students make up on average about 20% of the total student population. This percentage as well as the number of special education students is consistently trending up. For comparison purposes in February 2019 we had 23 students receiving special education services and 5 students pending their initial evaluation.

There is one main trend that is reflected by end of year special education statistics. It is that our special education population increases as time increases. We are also gaining more students with significant needs.

At the end of our first year with El Dorado Charter SELPA (2016-2017) we had a total of 16 students receiving special education services. Out of those 16 students receiving special education services there were only 2 students with autism as a primary disability, and two students who were listed emotionally disturbed. We had no students with an intellectual disability.

The following school year 2017-2018 we ended the year with 26 students receiving special education services. Of those 26, 6 students had autism as a primary disability, 3 students were listed emotionally disturbed, and we had 1 student with an intellectual disability. At the end of the 2018-2019 school year we had 27 students receiving special education services. Of those 27, 6 students had autism as a primary disability, 3 students were listed emotionally disturbed, and we had 1 student with an intellectual disability. My projection is 33-35 students will have special education services at the end of the 2019/2020 school year. We currently have 5 students with autism as their primary disability, 3 students who qualify as emotionally disturbed, and 3 students who are intellectually disabled. Three students are eighth graders and will be graduating at the end of the school year, but it is likely we start the 2020/2021 school year with a diverse group of over 30 students.



To: Board of Directors
From: Anna Ling, Treasurer
Subject: **Treasurer's Report**
Date: January 9, 2020

Bank statement reconciliation

- On Jan. 8 the Treasurer and Business Manager met and verified that the beginning and ending cash balances on Sherwood's bank statements for the month of Dec. 2019 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$553,381 as of Dec. 31, 2019.
- There were no unusual or high-cost expenses during the month of December or during the six-month period ending Dec. 31, 2019.

Profit & Loss

- Although the P&L statement shows a net loss of (\$98,823) for the six month period ending Dec. 31, 2019, the school received a check for \$126,881 within the first week of the new year, bringing net income into positive territory again.

Balance Sheet

- The auditor will adjust the numbers shown for "Fixed Assets" and "Unrestricted Assets" as of Dec. 31, 2019. Specifically, the value of the building at 1010 Cleveland (recorded as \$404,235 at year-end 2019) is expected to be revised downward.

Cash Flow

- The Business Manager has prepared a month-to-month cash flow projection for fiscal year ending June 30, 2020, based on an ADA of 144. The school is projected to end the year with a positive cash balance unless Period 2 ADA ends significantly lower, or if the school has to hire and pay for additional services for Special Ed.
- The Business Manager will run a multi-year cash flow projection. The overall trend of declining enrollment, unless stabilized and reversed, could have a potentially greater impact on the school's finances in successive years, rather than the current one.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Annual Financial Audit
Date: January 16, 2020

SUMMARY

Each year, the school is required to have a financial audit conducted by an approved accountant professional. Attached is the financial audit conducted for the 2018-2019 school year.

DISCUSSION

There were no findings in our audit.

ACTION REQUESTED

Accept report.

Attachment: Annual Financial Audit *Note: This file is a locked pdf which must be sent and posted separately from the complete agenda.*



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Transitional Kindergarten Policy

Date: January 16, 2020

SUMMARY

A parent has requested that the Board consider an early admission for her child for the final few days of the school year.

DISCUSSION

SB 1381 created an opportunity for public schools in California to create transitional kindergarten programs for four year olds who would turn five by December 2. A student who has turned five by the end of December would benefit from enrolling in the last week of school. This requires the governing board to approve this early admittance:

- (b) The governing board of a school district maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to the following conditions:
- (1) The governing board determines that the admittance is in the best interests of the child.
 - (2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

ACTION REQUESTED

Admit student.

Accountability Times Two

Part 1-Market Accountability

When you think about it, charter schools are uniquely accountable in two ways compared to conventional public schools. This chapter deals with the first of those two ways: market accountability, that is, responsiveness to customers. The next chapter will address your board's accountability to an authorizer. As a board member, you need to understand that your school must meet the expectations of *both* to stay in business.

You probably know that conventional public schools assign students to attend a particular school or schools based on where they live. In contrast, a charter school must recruit and retain a voluntary enrollment. The result is, the only students attending charter schools are the ones who have chosen to do so. This is no trifling distinction either. There have been countless cases over the years of parents who have gone to jail for lying about their home address so they could send their child to a school other than the one to which they were assigned. (Sadly, few people seem to be asking how such policies are compatible with living in a free society.)

To illustrate the absurdity of assigning kids to schools, some authors have used grocery stores as an analogous to schools. Their analogy goes something like this. Pretend that supermarkets are government owned and operated and that they stay in business by assigning people to shop at them based on their home addresses. It requires little imagination to suspect that such a system of supermarkets would likely be unresponsive

to customer needs, horribly unequal in quality from one store to the next, and controlled according to the needs of the stocker's union rather than the needs of customers. Some people would probably even lie so they could shop at a store different from the one they were assigned. Get the picture? Not so with charter schools.

Because charter schools must rely on a voluntary enrollment, a choice exists for parents. That choice creates a kind of market accountability because the school will receive funding only if it can attract and retain students. This dynamic makes students and their parents more like customers, a fact which should make charter schools more responsive because unhappy customers are free to vote with their feet, which is to say they can leave whenever they want.

Because charter schools must rely on a voluntary enrollment, a choice exists for parents. That choice creates a kind of market accountability because the school will receive funding only if it can attract and retain students.

This kind of accountability also happens in real time, meaning that there is little lag time between losing customers and seeing the resulting funding loss in your budget. If a charter school loses enough students, it goes out of business.⁸ No state bailouts, no special bond referendum, and no whining to the legislature. Going out of business due to a lack of students is a market correction. As with most market corrections, it's an efficient (though unforgiving) way to sort those who do things well from those who do things less well.

Keep in mind too, that a school doesn't have to lose a large number of students before it finds itself swimming in red ink. An average-sized charter school, around 425 students, will probably begin to feel pain even if it loses only 12 students. Moreover, the cost of losing a dozen students is probably more than you think, as illustrated in the following paragraphs.

Suppose a K-6 charter school fails to reenroll a kindergarten student. If the taxpayer funding for that student is \$7,000 a year, the school has potentially lost a minimum of \$42,000. Why? Because if the school

loses the student before first grade, it is unlikely the student will reenroll in subsequent years. Thus, you have to multiply \$7,000 by six years to get the true cost of losing one student. In marketing, this idea is sometimes called *the lifetime value* of the customer.

Now, just for fun, multiply that loss by say, 12 kindergarten students (without assuming siblings), and *voilà*, the school just lost potential revenue of more than a half-million dollars over six years. “Well sure,” you say, “but is it realistic to think that a school would lose 12 kindergarten students at the same time?” Actually, yes. I’ve observed many cases over the years where disaffected parents communicated their unhappiness up and down the grapevine, resulting in en masse departures where entire sections of one grade or another left the school. I refer to losing students this way as “the short seminar on charter school market accountability,” but your board will find it preferable to learn the idea from this book.

There’s little sense in complaining about this kind of accountability either, as some boards have. The ability of parents to voluntarily choose whether to enroll their children has been a fundamental part of the chartering idea ever since Ray Budde and Albert Shanker wrote the first papers on chartering schools. Without market accountability, your charter school is just another public school which assigns students to itself.

The good news here is, that your board has the power to give most parents what they’re looking for in a school: a safe, nurturing environment where they and their children feel welcome, as well as a place where their children will grow and achieve. The board exercises this power by defining the outcomes that are to be achieved and evaluating how well the school executive achieves them. I will discuss this more elsewhere, but for now, the takeaway is that the board decides what kind of school it will create, but your market will vote on whether it approves of what you’ve created.

The ability of parents to voluntarily choose whether to enroll their children has been a fundamental part of the chartering idea ever since Ray Budde and Albert Shanker wrote the first papers on chartering schools.

One final thing pertaining to market accountability: just as students are not assigned to attend, teachers cannot be assigned to teach at your school.

They may not be customers because they are employees, but in a sense, the market accountability of charters also applies to staff retention. Since talented teachers are always in demand, the best ones can teach anywhere they want.

To be sure, your board will meet its share of perpetually disgruntled parents; every school has a few. They're unhappy about practically every decision made by the board, the executive, and the teachers. Sometimes the best thing the executive can do is politely show them the door while wishing them success in their search for a school that will satisfy their every whim. (A wise board also will protect its executive from such people by stalwartly refusing to override his or her decisions.) In my experience running schools, however, the malcontents were thankfully few, typically less than one or two percent of the total families. Unfortunately, that one percent always seems to be the most shrill.

One final thing pertaining to market accountability: just as students are not assigned to attend, teachers cannot be assigned to teach at your school. They may not be customers because they are employees, but in a sense, the market accountability of charters also applies to staff retention. Since talented teachers are always in demand, the best ones can teach anywhere they want. If you want to retain the best, your school's instructional environment, compensation, and tangible appreciation for faculty will have to be better than your competitors. Show me a school where a majority of the most talented faculty members don't stick around long, and I'll show you a school whose best performance is mediocre and whose worst performance qualifies it to have its charter revoked. I've even documented a few cases where charter schools ultimately closed because the board churned its way through three or four executives inside a few years, thereby precipitating faculty departures, resulting in a steadily declining enrollment to the point of financial insolvency.

So how does the board create a culture in which its school becomes the best in the market? To answer this, we could speculate or we could just turn to the research on what some of the top schools in the country are already doing. Here's a quick summary of that research:

1. Establish high standards for student achievement for *all* students.

2. Maintain a laser-like focus on achieving those standards (reflected in what you talk about during board meetings--see Chapter 15, *The 30/30/30 Agenda*).
3. Establish appropriate boundaries through policy governing executive action, *then stay out of his or her way*.
4. Designate authority to your executive to hire and fire whomever he or she chooses (within the boundaries of what is lawful and ethical).
5. Hold the executive 100% accountable for student results within the stated policy boundaries.

If your board masters the above list, the best teachers will climb over the top of one another to get a job at your school. When your school consistently employs the best teachers, you'll have few difficulties recruiting and retaining students. Odds are, you'll have a long waiting list or a longer list than you have now.

Hundreds of boards across the nation are already successfully following these five aspects of school excellence and achieving outrageous success. Your school can too, but your board must first recognize that it operates in a market in which parents have choices. Indeed, chartering came about as one way--*certainly not the only way*--of making public schools more responsive to customers. In two words, that's market accountability.

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. Why does your school exist? (Hint: It does not exist to engage in processes. See Chapter 12, *Pareto: A Deceased Economist That Can Help Your Board*.)
2. Who is your market? What do they need from you? Are your outcomes suited to your market?

3. Who are your competitors? What are they doing better than you? Why?
4. When parents leave your school, why do they leave? (Hint: The incorrect answer is, "We don't know because we don't ask them.")

Additional Resources

Measurement: The Key to Marketing by Brian L. Carpenter (available free as a pdf download at www.CharterInstitute.org).

Accountability Times Two

Part 2-Authorizer Accountability

The preceding chapter dealt with the accountability of charter schools to the market. In this chapter, I discuss the other form of accountability unique to public schools: the accountability of a charter school board to an authorizer. Before discussing authorizer accountability, it may be helpful to clarify a couple of terms for those new to charter schools.

A chartered school comes into existence as a public school based on a contract between the board (sometimes known as the charter holder or charter operator) and another entity legally defined under each state's laws called an authorizer or sponsor. Regardless of the term used in your state, these entities are vested with the *authority* to approve, oversee, and terminate when necessary, schools which they charter. The fact that the school has been authorized qualifies it for the privilege of receiving taxpayer funds for each student it enrolls.

In exchange for the privilege of receiving taxpayer funding, the charter holder--the board--agrees to comply with varying oversight requirements, e.g., submitting to audits, etc. (Oversight requirements vary due to differences in state laws and authorizer expectations.) The cost of providing that oversight is also borne by the taxpayer, either as part of the amount paid by the state for the students in the schools in the authorizer's portfolio, or some other budgetary mechanism.

While conventional public schools have to submit various compliance reports, etc., I don't know of a single instance where a conventional public school forfeited its privilege to receive taxpayer funding because it failed to educate students or because it mishandled taxpayer funds. In contrast, hundreds of charter schools have gone out of business each year...

Describing authorizers in detail is beyond the scope of this book. However, because this book is read by charter school boards around the country, it is worth noting that there are six main kinds of authorizing entities. The state you're in may have only one or several of the types from the list that follows:

- state departments of education
- specifically created boards with statewide authorizing authority
- institutions of higher education, including universities and colleges
- non-profit organizations
- school districts and local school boards
- mayoral offices or city governments

With that said, let's go on to discuss how authorizers represent a unique kind of accountability to public schools.

In broad terms, accountability of a charter school board to an authorizer requires three things:

1. That the school produce measurable student achievement at some contractually defined level;
2. That the school properly manage and account for the taxpayer's money, and;
3. That the school comply with all applicable state, federal, and local laws, as well as authorizer requirements.

How unique is such accountability for public schools? Well, let me answer the question this way. While conventional public schools have to submit various compliance reports, etc., I don't know of a single instance where a conventional public school forfeited its privilege to receive taxpayer funding because it failed to educate students or because it mishandled taxpayer funds. In contrast, hundreds of charter schools go out of business each year (see Chapter 4, *Charter School Accountability: 588 Examples and Counting*).

While terminating a charter is painful for everyone involved, there's nothing wrong with the authorizer doing so when the school isn't living up to its end of the bargain. Chartering was intended to create a different kind of public school, in that a charter school is granted the privilege of operating *if* it educates students and *if* it handles its finances properly and *if* it complies with all pertinent laws (and there are many of those). The board's job is *to ensure* that all three of these occur at its school. The authorizer's job is, in short, to ensure the board is doing its job.

Failure by your board to do its job can result in having your charter revoked before the end of the contract period (usually three to five years) or not renewed at the end of the contract period. Either way, the school goes out of business. Some charter school operators don't like this aspect much, but again, accountability to an authorizer has been an integral part of chartering since the idea was first written about.

So *how* does the board fulfill its accountability to its authorizer? Let me briefly answer with three key suggestions:

1. Focus on high student achievement by all students, and financial accountability. It is unlikely you will have significant problems with your authorizer by doing so.
2. Devote time in board meetings at least annually to reviewing the requirements established in your charter. I often meet boards that haven't even looked at their charter in the three or four years since it was issued. Big mistake.
3. Don't delegate the board's relationship with its authorizer entirely to the school's executive or management company. Yes, a wise executive will put forth sufficient effort at building and maintaining a sound relationship with the school's authorizer, but the board should cultivate its own authorizer relationship. Thus, if there is a problem from the authorizer's perspective with something the school's management is or isn't doing, the board's relationship with the authorizer helps to ensure that the board will have *accurate and timely* details about the matter. *Remember: the board holds the charter, not the executive or management company.*

A few final words about accountability to authorizers. Because I'm privileged to know many authorizers across the country on a personal basis, I can assure you that most of them are as committed to the success of the kids in your school as you are. They do not see themselves as adversaries although if they do their job well, they will invariably have to close some schools. In my opinion, having researched charter school closures, as a rule most could have been prevented had the charter school board in question done its job right.

The best antidote to an adversarial authorizer is a high-performing school.

There are occasional exceptions to the rule, mostly occurring, I think, in states where local districts and schools are *the only* authorizers. Sometimes (but certainly not always), district officials and board members are arrogant and adversarial. This arises from a fundamental conflict of interest which could be eliminated by changing your state law so that it permits multiple authorizing entities, such as universities and special chartering boards. Unfortunately, changing the laws to be more favorable toward charters has proven easier said than done. In a few instances, doing so only resulted in a political backlash, such as with the Florida Supreme Court decision mentioned in Chapter 1, in which the court torched the statewide authorizing board created by the Florida Legislature. If nothing else though, such examples illustrate the need for a strong statewide association to make the voice of its members heard, but even then, teacher union politics may prevail.

The best antidote to an adversarial authorizer is a high-performing school. I know of a few instances where superb charter schools ultimately turned their adversaries into allies. There's no guarantee that this will happen, but if a charter school is truly exemplary, it will be difficult for any authorizer to close it. I know of no instance where a demonstrably high-performing school was shuttered by an authorizer--adversarial or otherwise. That doesn't mean such examples don't exist, but in most cases, closed schools were mediocre or worse, for one or more reasons. But that doesn't stop the authorizer from being perceived by the school as adversarial.

In reality, if charter authorizers don't close lousy schools, the chartering idea will fail. Though few people celebrate the dissolution of a charter school, when you think about it, why should any public school, chartered or otherwise, be entitled to receive taxpayer support without producing student success and other indicators of responsible governance? Accountability to an authorizer is a good thing. Too bad all public schools aren't.

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. Who is your authorizer and when did the board president last speak with them?
2. When did your board last review the requirements in your charter?
3. When is your charter up for renewal? Is your board on track to have it renewed?
4. Is your board having difficulty fulfilling its contractual obligations? If yes, why?

Additional Resources

See the nearby reprint of one of my commentaries published by the Mackinac Center for Public Policy (reprinted here with permission). It's a few years old, but it makes the case for charter school accountability to an authorizer.

To learn more about authorizing, visit the Web site of the only organization devoted to advancing quality standards within the profession, the National Association of Charter School Authorizers at www.charterauthorizers.org. They have many excellent publications you can download free of charge.

If you're interested in a scholarly analysis of authorizing, I recommend reading a 2006 study published by the Thomas B. Fordham Institute, *Trends in Charter School Authorizing* by Rebecca Gua.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **LCAP (Local Control and Accountability Plan)**

Date: January 16, 2020

SUMMARY

Each public school, public school district, county office of education, and charter school in California must adopt an updated LCAP by July 1, 2020.

DISCUSSION

Each district and charter school in the state of California is required to develop an LCAP and have it adopted by local boards by July 1st. The LCAP is designed to improve services to significant pupil populations and the entire pupil population. The LCAP is meant to describe how additional revenues from the Local Control Funding Formula (LCFF) will be used by the school to accomplish these improved services. Input from all stakeholders is used in the creation of the LCAP, including parents, teachers, staff, and community members.

ACTION REQUESTED:

Discuss LCAP.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, February 20, 2020 – 6:00 p.m.**

AGENDA

- A. CALL TO ORDER (6:00 p.m.)**
 - A.1 Roll Call** Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson
- B. CONSENT AGENDA (6:05 p.m.)**
 - B.1 Minutes Approval** Consider approval of minutes from Regular Meeting, January 16, 2020.
- C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA**

Any person may address the Board during the “Public Comment” item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.
- D. NOTICED PUBLIC HEARINGS**

None
- E. REGULAR BUSINESS**

Part I: Student Performance

1.1 Homework Policy (6:10 p.m.)

The Board will be asked to discuss the possibility of developing a school Homework Policy.

ACTION REQUESTED: Discuss the possibility of developing a Homework Policy.

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

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

2.2 REPORTS AND COMMUNICATION (6:40 p.m.)

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

- 2.2.1 Committee Reports**
- 2.2.2 Instructional Staff Report**
- 2.2.3 Sherwood Montessori Parents Organization Report**
- 2.2.4 School Director Report**
- 2.2.5 Director of Special Education Report**
- 2.2.6 Treasurer Report**

2.3 Second Interim Budget (6:50 p.m.)

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

ACTION REQUESTED: Adopt Second Interim Budget

Part III: Board Development

3.1 Board Development (7:00 p.m.)

Chapter 4: Charter School Accountability from the book *Charter School Board University*

ACTION REQUESTED: Discuss chapter

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Public Employee Performance Evaluation (7:30 p.m.)

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

H. ADJOURNMENT (Est. 7:45 p.m.)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, January 16, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

Meeting called to order at 6:01. All members present except for Nathan McGraw and Denise Snoke.

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, December 3, 2019.

Rosie Paulson moved to approve the consent agenda. Approved by the Board.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

Part I: Student Performance

1.1 School Accountability Report Card (SARC) (6:10 p.m.)

The Board will discuss narrative sections of the SARC and have an opportunity to give the Director input.

ACTION REQUESTED: Discuss SARC.

The Board discussed the SARC and then the LCAP (item F of the agenda moved up to this

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point in time.)

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

2.2 REPORTS AND COMMUNICATION (6:20 p.m.)

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

2.2.1 Committee Reports

2.2.2 Sherwood Montessori Parents Organization Report

2.2.3 School Director Report

2.2.4 Director of Special Education Report

2.2.5 Treasurer Report

The Board reviewed the written reports and engaged in discussion.

2.3 Audit Acceptance (6:30 p.m.)

Our auditor has prepared the Annual Financial Audit for 2018-2019.

ACTION REQUESTED: Accept Audit.

Anna Ling moved to accept the audit. Approved by the Board.

2.4 Transitional Kindergarten Policy (6:40 p.m.)

The board will be asked to admit a student by vote per transitional kindergarten state policy.

ACTION REQUESTED: Admit student.

Tanya King moved to admit the student. Approved by the Board.

Part III: Board Development

3.1 Board Development (6:50 p.m.)

The Board will be asked to discuss the development materials provided, Part 2 of Chapter 2 from School Board University: Accountability Times Two: Authorizer Accountability

ACTION REQUESTED: Discuss board development materials.

The Board discussed the board development materials.

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3.2 Local Control Accountability Plan (LCAP) (7:10 p.m.)

The Board will be given information about the LCAP. Members of the public are encouraged to give input.

ACTION REQUESTED: Discuss LCAP

F. FUTURE AGENDA ITEMS

The Board will receive the School Accountability Report Card (SARC) Report

The Board will be asked to adopt the Second Interim Budget

The Board will be asked to adopt the Strategic Plan

Melissa Struyf departed the meeting at 8p.m.

Open session adjourned and meeting reconvened in closed session at 8:05p.m.

G. CLOSED SESSION Public Employee Performance Evaluation (7:20 p.m.)

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

The Board and the School Director discussed the latter's mid-year performance relative to the school's goals.

H. ADJOURNMENT (Est. 7:30 p.m.)

Meeting reconvened in open session and adjourned at 8:54p.m.

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MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Homework Policy

Date: February 20, 2020

SUMMARY

A Homework Policy would provide consistency across classrooms.

DISCUSSION

Traditionally, Montessori schools do not assign teacher-chosen homework. Instead, the expectation is that students pursue interests and have choice in the work they do at home. A Homework Policy that embraced Montessori philosophies of meaningful work, being of service to others, spending time away from screens, and nurturing close family and friend relationships would benefit Sherwood. Such a policy would help families understand how they can support Montessori education at home and give guidance to teachers who are new to Montessori.

ACTION REQUESTED

Discuss a Homework Policy for Sherwood.

Committee: Governance Committee
Meeting Date: January 8, 2020
Attendance: Anna Ling, Monica Woodward, Rosie Paulson
Goals: • Discuss agenda items for the January board meeting • Discuss board member recruitment
Outline of Discussion: • We discussed board agenda items • We discussed recruitment for next year
Action Items <i>(who will do what before the next board/committee meeting):</i> • Email Michelle about agenda items • Set up a meeting with Heather to talk about possible board members
Agenda Items <i>(items that need to be brought to the board at a meeting):</i> • None
Next Meeting Date: TBD

**Report: Regular Meeting of the Development Committee of
Sherwood Montessori Board of Directors**

Committee: Development Committee
Meeting Date: February 10, 2020 Time: 4:30 pm 1010 Cleveland Ave. Chico, CA 95928
Attendance: Marta Taylor Vasquez, Tanya King, Emily Rohrbacker, Melissa Struyf, Michelle Yezbick
Goals: • Update committee on grant applications • Update committee on marketing and enrollment efforts • Update committee on fundraisers • Update committee on preparations for Sherwoodstock and decide next steps
Outline of Discussion: • Kelly Steinhauer has been applying for grants for curriculum and programming. • We have updated our print media ad for North State Parenting. • Our Winter Wonderland Family Ball generated more funds than expected (\$930) and families had a good time. • Tanya King has reached out to food trucks for the music festival. Emily Rohrbacker will ask a food truck owner she knows.
Action Items (<i>who will do what before the next board/committee meeting</i>): • Finalize donation/sponsorship letter-Michelle • Start seeking donations and sponsorships-All committee members, Sherwood community • Print posters and flyers-Sherwood office • Finalize food vendors-Tanya & Emily • Pursue reduced waste ideas-Emily

Agenda Items *(items that need to be brought to the board at a meeting):*

- TBD at meeting

Next Meeting Date: March 10 (Tanya's birthday), 2020 4:30 p.m.

Development Committee Items 4:30 p.m. at 1010 Cleveland Ave. Chico, CA 95928; Subcommittee Music Festival Planning meeting to follow immediately at Sierra Nevada Brewery

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Committee: School Performance
Meeting Date: 1/30/20
Attendance: Monica Woodward, Michelle Yezbick, Bree Allen
Goals: • To discuss plan for measuring yearly progress • To fill in gaps in scorecard • To finalize the metrics that are used in the scorecard
Outline of Discussion: • Michelle showed the data she has gathered so far from teachers this year. ○ This year for math, teachers are using an assessment called Bridges, but we talked about using the ICA (Interim Comprehensive Assessment) next year as a more comprehensive benchmark compared to the IABs (Interim Assessment Blocks), which measure one topic at a time and therefore aren't comparable to one another. The ICA would be given at the beginning of the year and mid-year to assess progress. It is very comparable to the CAASPP end-of-year test. • We discussed methods of assessing ELA progress and decided that separately measuring reading and writing would be the most meaningful. ○ Fountas and Pinnell reading levels are already measured by teachers and correlate to grade level reading standards. ○ Writing is being assessed using a prompt and a rubric, but we discussed using the performance task portion of the ICA test to evaluate students' writing skills. • We discussed the role of homework, including families' reaction to homework, and considered that this might be a topic for the board to discuss in terms of having a schoolwide homework policy.
Action Items (<i>who will do what before the next board/committee meeting</i>): • Monica will email Michelle regarding data from the LCAP surveys that is still needed to fill in the scorecard
Agenda Items (<i>items that need to be brought to the board at a meeting</i>): • For board consideration: a homework policy to standardize school-wide an approach to homework that encourages reading and improves home-school communication of what is being learned at school.
Next Meeting Date: TBD



MEMORANDUM

To: Board of Directors
From: Marta Taylor-Vasquez, Public Relations
Subject: SMPO Report
Date: February 20, 2020

Our last SMPO Meeting was not on our calendar for some reason, so we reminded parents last minute, unfortunately no one joined. Michelle and I collaborated about our past and upcoming events. Now that the weather's getting warmer, I would like to have an all school car wash fundraiser. I would like these funds to go to all of our elective classes' budgets.

Our first ever Winter Wonderland Ball was a success! Families and children dressed up and danced the night out. We raised \$930 woohoo! We had great feedback from this event from parents and students. This will definitely be an event to keep over the years. Although we did lack a little on parent volunteers.

We had our annual Cal Skate party six days after our ball, we were hoping that it wouldn't take away from it. We don't know the revenue from that event just yet. Our scheduling will be better next time for sure!

SMPO is collaborating with Sherwood's music festival committee in the planning of our biggest event. This event is fast approaching and we will start sign ups soon!

Here is a list of upcoming events:

2/14 Attendance Makeup Day 8:45-12
3/4 Chipotle Restaurant Takeover 4-8pm
3/6 Coffee with the Director
3/10 SMPO Meeting 3:00pm

Thank you!



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Director Report

Date: February 20, 2020

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- The waiver the school received for the first phase of our construction project is being questioned by current County staff. There may be a requirement to add a sidewalk and gutters.
- We had a good showing for Open House for K-6 grades, only two families attended the middle school Open House.
- I attended the Social Work Field Fair at CSU, Chico so students are aware of potential placement at Sherwood. I will attend the Education Job Fair on March 7th.
- I attended the Butte County Charter Leaders Network Meeting on Thursday. Mary Sakuma, Butte County Office of Education Superintendent, presented information to us on the Butte County Child and Youth Task Force that is forming and a theme of the meeting was the mental health needs of children and families in Butte County. Charter leaders shared their schools' stories of exponentially growing need.

FISCAL ITEMS:

- The first Winter Wonderland Family Ball raised more money than expected, bringing in \$930. The event was intended to be a community event and bring in some money to offset the cost. It was well-attended, and kids and parents reported having a lot of fun!
- The Cal Skate Party was not as well-attended as last year's, probably because the Ball was rescheduled to the Friday before (Cal Skate was on Wednesday). This event does not typically raise over \$200. The SMPO and Development Committee will keep this in mind when creating the calendar of events for next year.
- Emergency Impact Aid (EIA) grant funds are expected in March, Project SERV funds are expected in late spring (probably summer).
- I have been working with Kelly Steinhauer, our reading intervention instructor, to apply for several smaller loans once we learned that she was interested in learning to write grants. She has received one approval so far that will fund the purchase of social-emotional learning curriculum.



MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of MTSS Report

Date: February 20, 2020

As anticipated, our special education numbers are continuing to increase. Last month we had one special education student transfer out to a new school and we also exited another student who was no longer eligible for special education services. Three new students enrolled in the last week, and two of those students are receiving special education services. We lost two students, but we also gained two students. We currently have 28 students receiving special education services with two initial assessments in progress. I'm still projecting we end the school year with 35 students receiving special education services, approximately 20% of our school population. We also currently have three students who have a 504 plan.

Our speech pathologist resigned over winter break, but we have already found an experienced new speech pathologist who has been providing services and helping us get caught up. She is working extra hours now to make up for missed time. The speech and language position could eventually be split into two half days. The SLP position is generally listed as .15 – .2 FTE (full time equivalent) day job.

The migration of SEIS to CALPADS is continuing and we are successfully navigating the hurdles we come across. CALPADS also communicates with TOMS (Test Operation Management System) for state testing and there have already been some reported glitches. The state testing window is fast approaching and for some special education students it has already begun. During the next month I will be entering test accommodations for each special education student and checking for any errors in TOMS. I will also be entering designated supports that are available to general education students.



To: Board of Directors
From: Anna Ling, Treasurer
Subject: **Agenda Item , Treasurer's Report**
Date: February 13, 2020

Bank statement reconciliation

- On Feb. 12 the Treasurer and Business Manager met and verified that the beginning and ending cash balances on Sherwood's bank statements for the month of Jan. 2020 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$589,993 as of Jan. 31, 2020.
- There were no unusual or high-cost expenses during the month of January.

Profit & Loss

- Although the P&L statement shows a net loss of (\$ 30,986) for fiscal year-to-date through Jan, 31, 2020, the school received a check for \$60,019 in early February, bringing net income into positive range again.

Balance Sheet

- The auditor has revised the value of the building at 1010 Cleveland to \$365,031 as of Jan. 31, 2020. Total assets and liabilities amount to \$989,459, roughly \$400,000 higher than a year ago.

Cash Flow

- The Business Manager has prepared a month-to-month cash flow projection for fiscal year ending June 30, 2020, based on an ADA of 144. The school is projected to end the year with a positive cash balance unless Period 2 ADA ends significantly lower, or if the school has to hire and pay for additional services for Special Ed.
- The Business Manager will run a multi-year cash flow projection. The overall trend of declining enrollment, unless stabilized and reversed, could have a potentially greater impact on the school's finances in successive years, rather than the current one.

Salary Structure

- The Treasurer and Business Manager discussed possible changes to the salary structure, in light of new minimum wage requirements in California. The Business Manager will run possible scenarios for further review. The Board will be asked to take action at a future meeting.

**Sherwood Montessori
Balance Sheet**

Accrual Basis

As of January 31, 2020

	<u>Jan 31, 20</u>	<u>Jan 31, 19</u>
ASSETS		
Current Assets		
Checking/Savings		
9100-Assets	589,993	337,611
Total Checking/Savings	589,993	337,611
Other Current Assets		
9290 - Due from Grantor Gov...	-37,957	7,881
9650 Unrealized Revenue	-13,508	-19,239
PROP 39 FUNDS DUE		-50,512
Total Other Current Assets	-51,465	-61,870
Total Current Assets	538,528	275,740
Fixed Assets		
9410 - Land	95,000	95,000
9430- Building	365,031	221,719
9435-Accumulated Depreciation	-9,100	-6,116
Total Fixed Assets	450,931	310,603
TOTAL ASSETS	<u>989,459</u>	<u>586,343</u>
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
9500-Accounts Payable	991	2,008
Total Accounts Payable	991	2,008
Other Current Liabilities		
9500-Liabilities	36,830	67,714
Total Other Current Liabilities	36,830	67,714
Total Current Liabilities	37,821	69,722
Total Liabilities	37,821	69,722
Equity		
9793 - Audit Adjustments	-5,252	12,809
Restricted Assets	106,370	53,692
Unrestricted Fixed Assets	505,928	310,603
Unrestricted Net Assets	375,577	221,250

**Sherwood Montessori
Balance Sheet**

Accrual Basis

As of January 31, 2020

	<u>Jan 31, 20</u>	<u>Jan 31, 19</u>
Net Income	<u>-30,986</u>	<u>-81,732</u>
Total Equity	<u>951,638</u>	<u>516,622</u>
TOTAL LIABILITIES & EQUITY	<u>989,459</u>	<u>586,343</u>

11:44 AM

Sherwood Montessori

02/12/20

Board of Directors - Donations and Fundraising Report

Accrual Basis

January 2020

Type	Date	Memo	Amount
8000-Revenues			
8600-8799 Other Local Revenue			
8699-Fundraising and Donations			
8699-Field Trip Donations			
Ashland Trip			
Deposit	01/10/2020	Ashland Falyn 7/8	339
Total Ashland Trip			339
8699-Field Trip Donations - Other			
Deposit	01/28/2020	CYO camp payment	48
Total 8699-Field Trip Donations - Other			48
Total 8699-Field Trip Donations			388
8699-Fundraising			
Deposit	01/24/2020	EXT DAY	250
Deposit	01/24/2020	EXT DAY	233
Deposit	01/28/2020	Yearbook	14
Deposit	01/30/2020	Square Inc	15
Total 8699-Fundraising			512
Classroom donation			
Deposit	01/10/2020	Sheng 4565 Perma Culture ...	36
Total Classroom donation			36
Total 8699-Fundraising and Donations			935
Total 8600-8799 Other Local Revenue			935
Total 8000-Revenues			935
TOTAL			935

Sherwood Montessori
Profit & Loss YTD Comparison
July 2019 through January 2020

	<u>Jul '19 - Ja...</u>	<u>Jul '18 - Ja...</u>	<u>Jul '19 - Ja...</u>
Ordinary Income/Expense			
Income			
8000-Revenues	733,486	705,446	733,486
Total Income	<u>733,486</u>	<u>705,446</u>	<u>733,486</u>
Gross Profit	733,486	705,446	733,486
Expense			
1000 Certificated Salaries	259,909	222,666	259,909
2000 Classified Salaries	175,522	192,629	175,522
3000-Employee Benefits	137,458	122,652	137,458
4000-Books and Supplies	25,650	22,729	25,650
5000 Services/Other Op. E...	165,931	153,497	165,931
6000 Captial Outlay (>5K)		73,006	
Total Expense	<u>764,471</u>	<u>787,179</u>	<u>764,471</u>
Net Ordinary Income	<u>-30,986</u>	<u>-81,732</u>	<u>-30,986</u>
Net Income	<u><u>-30,986</u></u>	<u><u>-81,732</u></u>	<u><u>-30,986</u></u>

11:44 AM
02/12/20
Accrual Basis

Sherwood Montessori
Board of Directors - Vendor Payments Report
January 2020

Type	Date	Num	Name	Memo	Account
Che...	01/02/2020	DBT	Mendes Supply Co.	supplies	Custodial Supplies
Che...	01/07/2020	DBT	Costco		Instructional Sup...
Che...	01/07/2020	DBT	Costco		Extended Day
Che...	01/07/2020	DBT	CharterSAFE	Premium package - 19...	5400-Liability Ins...
Che...	01/07/2020	DBT	CharterSAFE	Premium package - 19...	3601-Workers C...
Bill	01/08/2020		AB SELF STORAGE	STORAGE UNIT F38 ...	Other Rentals
Bill	01/08/2020		Comcast	2020 JAN	Internet Service ...
Bill	01/08/2020		TIAA Commercial ...	CONTRACT 41435186	Copier Lease
Che...	01/08/2020	6895	Dana . Morris	LIVESCAN	LiveScan and T...
Che...	01/08/2020	DBT	USPS		Postage
Che...	01/08/2020	DBT	Amazon.com	supplies	Instructional Sup...
Che...	01/08/2020	DBT	Walmart	SUPPLIES	Instructional Sup...
Che...	01/08/2020	DBT	Walmart		Custodial Supplies
Che...	01/08/2020	DBT	Walmart		Instructional Sup...
Che...	01/08/2020	DBT	Walmart		Extended Day
Bill	01/10/2020		Advanced Document	DECEMBER 2019	Copier Lease
Bill	01/10/2020		CUSD	INV20-00034 DECEM...	CUSD FUA Cha...
Che...	01/10/2020	DBT	Target		Instructional Sup...
Che...	01/10/2020	DBT	Amazon.com	supplies	Instructional Sup...
Che...	01/13/2020	DBT	MobyMax		Contracted Servi...
Che...	01/13/2020	DBT	Costco		Instructional Sup...
Che...	01/13/2020	DBT	Mendes Supply Co.	supplies	Custodial Supplies
Che...	01/13/2020	DBT	Amazon.com	supplies	Instructional Sup...
Che...	01/13/2020	DBT	Amazon.com	supplies	Instructional Sup...
Che...	01/14/2020	DBT	Costco		Instructional Sup...
Che...	01/14/2020	DBT	Tractor Supply CO		Instructional Sup...
Che...	01/14/2020	DBT	Amazon.com		Extended Day
Che...	01/15/2020	DBT	Craigslist		Advertising
Che...	01/15/2020	DBT	Amazon.com	supplies	Extended Day
Che...	01/15/2020	DBT	Amazon.com	supplies	Office Supplies
Bill	01/16/2020		Comcast	2020 JAN	Internet Service ...
Bill	01/16/2020	inv9...	Verizon Wireless		Telephone, Cell...
Bill	01/16/2020		PG & E	1010 Cleveland	Electricity
Che...	01/16/2020	6902	Andre Williams	Andre Williams	LiveScan and T...
Che...	01/16/2020	ACH	HP LEASE 7603	CHROME BOOKS LE...	HP DIRECT LE...
Che...	01/17/2020	DBT	National School Fo...		Office Supplies
Che...	01/21/2020	6905	Heather Fisher	mileage	5200-Travel and...
Che...	01/21/2020	DBT	Amazon.com	supplies	Instructional Sup...
Bill	01/22/2020	INV ...	Butte County Offic...	Summative English Le...	Extracurricular S...
Bill	01/22/2020	INV ...	Natalie Wren	Nurse Service 1/13/20 ...	SELPA
Che...	01/22/2020	6906	Steve Duke	mileage	5200-Travel and...
Che...	01/22/2020	6907	Ellen . Flasch	Livescan	LiveScan and T...
Che...	01/22/2020	6908	Raphael . DiGenova	Livescan	LiveScan and T...
Che...	01/22/2020	DBT	Costco		Instructional Sup...
Che...	01/22/2020	DBT	Miller Glass	window repair	Maintenance Su...
Bill	01/22/2020	5491...	California Water S...	12/19/19 - 1/21/20	Water

Type	Date	Num	Name	Memo	Account
Che...	01/22/2020	DBT	California Regional...	WILLY WONKA	Field Trips and ...
Che...	01/22/2020	DBT	California Regional...	WILLY WONKA	Field Trips and ...
Che...	01/23/2020	DBT	Sutherland Landsc...	Cooking and gardening	Instructional Sup...
Che...	01/23/2020	DBT	Amazon.com	supplies	Instructional Sup...
Che...	01/23/2020	DBT	Amazon.com	supplies	Instructional Sup...
Che...	01/23/2020	DBT	Amazon.com	supplies	Extended Day
Bill	01/24/2020	1002...	Chico Country Day	SELPA - INV 10020-0...	Contracted Servi...
Che...	01/24/2020	6910	Karina . Romero	Livescan	LiveScan and T...
Che...	01/24/2020	6911	Vanessa Aripez	mileage	5200-Travel and...
Bill	01/24/2020		Carlotta Red Leaf {...	ART 18 hrs @ \$20	Contracted Servi...
Che...	01/24/2020	DBT	MobyMax		Contracted Servi...
Bill	01/24/2020		TIAA Commercial ...	CONTRACT 41435186	Copier Lease
Che...	01/27/2020	DBT	Michaels	art supplies	Instructional Sup...
Che...	01/27/2020	DBT	Sherwood Montes...		Instructional Sup...
Che...	01/27/2020	DBT	Amazon.com	supplies	Instructional Sup...
Che...	01/27/2020	DBT	MobyMax		Instructional Sup...
Che...	01/27/2020	DBT	PRODIGYGAME	SUPPLIES	Instructional Sup...
Che...	01/28/2020	DBT	Costco	Stamps	Office Supplies
Che...	01/28/2020	DBT	Costco	SMPO	Instructional Sup...
Che...	01/28/2020	DBT	Costco	Food	Extended Day
Che...	01/29/2020	DBT	Wufoo	JAN-FEB 2020	Online List Mana...
Che...	01/29/2020	DBT	Northern California...	WIRE TRANSFER FEE	Bank Fees
Che...	01/29/2020	DBT	Northern California...	WIRE TRANSFER FEE	Bank Fees
Che...	01/29/2020	DBT	ANTHONY B	ANTHONY B - MUSIC ...	Fundraising Exp...
Che...	01/29/2020	DBT	ANTHONY B	ANTHONY B - MUSIC ...	Fundraising Exp...
Che...	01/31/2020	6914	Madison . Kelly	Livescan	LiveScan and T...
Che...	01/31/2020	6915	Justin . Jodaitis	Livescan	LiveScan and T...
Bill	01/31/2020	2019...	Pat Casey	CONTRACT SERVICE...	Business Manag...
Bill	01/31/2020		Jennifer Moreno	CONTRACT OCCUPA...	SELPA
Bill	01/31/2020	2379...	Office Depot	INVS2379722707-237...	Office Supplies
Che...	01/31/2020			Service Charge	Bank Fees

TOTAL

Amount

89.36
20.00
40.17
1,532.00
692.00
108.00
192.13
243.63
52.00
62.85
8.57
11.72
14.84
39.76
61.78
425.31
1,508.66
10.58
21.36
396.00
10.71
463.62
12.86
27.54
59.67
14.99
33.87
20.00
12.22
46.09
263.96
97.92
162.41
52.00
394.89
120.66
11.37
70.68
75.00
195.00
51.91
52.00
52.00
62.76
350.07
39.13

Amount
87.00
90.00
73.34
64.32
193.00
56.75
2,290.43
52.00
25.64
360.00
99.00
243.63
35.39
32.18
21.44
107.32
160.00
54.75
34.37
53.44
19.00
35.00
35.00
900.00
4,100.00
52.00
52.00
3,100.00
700.00
46.87
27.00
21,484.92



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Second Interim Budget**

Date: February 20, 2020

SUMMARY

Business Manager Pat Casey has prepared the Second Interim Financial Report with input from the Budget Committee.

DISCUSSION

The Budget Committee met and gave input to adjust the budget to actual spending. The Second Interim Report will reflect adjustments made considering spending patterns to project out for the remainder of the year.

ACTION REQUESTED

Adopt 2nd Interim Budget.

Attachment: 2nd Interim Budget

Charter School Accountability:

588 Examples and Counting

The preceding two chapters discussed charter school accountability. I emphasize accountability in this book to make sure you understand that if your board fails to properly fulfill its duties, your school can close. The educational landscape is littered with such examples. Fortunately, as I indicated in the introduction, your board can learn valuable lessons at the expense of those boards that have failed. Let's begin by considering the scope of charter school closures.

The Center for Education Reform, a pro-charter, pro-parental choice advocacy organization, gathers data on every charter school closure in the country, and has published findings in 2002, 2006, and 2008. The cumulative number of closures in each report was 194, 438, and 588, respectively.⁹ The CER reports also establish the reasons the schools closed. The number one reason? About two-thirds of all charter school

closures are related to financial problems. About half of these were attributed to an insufficient enrollment.

What can your board learn from this? Two big things. First, recruiting and retaining students is critical to your survival. Second, the board needs to ensure that money is not being mismanaged or misspent. This oversight responsibility is so grave, that I discuss it at length in Chapters 13 and 14, and then explain in 15 how to make sure it gets reviewed in board meetings.

CER's reports provide a useful starting point in understanding the sweep of charter school closures, but questions about the roles played by the boards of these schools were beyond the scope of its studies. In fact, no detailed research on the role played by boards in charter school closures existed until September 2008. That's the date that I defended my doctoral dissertation.

I subsequently summarized some of the findings from my dissertation in a monograph I presented at the 2008 annual conference of the National Association of Charter School Authorizers.¹⁰ Because you can read the monograph, I won't repeat all the details here. I do, however, want to highlight two findings.

First, I want to share some data on insufficient enrollment so you can see some actual numbers. For the data presented in the gray boxes, you need to know that my research sample was composed of 100 random cases of charter school closures. This represents about 17% of the total 588 cases from 1993 to 2008 documented by CER.

In the first gray box that follows, I've reprinted a portion of the monograph.

Lesson #1: Insufficient Enrollment is the Reason Most Charters Closed

In the study, I asked authorizers to provide the officially stated primary reason for which each school closed. The wording of the question implied at least two things: that schools can (and do) close for multiple reasons and that the stated reason may conceal other reasons (either intentionally or unintentionally . . .). Authorizers were asked to choose from eight possible answers:

1. Academic underperformance
2. Financial mismanagement
3. Financial improprieties
4. Non-compliance
5. Failure to obtain/retain viable enrollment
6. Political adversity
7. Other
8. Not known

Of the 100 dissolved schools in the sample, failure to attract/retain an enrollment sufficient for financial viability was officially stated as the primary reason for closure in 34 cases, a finding that is reasonably consistent with two reports by the Center for Education Reform (2002; 2006). Perhaps even more startling is the fact that an enrollment of ≤ 300 , while not given as the primary stated reason for closure in the other cases, appears to be an important variable in the demise of almost three-fourths of all the schools in the sample, as suggested by the data in the following table:

Enrollment	Frequency	Cumulative %
< 50	27	27%
51-100	18	45%
101-200	17	62%
201-300	10	72%

As the table above shows, *almost half the cases in the sample had 100 or fewer students* and nearly two-thirds of the schools in the sample had enrollments of 200 or fewer students at the time of closure.

Perhaps even more startling is the fact that an enrollment of ≤ 300 while not given as the primary stated reason for closure in the other cases, appears to be an important variable in the demise of almost three-fourths of all the schools in the sample...

The lesson I emphasize from the preceding data is this: generally speaking, your board should establish a minimum enrollment of 300 in order to be viable.

The second important thing that your board can learn from schools that have closed is that sloppy governance was prevalent among them. I simply refer to such boards as *dysfunctional*.¹¹

To be sure, my research design does not support saying that dysfunctional boards caused their schools to close.

To be sure, my research design does not support saying that dysfunctional boards *caused* their schools to close. Indeed, it is very difficult to prove causal links in all social science phenomena, which is essentially what charter school closures are. The independent variables that *cause* charter school closures are likely difficult to isolate, operationalize, and measure. The research design itself would require an ex-post facto, quasi-experimental design that would be expensive and lengthy to conduct, to say the least.

Research gap aside, the operational implications of charter schools with dysfunctional boards are observable using a little common sense. To one degree or another, dysfunctional charter school boards result in schools with insufficient enrollments, financial problems, and poor academic achievement. These problems snowball until they are so bad the charter is revoked or not renewed.

Read the finding in the gray box below, also reprinted from the monograph.

Lesson #2: Sloppy Governance was Prevalent in Schools that Closed

Apart from the excellent work done by a few scholars (e.g., Hill & Lake, 2006; Hill, Lake & Celio, 2002), the role of boards in charter school performance has not been widely studied. To help close this gap in the literature, I focused my research on the actions, decisions and characteristics of the boards of failed charter schools.

Not surprisingly, sloppy governance was prevalent in schools that eventually dissolved. To be clear, my research design did not permit causal conclusions to be drawn (e.g., boards committing such and such errors caused schools to close). But I can say with a high degree of certainty, in the views of authorizers discussing schools whose dissolution they had overseen, the following eleven actions, decisions, and characteristics of boards adversely impacted the schools in the sample:

1. Dominated by the founder of the school
2. Dominated by the management company
3. Violations of the duty of loyalty
4. Violations of the duty of oversight
5. Violations of the duty of obedience
6. Lack of internal cohesion
7. Well-intentioned people but lacking capacity
8. Excessive board member turnover
9. Behaving unprofessionally toward the school's staff
10. Role confusion among parent-board members
11. Individual board members acting outside the scope of their authority

To some extent, most of the constructs above are self-explanatory, but I have written about most of them to one degree or another throughout this book. Items 3, 4, and 5 are discussed in Chapter 10.

How can I best summarize these findings for the purpose of emphasizing that charter accountability is real? I would argue that the boards of dissolved charter schools demonstrated by their actions, decisions, and characteristics that they didn't understand the reason why they existed, and were thus incapable of fulfilling their obligations to taxpayers.

Some boards may protest by complaining that it was their school executive who did or didn't do this or that. Maybe so. But whose job is it to hire and evaluate the executive?

I would argue that the boards of dissolved charter schools demonstrated by their actions, decisions, and characteristics that they didn't understand the reason why they existed, and were thus incapable of fulfilling their obligations to taxpayers.

So, how does your board avoid joining the hundreds of closed charters?

As you will read throughout this book, a board must first understand why it exists (Chapter 6). It must understand, and adhere to the differences between governance and management (Chapter 7). It must establish and evaluate the outcomes to be achieved in the school (Chapters 13 and 18) and establish policy parameters within which those achievements are to occur (Chapter 11). It must hire an effective, multi-talented executive (Chapter 19), and learn to work with him or her (Chapter 20). If it considers hiring a management company instead, the board needs to conduct its due diligence *beforehand* (Chapter 22). In either case, the board must oversee the school's finances (Chapters 13 and 14). The board must have an attitude of humility, evidenced by its willingness to devote time to its own development and evaluate its own performance (Chapter 17). It should never shy away from asking hard questions (Chapter 25). And it must never lose sight of the fact that it is accountable to taxpayers in two ways that are unique to public schools, both through the market and to the school's authorizer (Chapters 2 and 3). In all this, it must always comply with the laws that govern public schools because charter schools are public schools (Chapter 24).

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. Is your school having difficulties with any of the following:
 - Academic underperformance?
 - Financial mismanagement?
 - Financial improprieties?
 - Non-compliance?
 - Failure to obtain/retain viable enrollment?
 - Political adversity?
2. If yes to #1 above, what is your board doing about it?

3. Does your board exhibit any of the actions, decisions, or characteristics as those boards in the research?

- Dominated by the founder of the school
- Dominated by the management company
- Violations of the duty of loyalty
- Violations of the duty of oversight
- Violations of the duty of obedience
- Lack of internal cohesion
- Well-intentioned people but lacking capacity
- Excessive board member turnover
- Behaving unprofessionally toward the school's staff
- Role confusion among parent-board members
- Individual board members acting outside the scope of their authority

4. If yes to #3 above, what is your board doing about it?

Additional Resources

Good to Gone: Five Lessons From Research About Charter Schools That Make the Leap . . . Into Extinction by Dr. Brian L. Carpenter can be downloaded and reproduced free of charge, along with a variety of monographs, by going to the Institute's Web site www.CharterInstitute.org

My dissertation can also be located on the Web. Here is its APA citation:

Carpenter, Brian L. (2008). Understanding how charter school boards impact school dissolution: An explanatory mixed methods study. Ph.D. dissertation, Capella University, United States -- Minnesota. Retrieved February 13, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3329819).



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California-*Social Distancing requires fewer than 9 people physically attend this meeting.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting
<https://us04web.zoom.us/j/5245217471>
Meeting ID: 524 521 7471

Date/Time: **Thursday, March 26, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval Consider approval of minutes from Special Meeting, November 14, 2019; Regular Meeting, February 20, 2020; Special Meeting, March 6, 2020; Special Meeting, March 11, 2020

B.2 Revision of Bylaws Regarding Board Service

The Board will be asked to revise bylaws regarding Board service.

ACTION REQUESTED: Revise bylaws

B.3 Appointment of Board Member

The Board will be asked to appoint a director to an empty seat.

ACTION REQUESTED: Appoint Board member

B.4 Revision of Bylaws Regarding Number of Directors

The Board will be asked to revise bylaws regarding number of directors.

ACTION REQUESTED: Elect officers

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

Part I: Student Performance

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any) (6:10 p.m.)

2.2 Election of Officers (6:20 p.m.)

The Board will be asked to elect officers.

ACTION REQUESTED: Elect officers

2.3 Add Signatories to Bank Account (6:30 p.m.)

The Board will be asked to add signatories to the school bank account

ACTION REQUESTED: Add signatories

2.4 School Closure (6:35 p.m.)

The Board will be asked to approve school closure due to COVID-19

ACTION REQUESTED: Approve school closure

2.5 Revision of School Calendar (6:40 p.m.)

The Board will be asked to revise the 2020-2021 calendar

ACTION REQUESTED: Revise calendar

2.6 Succession Plan (6:45 p.m.)

The Board will be asked to discuss the plan for future school leadership

ACTION REQUESTED: Discuss succession plan

2.7 REPORTS AND COMMUNICATION (6:55 p.m.)

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

2.7.1 Sherwood Montessori Parents Organization Report

2.7.2 School Director Report

2.7.3 Director of Special Education Report

2.7.4 Treasurer Report

Part III: Board Development

3.1 Board Development (7:05 p.m.)

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

Chapter 12: Pareto: A Deceased Economist That Can Help Your Board from the book *Charter School Board University*

ACTION REQUESTED: Discuss chapter

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Existing Litigation (7:35 p.m.)

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Gov't. Code section 54956.9(d)(1).) State Case Number WC-CM-484424

H. ADJOURNMENT (Est. 7:45 p.m.)

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



SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 3 1071 E. 16th St., Chico, California

Date/Time: Thursday, November 14, 2019 – 2:15 p.m.

AGENDA

1. CALL TO ORDER

1.1 Roll Call Monica Woodward, Denise Snoke, Rosie Paulson, Anna Ling, Nathan McGraw, Tanya King, Melissa Struyf

Meeting was called to order at 2:15pm. Monica Woodward, Denise Snoke, Anna Ling and Melissa Struyf were present.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

3.1 Approval of Measure K Spending Proposal

The Board will be asked to approve a Measure K Spending Proposal

ACTION REQUESTED: Approve proposal.

Melissa Struyf motioned to approve proposal. Approved by the Board.

4. ADJOURNMENT (Est. 2:30 p.m.)

Meeting was adjourned at approximately 2:35pm.

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, February 20, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

Meeting called to order at 6:04pm. Monica Woodward, Denise Snoke, Nathan McGraw and Rosie Paulson present. Monica Woodward reported that Melissa Struyf had informed her of her immediate resignation from the Board prior to the meeting.

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, January 16, 2020.

Rosie Paulson moved to approve the consent agenda. Approved by the Board.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

Part II was moved to be discussed first.

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

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

2.2 REPORTS AND COMMUNICATION (6:40 p.m.)

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

- 2.2.1 Committee Reports**
- 2.2.2 Instructional Staff Report**
- 2.2.3 Sherwood Montessori Parents Organization Report**
- 2.2.4 School Director Report**
- 2.2.5 Director of Special Education Report**
- 2.2.6 Treasurer Report**

2.3 Second Interim Budget (6:50 p.m.)

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

ACTION REQUESTED: Adopt Second Interim Budget

Anna Ling arrived at 7:02pm.

Denise Snoke moved to adopt Second Interim Budget. Approved by the Board.

Part I: Student Performance

1.1 Homework Policy (6:10 p.m.)

The Board will be asked to discuss the possibility of developing a school Homework Policy.

ACTION REQUESTED: Discuss the possibility of developing a Homework Policy.

Board discussed developing a Homework Policy.

Part III: Board Development

3.1 Board Development (7:00 p.m.)

Chapter 4: Charter School Accountability from the book *Charter School Board University*

ACTION REQUESTED: Discuss chapter

Tanya King arrived at 7:30pm.

The Board discussed the chapter.

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

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Public Employee Performance Evaluation (7:30 p.m.)

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

The meeting adjourned in public session at 7:55pm and reconvened in closed session at 8:03pm.

H. ADJOURNMENT (Est. 7:45 p.m.)

The meeting reconvened in open session and adjourned at 8:56pm.

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



SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **776 Cleveland Avenue, Chico, CA 95928**

Date/Time: **Friday, March 6, 2020 – 9:10 a.m.**

AGENDA

1. CALL TO ORDER

Roll Call Anna Ling, Nathan McGraw, Rosie Paulson, Denise Snoke

Meeting called to order at 9:08am. All members present.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. CLOSED SESSION Public Employee Performance Evaluation

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

4. ADJOURNMENT

Meeting reconvened in open session and adjourned at 10:40am.

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



SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **776 Cleveland Avenue, Chico, CA 95928**

Date/Time: **Tuesday, March 10, 2020 – 1:30 p.m.**

AGENDA

1. CALL TO ORDER

Roll Call Anna Ling, Nathan McGraw, Rosie Paulson, Denise Snoke

Meeting called to order at 1:30pm. All members present.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. CLOSED SESSION Public Employee Performance Evaluation

With respect to every item of business to be discussed in a closed session pursuant to Government Code Section 54957. Title: School Director.

4. ADJOURNMENT

The meeting reconvened in open session and adjourned at 2:40pm.

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



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Agenda Item B.2 Revision of Bylaws

Date: March 26, 2020

SUMMARY

A director is currently limited to 6 years of service. A revision of the bylaws would allow a longer term of service, either continuous or non-continuous with a stipulated length of time of non-service.

DISCUSSION

The current bylaws read:

SECTION 5. TERMS OF OFFICE

Each member of the Board of Directors shall hold office for a term of three years, for a maximum of two terms (six years). Renewal of the three-year terms shall be done at the SMPO meeting for election of the Board of Directors as specified in these Bylaws. The initial term of office of the Board of Directors shall be three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. Upon expiration of those designated terms the term of each newly elected Board of Directors shall continue for three years.

They could be revised to read:

SECTION 5. TERMS OF OFFICE

Each member of the Board of Directors shall hold office for a term of three years, for a maximum of two terms (six years) of continuous service. Directors may return to serve another full or partial term after a recess of service of at least one year. Renewal of the three-year terms shall be done at the SMPO meeting for election of the Board of Directors as specified in these Bylaws. The initial term of office of the Board of Directors shall be three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. Upon expiration of those designated terms the term of each newly elected Board of Directors shall continue for three years.

ACTION REQUESTED

Revise bylaws.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Agenda Item B.3 Vacancy on the Board

Date: March 26, 2020

SUMMARY

The Board may appoint individuals to serve when there is a vacancy.

DISCUSSION

Under Article 4: Meetings, Section 10: Vacancies of the Board bylaws, vacancies on the Board may be filled by the current members of the Board of Directors:

Any Director may resign effective upon giving written notice to the Chair of the Board, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would then be left without a duly elected Director in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board, or, if the number of Directors then in office is less than a quorum, by (1) the unanimous written consent of the Directors then in office or (2) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws.

A person elected to fill a vacancy as provided by this Section, shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

ACTION REQUESTED

Appoint a director to the vacancy.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item B.4 Number of Directors**

Date: March 26, 2020

SUMMARY

Currently, the bylaws state there will be seven directors. The bylaws can be amended to five.

DISCUSSION

ARTICLE 3 BOARD OF DIRECTORS

SECTION 1. NUMBER OF DIRECTORS

As a community school, the governance of the corporation will reflect both the interests of the parents of the students attending Sherwood Montessori and the greater community. The corporation shall have seven Board Members and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws.

ACTION REQUESTED

Amend bylaws.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2 – Election of Officers for the Board of Directors**

Date: March 26, 2020

SUMMARY

New officers for the 2019-2020 school year need to be elected.

DISCUSSION

Currently, the following directors are officers:

Rosie Paulson-Vice Chair
Anna Ling -Treasurer
Denise Snoke-Secretary

These excerpts from our Charter describe the duties of the offices:

SECTION 6. DUTIES OF CHAIR

The Chair shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Unless another person is specifically appointed as Chair of the Board of Directors, he or she shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

In the absence of the Chair, or in the event of his or her inability or refusal to act, the Vice-Chair shall perform all the duties of the Chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the Chair. The Vice-Chair shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors.

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;
2. Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Board of Directors, and, if applicable, meetings of committees of Directors, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof;
3. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;
4. Be custodian of the records;
5. Exhibit at all reasonable times to any Director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the Directors of the corporation. In general, perform all duties incident to the office of Secretary, and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 9. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the "Execution of Instruments, Deposits and Funds," the Treasurer shall:

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;
2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;
3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;
4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;

5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ACTION REQUESTED

Elect officers for the Board of Directors for the remainder of the 2019-2020 school year.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Change of Signatories on Bank Account

Date: March 26, 2020

SUMMARY

Consideration of request to authorize a change of signatories on the School's bank account.

DISCUSSION

Our current Board resolution for signatories has Anna Ling as the sole signatory.

ACTION REQUESTED

Approve additional signatory/ies.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Closure

Date: March 26, 2020

SUMMARY

Approve school closure due to COVID-19.

DISCUSSION

The Board authorized the School Director to close the school for 5 days, March 23-March 27, in response to the threat of COVID-19. Further closure requires Board approval.

ACTION REQUESTED

Approve closing the school for as long as other Butte County schools are closed due to COVID-19.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Change in 2020-2021 School Calendar

Date: March 26, 2020

SUMMARY

A change in the 2020-2021 school calendar would reduce the teacher work months from 11 to 10.

DISCUSSION

Changes in the minimum wage law have prompted some schools to change their calendars from an 11 month calendar to a 10 month calendar. The proposed calendar has the school year ending in May.

ACTION REQUESTED

Approve calendar change



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Director Report

Date: March 26, 2020

Due to the COVID-19 outbreak, I have been attending teleconferences and webinars with education, health, and legal advisors since Sunday, March 15th. Information changes each day, sometimes several times a day. Rather than submit a written report, I will update the Board at the meeting with current information.

Below are some items that were in my report before the COVID-19 outbreak:

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- I attended the Education Job Fair on March 7th and met many future educators and experienced educators looking for new opportunities. I didn't meet anyone with Montessori training, but several teachers were interested in Montessori methods.
- I attended the Butte County Charter Leaders Network Meeting on Thursday, March 12.

FISCAL ITEMS:

- Chipotle fundraiser was a success, generating \$273.08 earmarked for new library books.
- Emergency Impact Aid (EIA) grant funds are expected in March, Project SERV funds are expected in late spring (probably summer).



MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of MTSS Report

Date: March 26, 2020

The COVID-19 virus has changed our way of life and left much uncertainty for schools. The second half of this board report is my draft I wrote a week ago while things were still normal. I kept it for perspective and to show the state of things once we return to school. The situation is very fluid, and we have received a large amount of information from many agencies including El Dorado Charter SELPA, CDE, and our legal team. I've also been in contact with several concerned parents about next steps. The Camp Fire taught us some valuable lessons that will prove helpful as we move forward and adapt. It's hard to know what the future will hold but it seems more probable than not that we will not physically return to school for the completion of the 2019/2020 school year.

For special education there are many questions. There are also many solutions. Special education has always thrived on adapting and meeting individual needs. An online model of teaching and learning will be a change for many students, especially those with more intense needs who are primarily used to doing hands-on work and activities with teachers and paraprofessionals in the classroom. We should potentially be able to provide specialized academic instruction, speech services, occupational therapy, and adaptive physical education through an online model.

The length of the school shutdown will dictate the amount of work special education will face when students return to school. There will be a large number of late IEPs, assessments that weren't completed, transition IEPs that weren't completed, etc. This will put a hefty strain on special education teams, especially if we don't return until next fall. I'm confident we will receive more guidance in the future as the seriousness and length of this pandemic becomes more evident. New procedures may have to be developed that will allow special education to catch up within a reasonable time.

The following was my board report I wrote before the virus has closed our nation.

As anticipated our special education population has continued to grow. We now have thirty students receiving special education services. We have two students that are being referred for special education assessment and we have a few students with upcoming SST's that could potentially generate special education referrals.

We lost a negligible amount of funding (\$5 ADA) per special education student from the current special education allotment by El Dorado Charter SELPA. Please see the fiscal report for details.

We have been chosen for Targeted Review because our state testing scores in math were low last school year. We are awaiting some clarification on details. Like PIR for testing participation percentage last year we will have to come up with a plan to improve in this area.

Our state testing window will begin shortly and it's important that everyone participates in state testing. Designated supports are available to all students with a need and accommodations are available to students with IEPs. State testing accommodations are thoroughly discussed and chosen at IEP meetings. Test Operation Management System testing accommodations for students with IEPs and 504s will be completely entered, double-checked, and confirmed by April 1st, 2020.

Governor Newsom is currently seeking a waiver to forgo state testing. If that is the case this work will not need to be completed.

Pareto: A Deceased Economist That Can Help Your Board

Everyone who knows me well, knows that during recent years, I have become an ardent practitioner of something called Pareto's Law. Also known as the 80/20 principle, this peculiar concept can produce remarkable results. I have applied it to my personal and professional pursuits with the kind of determination that comes whenever you have a life-changing personal insight. I also urge charter school boards to apply it to their endeavors. Here's how it works.

Pareto was an Italian economist who lived around the turn of the 20th century. He was the first to develop a mathematical formula that successfully predicted that 80% of a country's wealth and income is owned by 20% of its people. Eventually, his formula became part of what are known as mathematical power law curves.

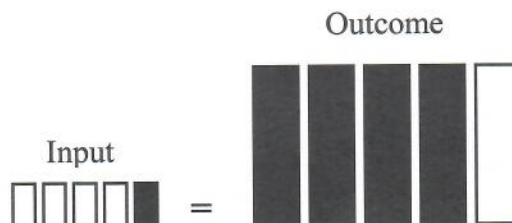
In the mid-1950s, a number of other scholars discovered that this strange, but imbalanced relationship exists between many other things, *especially between inputs and outcomes*. I've made a few observations of this relationship of my own:

- Regardless of the number of emails I receive in a typical day, only a small number of them contain anything of value--usually 10% to 20%.

Succinctly stated, the 80/20 principle says that a small percentage of inputs (not necessarily 20%) generates or produces a large percentage of outcomes (not necessarily 80%).

- Out of dozens of conversations I have with people while networking at conferences, only a small number of them result in meaningful relationships.
- Of more than a dozen monographs I've written in the past few years, one of them is requested far more often than all the others combined (*The Five Dysfunctions of Charter School Boards*).
- Out of everything I choose to eat each day, only a small number of choices account for most of my unwanted pounds.
- When I consult with individual boards, I know that out of everything they could do to improve their governance, usually addressing only one or two issues will produce extraordinary results. (My challenge is in identifying what those one or two issues are for each board.)

Succinctly stated, the 80/20 principle says that a small percentage of inputs (not necessarily 20%) generates or produces a large percentage of outcomes (not necessarily 80%). It's also important to understand that the inputs and the outcomes don't necessarily have to add up to 100. Here's one way to diagram this relationship:



You notice a couple of things about the diagram. First, I've divided the inputs and outcomes into fifths, though this needn't have been the case. I could have divided inputs and outcomes into tenths, thousandths, or any other metric such as dollars for that matter. I chose fifths because it is easily illustrated and because doing so produces a one-fifth to four-fifths relationship.

Next, you notice that one input unit out of five generated four out of five outcome units. It is often the case when analyzing the causes of something, that one or two things account for most of the outcome.

Lastly, you notice that the outcomes are bigger than the inputs. I chose the size of the outcomes arbitrarily but they could be any size. The point is, the outcomes do not share a one-to-one relationship with the inputs. In investment terms, you expect your outcomes to be larger than your inputs. If you invest five dollars, your return should be larger than five dollars. How much larger, of course, depends on how good the investment was.

Putting Pareto to Work in Your Boardroom

To successfully put the 80/20 principle to use in your board meetings, you must first be able to distinguish inputs from outcomes, and you must be able to at least approximate their relationship. This is to say that while you do *not* need to be able to precisely measure the relationship between inputs and outcomes, you *do* need to be able to estimate the impact of one upon the other.

So let's take your charter school board meeting. The board's inputs consist of all the items it discusses, actions that it takes, and decisions that it makes. If the 80/20 principle holds true in charter school board meetings (and I've repeatedly observed that it does), then we would predict that a majority of the board's discussions, actions, and decisions *have no meaningful impact on the school*. (The word *meaningful* is, of course, subjective. My use of it here is intended to refer to outcomes that are far reaching--for good or bad.)

You protest, "How can that be? We meet for three hours or more each month. Are you saying that most of that time is of little or no value to the school?"

Well, you tell me. Do the experiment I describe in Chapter 13 and see what you come up with. Unless your board is unusually effective

If the 80/20 principle holds true in charter school board meetings (and I've repeatedly observed that it does), then we would predict that a majority of the board's discussions, actions, and decisions have no meaningful impact on the school.

*I often say to boards,
every minute you
spend engaged in
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minute you failed to
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(and there are a few out there), you'll find that the board naturally spends most of its time discussing what Romanian-born economist Joseph Juran²⁵ called the trivial many (which is another way to think of four-fifths of the inputs in the diagram).

But the 80/20 principle also predicts that *a small number* of discussions, actions, and decisions have a hugely disproportionate impact on the school. Juran called these, *the vital few*. Now here's a key point: in any board meeting, the trivial many (items) compete with the vital few. I often say to boards, every minute you spend engaged in the *trivial many* is a minute you failed to spend discussing the *vital few*. (For a list of examples of the trivial many things that boards discuss, see the bullet list in Chapter 13.)

For the conscientious board, this naturally leads to the question, "So what are the vital few things that we should discuss, act on, or make decisions about?"

Like most of the points in this book, this question takes us right back around to Chapter 6 where I explained why boards exist. So to integrate the 80/20 principle with the principles of good governance (which have been well articulated in one form or another by John Carver), the board simply needs to discuss things that pertain to its purpose, *and nothing else*. Here's a short list of most things that pertain to the board's purpose:

- establishing and evaluating student outcomes
- establishing and monitoring management compliance with policies designed to prevent the existence of things that are operationally illegal, imprudent, or unethical
- hiring, evaluating, and terminating when necessary, the employment of the executive (or management company)
- acquiring and disposing of capital assets (and related decisions such as bond issues, etc.)

- getting your charter renewed
- developing the board's capacity to better understand education and governance

You should be able to see how discussing, acting on, and making decisions pertaining to these things creates disproportionate value for the school. Everything else, with a few possible exceptions, is *trivial*. You should also be able to see how each one of the preceding bullet points would fit neatly into the 30/30/30 Agenda I describe in Chapter 15.

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. Make a list of everything your board discussed in its last three meetings. Use the minutes of those meetings, plus people's memories, to recall every single item that was discussed.
2. Sort those items into two groups: the trivial many and the vital few. Each item can only fit in one of those two categories. If you're having trouble deciding where an item belongs, ask yourself, "Does getting our charter renewed hinge on getting this right?" If the answer is, "No," then the matter is more than likely trivial.
3. How much time would you say your board spent discussing each?
4. Consider adopting a similarly worded resolution to the following:

"The board of ABC Charter School hereby resolves that it will focus on matters vital to the long-term success of the school by refraining from discussing any item that is trivial."

► Additional Resources

Richard Koch's books so impressed me that I started an email dialogue with him about the 80/20 principle. I was pleased and honored to receive his endorsement of my second book, *The Seven Outs: Strategic Planning Made Easy for Charter Schools*, which reads:

"In this concise little book, Brian masterfully demonstrates how the 80/20 Principle can be applied to strategic planning for schools. He is the first author I know of to have applied Pareto's Law to the boardroom. "

Needless to say, I strongly recommend Koch's books which are available on Amazon.com. For me, his books have been nothing short of life changing.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: *Due to Butte County Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting*
<https://us04web.zoom.us/j/77117098293?pwd=bUlRbGpEODVvcWZHSWVCa3VFTlE1dz09>
Meeting ID: 771 1709 8293 Password: 0YXTcK

Physical Meeting Address: 1071 E. 16th St. Room 3 Note: Social distancing requires fewer than 9 people meet physically at this location.

Date/Time: **Thursday, April 16, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval

Consider approval of minutes from Regular Meeting, March 26, 2020

B.2 Comprehensive Safety Plan

The Board will be asked to approve the Comprehensive Safety Plan for 2020-2021.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS—None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communication

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

E.2.1 School Director Report

E.2.2 Director of Special Education Report

E.2.3 Treasurer Report

E.3 Student Performance

Discussion of data on student attrition during the 2015-2020 school years.

E.4 Board Development

Review of roles and responsibilities of Board of Director and School Director; Review of critical Brown Act issues; General discussion of Committees and Board activities. To be led by R. Shapiro.

F. FUTURE AGENDA ITEMS

G. ADJOURNMENT (app. 7:00 pm)

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

Comprehensive School Safety Plan

**2020-2021
School Year**

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

Date of Adoption: April 16, 2020

Date of Update: April, 2020

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Russell Shapiro	Chair, Board of Directors		
Rosie Paulson	Vice Chair, Board of Directors		
Anna Ling	Treasurer, Board of Directors		
Denise Snoke	Secretary, Board of Directors		
Nathan McGraw	Member, Board of Directors		

Comprehensive School Safety Plan Purpose

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

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

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

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

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

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

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

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

- A. Child abuse reporting procedures
- B. Disaster procedures
- C. Suspension and expulsion policies
- D. Procedures to notify teachers of dangerous pupils
- E. Discrimination and harassment policies
- F. School wide dress code policies
- G. Procedures for safe ingress and egress
- H. Policies enacted to maintain a safe and orderly environment
- I. Rules and procedures on school discipline
- J. Procedures to Prepare for Active Shooters
- K. Hate crime reporting procedures
- L. Infectious Disease
- M. Public Agency Use of School Buildings for Emergency Shelters

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

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

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

While there is no legal duty for the reporter to contact the child's parents, reporters are strongly urged to do so if a productive dialogue could be expected to maintain the relationship between the family and the school and to offer support to families in crisis. If a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal. Following the report to the proper authorities, employees must notify the School Director regarding any incidents of known or reasonably suspected child abuse.

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

Disaster Plan

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

Earthquake

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

Tornado

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

Detailed Earthquake Procedures

1. For earthquakes, the quake itself is the signal to drop and take cover. (Duck-Cover-Hold) Tell students not to try to run during a quake. Broken legs can occur if people run. Students should drop to the ground if they are on the

playground. If in the room, they should try to cover themselves in case windows break. Try to drop under a table or desk if possible. Stay down until the shaking subsides.

2. If we are able to announce an all clear signal, teachers are responsible to decide when to take students outside to the assembly area. Use your best judgment.
3. In a severe quake, students may be injured. Remember that the first step of triage is to instruct all the students to stand up and walk out with you. Those who can't move are your most serious injuries. You may have to leave a student in the room in order to make sure the rest of your group is safe. The sweep and rescue team will take care of the student left behind. This example would not occur except in the most severe kind of earthquake.
4. Always have an up-to-date list of your students in an accessible location. Teachers will need these to make sure all students are accounted for. Teachers will be responsible to take the list when exiting the classroom.

Office Staff

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

1. Status check/assess damages in own room - flashlight/batteries.
2. Office Staff set up release area near front of office, depending on damage to building.
 - a) A table and two chairs are needed.
 - b) Need phone available - cellular phone or walkie talkie.
 - c) Emergency forms
 - d) Medical lists and medications
 - e) Emergency office supply box
 - f) Sign out form/release slips
 - g) Middle School runners to take release slips to class areas.
3. All support personnel report to the Director at the Release Center after their students are released.
4. The designated staff member will coordinate the Sweep Teams. Check utilities and will only shut off utilities if there are gas or water leaks. Assess damages.
 - a) Gas, water heaters, kitchen, check utilities
 - b) Electrical
 - c) Water
5. First aid team sets up first aid station located by the swings.
6. Sweep Team takes injured to first aid area.
7. Extra staff take positions at front and back gates to direct parents or emergency vehicles.
8. Releasing Students
 - a) A designated adult is either recognized or shows identification to the office staff.
 - b) The office staff records release of student on form. Designated adult signs.
 - c) A release slip for each child will be given to a runner who will go to the appropriate class area and get the child. Parents will only go on the playground for injured students.
 - d) The teacher keeps the release slips.

Sweep Team

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

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

First Aid Team

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

Teachers and Students

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

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

Specialty Teachers

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

COMMUNICATIONS PLAN

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

Fire

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

PUPIL SUSPENSION AND EXPULSION/DUE PROCESS

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

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

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, suspension, the use of alternative educational environments, and in extreme cases, expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of physical intervention that is reasonable and necessary to protect the safety of students, staff or other persons or to prevent damage to school property.

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

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

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the school Director or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping devices and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and / or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference

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

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

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

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

Notice to Parents / Guardians

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

Suspension Time Limits / Recommendation for Expulsion

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

Authority to Expel

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

Expulsion Procedures

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

The expulsion hearing will be presided over by the Chair of the Board of Directors or the chair of the Disciplinary Panel. In the event a Disciplinary Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether

to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

The notice shall include:

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

Record of Hearing

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

Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Sherwood Montessori Board of Directors, Disciplinary Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

Written Notice to Expel

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

- Notice of the specific offense committed by the student

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

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

Disciplinary Records

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

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

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

Readmission

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

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

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

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

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

Sherwood Montessori has also adopted an explicit Boundaries Policy detailing what is and what is not acceptable for interactions between staff members and students. Both full policy are available in the front office at 1017 E. 16th St. Room 3, and online at our school website.

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

It is recommended that children wear comfortable and washable clothing that will enable them to participate freely in the many activities of the day. Children in the elementary and middle school levels should wear comfortable athletic shoes on their Physical Education class day/s, no boots or sandals. Clothing that depicts or refers to intoxicants, includes profanity or vulgarity, includes racial or ethnic slurs, or is gang-related is forbidden.

To prevent loss, jackets and sweatshirts should be labeled with the child's name. There is a Lost and Found shelf near the front office; parents are advised to check there routinely for their child's belongings. Smaller lost and found items are in the office, Room 3. Items in the Lost and Found will be sent to a charitable agency at Thanksgiving Break, Spring Break, and Summer Break. Prior to these donations, lost and found items will be displayed for parents to peruse at arrival and dismissal times.

(G) Procedures for Safe Ingress and Egress

Arrival Procedures

Between 8:30 a.m. and 8:45 a.m., Sherwood Montessori staff is available to monitor students as they arrive. This will be on the playground nearest Room 10, the middle school classroom, on the east side of campus. Please refer to the traffic map for details about where to park, where the kids can be in the morning before school, and where to walk. Any child on campus before 8:30 a.m. must check in to Extended Day. **Please do not encourage your child to avoid checking in to Extended Day before 8:30.** This is a safety rule and must be followed without exception.

Children arriving *after 8:45 a.m.* are tardy; if the child arrives after attendance sheets have been collected by the office they *must be signed in at the front office, Room 3.* Please park and walk your child to sign him or her in at the front office. Your child will be given a tardy slip to hand to her or his teacher as a means of communicating that late arrival procedures were followed. This is not used as a punitive measure, but to facilitate safety procedures. When a child is not present at school and no call has been made to the school to explain the absence, a call home is made to determine the whereabouts of the child. This call can be very alarming for parents if they expect that the child is at school! Office staff has no way of knowing if a child arrives tardy without the above procedure being followed.

Dismissal/ Pick Up Procedures

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

- 2:50 is the regular pick-up time for all students in grades 1-3 every day, 2:55 for students in grades 4-8.
- Kindergarten and transitional kindergarten students may be picked up anytime between 12:05-2:50 every day.
- For students in grades TK-3, we ask that parents pick kids up at the classrooms.
- Students in grades 4-8 are dismissed to walk home, ride bikes home, or walk if parents have signed a permission form. Students in grades 4-8 may walk out to their rides or wait for a pick up at the picnic tables near the garden.
- **At 2:55, all students in TK-3 grades who have not been picked up will be checked in to Extended Day and supervised by after school care staff. At 3:00, any students in grades 4-8 who have not picked up will be checked in to Extended Day.**

- **Students who do not have an Extended Day contract and are on campus before or after school will be sent to the office and a call home will be made.**

Early Out Procedures

When it is necessary to take your child out of school before dismissal time, please come to the front office to sign your child out. You will be given an early out form to hand to the classroom teacher or teacher's aide to facilitate communication that she or he has been signed out in the office.

Visitation Policy

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

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

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

1. Visits during school hours should first be arranged with the teacher and Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Director or designee may design a visible means of identification for visitors while on school premises.
3. The Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Director or designee

shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Director or the Board Chair within five days after the denial or revocation. The Director 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 Director shall be held within seven days after the Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the Chair receives the request.

7. The Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. At each entrance to Sherwood Montessori grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Director's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

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

COMPONENT 1: Safe and Secure Learning Environment

Objective 1: Students and staff are trained in a variety of relevant emergencies, and will respond appropriately to them. Staff will communicate to parents/guardians procedures should a disaster occur.

Related Activities:

- 1) Annually review/revise Sherwood's Disaster Preparedness /Emergency Plan, replenish emergency supplies.
- 2) Practice plan changes with student drill procedures (eg. fire, tornado, earthquake)

Resources Needed:

- 1) Time to identify, develop and publicize and practice procedures.
- 2) Outside resources (ie. other Disaster Preparedness handbook) that assist with the continuing development of these procedures.

- 3) Inform parents/guardians, in Family Handbook, regarding procedures should a disaster occur.
- 4) Place emergency/disaster information on the school website

Persons Responsible:

Director, staff, School Safety Committee

Timeline: Update annually by July.

Objective 2: Maintain staff CPR/First Aid training and certification.

Related Activities:

- 1) Practice CPR procedures.
- 2) Schedule a first aid class for the staff as needed.

Resources Needed: Funds for CPR/First Aid training/retraining

Persons Responsible:

Director

Timeline: Review needs/budget annually.

Objective 3: Maintain facility's security. Related Activities:

- 1) Maintain functioning lighting in interior and exterior building and classrooms.
- 2) Check classroom stability for falling objects in an earthquake.
- 3) Audit campus for needed physical safety improvements monthly, annually, and on an ongoing basis.
- 4) Evaluate the "checkin/visitor sign-in" policy for effectiveness.
- 5) Lock gates, doors, windows, nightly. Last staff out of a given room (classroom, office, or 1010 Cleveland property) checks doors and windows. Office Manager locks pedestrian gate before a weekend or vacation.
- 6) Train noon duty supervisors (staff monitoring lunch and recess) to maintain security by monitoring playground and lunch room for unauthorized visitors during lunch break and child care (Extended Day) staff to maintain security during before and after school hours.
- 7) Train office staff to maintain security of building during school hours by monitoring for unauthorized visitors or suspicious activity near the school.
- 8) Train all staff to maintain security by monitoring for unauthorized visitors and observing surroundings and report Director or Director's designee suspicious persons on campus at any time.

Resources Needed:

- 1) Annual and ongoing reassessment of effectiveness of procedures implemented.
- 2) Monthly and annual inspection of physical building for working lights, alarms, locks, windows & doors.

Persons Responsible:

Director, Safety Committee

Timeline: Assess the interior and exterior of each classroom, room-by-room monthly by Director and annually by Safety Committee.

COMPONENT 2: School's Social Environment

Objective 1: Maintain written procedures to inform students and parents of acceptable pick-up and drop-off times to prevent unsupervised children and unsafe behavior.

Related Activities:

- 1) Publicize the acceptable pick-up and drop-off procedures and through Family Handbook, school announcements, letters/emails to parents from teachers/director, and posting signs.
- 2) Provide kindergarten children with supervised staff pick up.

Resources Needed: Director will publish the Family Handbook annually.

Persons Responsible: Director, SMPO and Safety Committee.

Timeline: Publish procedures for parents annually in time for start of school in August.

Objective 2: Provide ongoing training for the morning and noontime aides in order to develop more effective playground supervisory practices before, during, and after school hours.

Related Activities:

- 1) Provide conflict resolution techniques training and effective monitoring methods.
- 2) Build-in student awareness of aides' authority and their roles.

Resources Needed: Funding source(s) and training time for noon duty supervision staff in conflict resolution techniques and effective monitoring techniques.

Persons Needed: Director, classroom teachers, playground supervisors

Persons Responsible: Director

Timeline: Review training procedures annually.

Objective 3: Publicize the school's discipline policy in August via the Family Handbook and PBIS Handbook posting on the school website and as needed (revisit in School Announcements if emphasis is needed) throughout the school year.

Related Activities:

- 1) Reinforce discipline policy at Back-to-School Night, in parent conferences as needed, and in the Family Handbook.
- 2) Include traditional Montessori Grace & Courtesy lessons in curriculum.
- 3) Positive Behavior Intervention and Support (PBIS) Handbook published for all employees and community members and reviewed with all employees.

Resources Needed:

Time to review, update and publish "School Discipline Policy" in parent handbook.

Persons Responsible: Director, Staff, Safety Committee

Timeline: Prepare, update and publish student discipline policy in Family Handbook annually.

Objective 4: Maintain a school climate where each student and staff member is secure from physical and verbal abuse and is responsible for safe play at all times.

Related Activities:

- 1) Reinforce school playground rules, develop classroom discussions around bullying, breakdown "code of silence" behavior where students are passive bystanders to bullying, address same playground issues with parents and staff in appropriate setting, publicize safety expectations in Family Handbook.
- 2) Build-in process to empower students to take responsibility for their own behavior.
- 3) Train all staff on maintaining school policies to discussing student behavior issues with parents and Director.

Resources Needed:

Resources from Second Step and Steps to Respect curricula on "Bullying" as professional development topic (e.g. school counselor, literature). PBIS Handbook and training.

Persons Responsible: Director, Safety Committee

Timeline: Evaluate all programs annually.

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

Sherwood Montessori Student Conduct Code

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

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

Guidelines

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

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

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

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

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

Positive Behavior Interventions and Supports (PBIS)

Sherwood's PBIS program is designed with a Montessori framework to support students to make positive behavior choices. Clear behavior expectations are communicated in all areas of the school, and are posted where students, parents, teachers and staff can see them. The rules and expectations are posted and reviewed in lessons for all students. The PBIS Handbook is a good source for reviewing all materials relevant to the PBIS program and each family should have a copy. Please familiarize yourself with the materials in this handbook so you can reinforce the expectations that we have at school. The emphasis is on "Positive", and we will be celebrating the acts of kindness and good choices with classroom celebrations and big, schoolwide celebrations as well. Traditional Montessori philosophy does not "reward" positive or desired behavior because of the tendency for rewards to decrease intrinsic motivation, but celebrations for creating positive community together does not jeopardize intrinsic motivation. The shift is subtle, but important. Look for announcements and data from the PBIS program on the blue bulletin boards mounted outside the kindergarten classroom to the west of the office.

(J) Procedures to Prepare for Active Shooters

Lockdown Procedure/ Code Red

The lockdown will be announced:

All Call (Wireless Intercom System): “Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown.”

- If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
- Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2).

Variations to the lockdown procedure:

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

Teacher Response to a Lockdown:

- Lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and remain in the room with the students until you hear the code words.
- If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement.
- Keep all students sitting on the floor, away from the door and windows or, if possible, in a large closet or cabinet if possible, out of sight of the intruder.
- Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
- Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.
- Advise students that there is some type of emergency that requires a lockdown, but that you don’t know what it is.
- Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director’s designee, students may text the message verbatim under your supervision.
- Turn your own cell phone ringer off and bring the Catapult app up. Use Catapult to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
- Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
- Wait until the office asks for your classroom’s accounting of students to report missing students.
- Teachers and instructional aides can check the Catapult system for updates, either on personal cell phones or on computers onto which the system has been downloaded.
- Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown.
- Project a calm attitude to quell student fears.
- Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
- When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on TV or media when students are present.
- Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the intercoms in your room. Students will be further instructed to enter the nearest classroom if the need to lockdown is urgent.

- Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.
- Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot.

2. To students outside at recess/lunch/PE:

- Announce: "Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up."
- To call off a lockdown, the code will be announced via the wireless intercom system.
- If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.

3. During Recess/Lunch/PE: Involving an Armed or Potentially Dangerous Intruder on Campus

- Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
- Students should be instructed to drop to the playground and cover their heads.
- Students should be instructed to get up and quickly line up when shooting stops.
- The office staff should alert all teachers to lockdown using the appropriate code. A member of the office staff should quickly lock all doors leading outside the building.
- Via 9-1-1, local enforcement will be contacted immediately.
- If possible, a staff member should keep the office informed of the location of the intruder.
- Staff members should use caution when approaching a stranger/intruder on campus.
- Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

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

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

4. If the Intruder Enters a Classroom or Office:

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

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

5. If Evacuating the Campus is the Best Option:

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

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

6. Medical Emergency During a Lockdown:

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

Example of 911 call:

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

Example of Law Enforcement EMS at the door:

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

(K) Hate Crime Reporting Procedures

"Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

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

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

(L) Infectious Disease

OVERVIEW

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

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

At-Risk Populations

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

The responsibility of the school is to inform those individuals to consult with their licensed health care provider. The licensed health care provider will assess the risk, provide appropriate treatment and/or make recommendations so that reasonable accommodations are put in place for the individual by the school.

PURPOSE OF THE PLAN

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

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

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

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

This plan does not address:

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

Planning Assumptions

1. The Butte County Public Health Department has the legal authority and primary responsibility for investigating the health and contagiousness of local students. These duties include the identification and control of human disease outbreaks and determining response capacity and capabilities.
2. Recognizing that children may be more likely shed the greatest amount of virus (they may be more contagious than adults), they are therefore likely to pose the greatest risk for transmission.
3. On average, about two secondary infections will occur as a result of transmission from someone who is ill.
4. In a severe outbreak, the school will need to plan to function with a 40%-60% work force absentee rate.
5. Whether or not schools will be closed or for how long is impossible to say in advance. However, it is well established that infectious disease outbreaks most often start in schools, so school closings may be likely. The duration of school closings can only be determined at the time of the event based on the characteristics of the outbreak, but it is unlikely that schools will be closed for less than 2 weeks (based on the incubation period of the disease and the length of time people are contagious) and could be as long as 12 weeks or longer.
6. Other planning assumptions that are being used by the community include working closely with local health and emergency services agencies will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communications.
 - An infectious disease outbreak may result in the rapid spread of the infection. Communities across the state and the country may be impacted simultaneously.
 - There will be a need for heightened local surveillance of disease symptoms and infection rates.
 - Antiviral medications may be in extremely short supply. Local supplies of antiviral medications may be prioritized by the local health agency for hospitalized patients, close contacts of patients, health care workers providing care for patients, or other designated groups.
 - Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gather points and canceling public events may be implemented.
 - It will be especially important to coordinate disease control strategies throughout counties in the local area and the state due to the regional mobility of the population.
 - The general public, health care partners, response agencies, elected officials and schools will need continuous updates on the status of the outbreak, the steps local response agencies and the school are taking to address the incident, and steps the public can take to protect themselves.

Legal Issues Relating to Schools

1. Public Health Responsibilities

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

2. School Facilities California Education Code §32282 provides that school facilities are to be made available for mass care and welfare shelters during disasters. As part of its school safety plan, schools are required to establish a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for emergencies involving the public health and welfare. For buildings owned by CUSD and located on a CUSD campus, Sherwood will defer to CUSD's procedures for such emergencies.
3. School Employees as Disaster Workers School employees are disaster workers pursuant to Government Code §3100 and, as such, are "subject to such disaster service activities as may be assigned to them by their superiors or by law."
4. School funding during closure/reduced Average Daily Attendance (ADA) due to infectious disease outbreak
 - a. California Education Code §46392 allows crediting for ADA in the case of an epidemic that reduces school enrollment.
 - b. California Education Code §41422 allows crediting for full apportionment if a school is prevented from operating schools for at least 175 days due to epidemic or order from government official due to emergency.
5. Students
 - a. Quarantine under direction of County Public Health officer is an excused absence. (California Education Code §48205).

Concept of Operations

The Butte County Department of Health and Human Services will be the lead agency in coordinating the local health and medical response to an epidemic or pandemic with state, federal, and local agencies and officials.

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

The school assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Butte County Health Department.
- Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of the pandemic outbreak.
- Review sick leave policies and make adjustments as necessary to ensure non-punitive policies are in place.
- Review policies regarding quarantines and pay continuation and make adjustments as necessary.
- Communicate with and educate the school community and parents about approved public health practices and what each person can do to prepare or respond to minimize health risks.
- Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Butte County Health Department and the California Department of Education.
- Develop a recovery plan that provides for education support and emotional support for staff and students.
- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers and students.
- Identify and procure needed resources.
- Review procedures for sending ill individuals home and make adjustments, if necessary.
- Establish and implement surveillance process to report the number of absent staff and students due to communicable diseases. Many communicable diseases are required by California state law to be reported to the

County Department of Health. Appendix B provides the Title 17, California Code of Regulations §2500, §2593, §2641.5-2643.20 and §28002812 Reportable Diseases and Conditions and a sample School Weekly Report of Communicable Diseases.

- Update staff and provide information on extent of infection at school site and potential changes that might take place at school.
- Document all actions taken.

MITIGATION AND PREVENTION

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

How Illness Spreads

Transmission of an infectious disease may occur through several pathways:

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

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

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

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

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

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

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

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

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

Prevention Strategies

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

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

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

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

Flu viruses are relatively fragile and can live and potentially infect a person for only 2 to 8 hours after being deposited on a surface, so standard cleaning and disinfecting practices are sufficient to remove or kill them. It is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu.

Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

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

Extra attention should be paid in cleaning the following areas:

- Classrooms with young children. Clean and sanitize toys regularly.
- Common areas. Clean and periodically sanitize desks, tables, countertops and drinking fountains.
- High touch areas. Computer keyboards, doorknobs and handles, visual aids and telephones.

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

b. Handle waste properly. Follow standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately

after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

Universal Precautions

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

The list below describes universal precautions:

a. Handwashing

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

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

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

b. Personal Protective Equipment (PPE)

- Wear disposable gloves when in contact with blood and other body fluids
- Wear protective eyewear when body fluids may come into contact with eyes (e.g., squirting blood)
- Wear PPE as recommended by public health officials, including masks and/or face shields

c. Clean-up

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

Immunizations

Childhood Immunizations

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

Adult Immunizations

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

Animals/Pets at School

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

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

PREPAREDNESS

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

General Activities

- Plan, exercise, evaluate and revise the Emergency Plan for Infectious Disease;
- Train and equip staff to assure competencies and capacities needed to respond to an infectious disease outbreak;
- Develop strategic partnerships with local community health care institutions and providers, and local, State and federal response agencies and their staff;
- Develop and implement surveillance and reporting procedures to monitor illness patterns in the schools;
- Educate schools and parents about infectious disease and recommend protective measures
- Inform and update schools about the potential impacts of an infectious disease outbreak on essential services and city, county, and school infrastructure;
- Stockpile necessary equipment and supplies that will be needed to respond to a disease outbreak;
- Establish ventilation (HVAC) standards to be used during response and recovery (such as filter change schedules, etc.).

Personal Protective Equipment (PPE)

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

Training

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

RESPONSE

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

Detection

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

Common Indicators of Infectious Disease in Children

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

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

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

Symptomatic Treatment

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

Infection Control

The key concepts of infection prevention and control are:

- **Handwashing** – the single most effective way to prevent the spread of germs.
- **Cover your cough** – an effective way to reduce the spread of germs when coughing and sneezing.
- **Proper diapering procedures** – to reduce the spread of germs found in feces to hands, objects, and the environment.
- **Cleaning, sanitizing, and disinfection** – to reduce the presence of germs in the environment.
- **Food safety** – to reduce the spread of germs from improperly cooked and handled food.
- **Exclusion guidelines** – to reduce the opportunity for germs to spread from ill people to others.

- Immunizations— for list of resources for age appropriate immunizations and childcare and school requirements.
- Avoid sharing personal items – encourage children, students, and staff to NOT share items such as water bottles, food, utensils, beverages, straws, toothbrushes, lip gloss, lip balm, lipstick, towels, head gear, combs, brushes, etc. to prevent the spread of germs to others.
- Self care – encourage staff and children to perform their own first aid, when age appropriate.
- Social distancing-as recommended by public health officials

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

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

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

Exposure Response Strategies

- Direct any students affected with health issues to the school nurse, send home, or direct to appropriate medical personnel.
- Send sick employees home.
- Identify number and scope of potential and probable exposures.
- Isolate the infected students.
- Notify administrative authorities and local health department. Follow reporting protocols.
- Identify spokesperson for the incident (School Director or appointee).
- Identify key messages, protecting student confidentiality.
- Collect health-related information needed for public communications to parents and the community.
- Communicate information about the infectious disease to the school community and any other stakeholders:

- o Possible physical symptoms; At risk groups

- o Medical response – only health professionals should provide medical advice

- o Actions being taken.

- o Clean and sanitize rooms and facilities

- o Document actions, submit data and appropriate forms.

High Risk Populations

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

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

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

Exclusion Guidelines

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

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

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

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

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

Social Distancing

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies include closing schools and

public assemblies, cancelling athletic activities and social events, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting and flexible scheduling and other options.

Quarantine

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

Isolation

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

Communications

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

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

Reporting Requirements

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

Regarding confidentiality, the Family Rights and Privacy Act prohibits sharing of health-related information except in certain well-defined circumstances, including, but not limited to: specified officials for audit or evaluation purposes, and appropriate

officials in cases of health and safety emergencies. Notifying the State or local public health agency of a reportable disease does not breach confidentiality laws.

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

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

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

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

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

RECOVERY

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

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

The School will:

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

After Action Review

- Implement sanitization and disinfection procedures
- Deploy solid waste disposal plans
- Review processes and incident communication protocols

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

Document Archive

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

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

Public Agency Use of School Buildings for Emergency Shelters

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



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: April 16, 2020

Safety

- We are using social distancing when on campus, and office has a schedule that staggers hours to have fewer people in the building at a time.
- As much as possible, all employees are working from home.
- Employees who do use the campus buildings and equipment have been instructed in cleaning and sanitizing procedures.
- Although possible calendar changes have been informally discussed (changing summer vacation to match peak of flu season) no formal decision at the CDE or local level has occurred.
- The Governor's executive orders have mentioned the possibility of using school campuses for pop up childcare facilities. Butte County leaders have been watching the model in Napa in case the need for providing this for essential employees comes to Butte.

Distance Learning

- In the first week of school closure, office staff reached each family to 1) Be sure we have updated contact information and that families understand how to use Parent Square 2) Identify the preference for paper or online distance learning options 3) Identify which students would need a loan of a device to access online learning options 4) Identify which families would need access to internet connection.
- As it became clear that the campus would remain closed for the rest of the year, choices families originally made have changed, and the office has continued to respond to these changes.
- Teachers have been curating materials available online and through paper packet options as they make a tremendous shift from our traditional Montessori campus to providing distance learning opportunities.
- There are still many questions about distance learning the entire educational community is grappling with: What is the difference between providing instruction vs. opportunity? What expectations can we have of parents as teachers? What does "compulsory attendance" mean now? How do we grade during school closure?

Technology

- Chromebooks being loaned to families with a signed agreement.
- We've had some help troubleshooting Zoom on Chromebooks by a dad in our community who works in IT. He has extended an offer to troubleshoot our internet connectivity issues as well.
- These weeks of closure have offered many technology related troubleshooting opportunities: How to use new distance learning platforms; setting up and communicating passwords, accounts, and codes for different platforms; and expanding access of these to teachers' aides.

Fiscal

- We may have expenses we can get reimbursed through FEMA.
- We have about \$2K for immediate expenses related to COVID-19.

Human Resources

- The impact on human resources has been substantial; I have attended a webinar presented by charter school attorneys to stay on top of information and regulations.
- Working from home presents new challenges in terms of boundaries and setting up safe work spaces.
- Staff is expected to be available for work duties during their regular hours, and to take breaks as directed by wage and labor law.
- All employees are extended trust, respect and professionalism during this crisis. They are being asked to recreate their professions during a time when anxiety and fear is expected. Direction is given in clear, explicit memoranda with an openness to dialogue for differentiating circumstances.
- The Family Medical Leave Act has been expanded and our staff has been updated.



MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of MTSS Report

Date: April 16, 2020

Special education has been very different since the physical closure of school. While it has always been a paperwork intensive field in education, this has been especially so since COVID 19 has changed how school functions. This is because every special education student effectively had a change in placement and the way services are being provided. That change is different than what is written in current IEPs. Prior written notice was sent to all parents of students who have an IEP. Addendums to IEPs are being completed as quickly as possible to update changes in setting and services. We are not able to start any new assessments at this time and we have redirected our school psychologist to help with the significant increase in special education paperwork. We are still holding IEPs and Triennial reviews based on current student information.

Our special education teachers and service providers have been working together planning, preparing, and delivering materials and technology for students. We have been communicating with families and providing support that will work in their situation while meeting their child's needs the best we can. Each family is unique in terms of what they are able to provide and help with in terms of school at home. One of the challenges we are facing is technology. Some students live in rural areas where internet is not available and/or other families do not have or want internet or computer work for school. Another challenge is creating distance learning plans for students with more significant needs. Those would be students that regularly spend more hours in a special education classroom than a general education classroom, as well as students who have significant aide support. Finally, special education paraprofessionals are mainly doing additional training during this time. Some have been able to communicate with students, but the role they normally serve is not available.



SHERWOOD MONTESSORI

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To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item, Treasurer's Report**
Date: April 16, 2020

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of Mar 2020 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 555,147.60 as of Mar. 31, 2020.
- There were no unusual or high-cost expenses during the month of March.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (loss) of (\$ 108,560) for fiscal year-to-date through Mar. 31, 2020, the school received a check for \$ 100,586 in early April, bringing net income to a net loss of (\$7,974).

3/1/20

Balance Sheet

- The 2nd Interim Report was filed with CUSD showing a projected Ending Fund Balance of \$90,000 as Designated for Economic Uncertainty and \$ 350,000 as Other Designations (Unrestricted). Because of these very unusual times there may not be a guarantee of current funding levels and final funding won't be known until July 2020 because personal income taxes are delayed until then.

Cash Flow

- The school is projected to end the year with a positive cash balance *if* SB177 is a guarantee that funds will be paid.
 - All regular employees (excludes Extended Day) will be paid their contract amount or the budgeted hours per day for each position times the work days in their Conditions of Employment times the remaining school teaching days.

Sherwood Montessori
Balance Sheet - Current Month
 As of March 31, 2020

Mar 31, 20

ASSETS**Current Assets****Checking/Savings**

9100-Assets	517,960
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Total Checking/Savings	517,960
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Other Current Assets

Total Other Current Assets	0
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Total Current Assets	517,960
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Fixed Assets

9410 - Land	95,000
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9430- Building	182,515
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9435-Accumulated Depreciation	-9,100
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Total Fixed Assets	268,415
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TOTAL ASSETS	786,375
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LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

9500-Accounts Payable	2,266
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Total Accounts Payable	2,266
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Other Current Liabilities

9500-Liabilities	72,783
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Total Other Current Liabilities	72,783
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Due to Grantor Govts.

Total Current Liabilities	75,049
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Total Liabilities	75,049
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Equity

Restricted Assets	44,444
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Restricted Fixed Assets	268,415
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Designated for Economic Uncertainty	90,000
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Other Designations	350,000
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Undesignated	67,027
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Net Income	-108,560
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Total Equity	711,326
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TOTAL LIABILITIES & EQUITY	786,375
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2:34 PM

04/14/20

Accrual Basis

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2020

Type	Date	Num	Name	Memo	Account	Amount
Check	03/02/2020	DBT	Facebook Ads	Ad	Advertising	27.86
Check	03/02/2020	DBT	Costco	SUPPLIES	Extended Day	47.97
Check	03/02/2020	DBT	Costco	STAMPS	Office Supplies	54.75
Check	03/02/2020	DBT	BUTTE REGIONAL TRANSIT	BUS TICKET FOR SPED S...	SELPA	52.01
Check	03/03/2020	DBT	Home Depot	SUPPLIES	Office Supplies	39.20
Check	03/03/2020	DBT	BED BATH & BEYOND	supplies	Instructional Su...	16.08
Check	03/03/2020	ACH	CharterSAFE	Premium package - INV 29...	5400-Liability In...	1,532.00
Check	03/03/2020	ACH	CharterSAFE	Worker's Compensation	3601-Workers C...	691.00
Bill	03/05/2020	1002...	Chico Country Day	SELPA - INV 10020-01716	SELPA	4,580.86
Bill	03/05/2020	ACC...	California Water Service Co...	SERVICE 2020 FEB	Water	41.27
Bill	03/05/2020	8155...	Comcast Business	2020 FEB-MAR	Internet Service ...	200.43
Bill	03/05/2020	INV6...	TIAA Commercial Finance, Inc.	2020 FEB	Copier Lease	243.63
Bill	03/05/2020	INV7...	North State Parent Magazine	DIRECTORY	Advertising	215.00
Bill	03/05/2020	INV ...	S.E.C. 5 PRIVATE SECURITY	2 GUARDS AT 2500 ESTE...	Fundraising Exp...	400.00
Bill	03/05/2020	INV ...	Chico Country Day	INV 10020-01717	SELPA	4,580.86
Check	03/05/2020	7008	Kimberly Fellner	GARDEN	Food (Instructio...	5.99
Check	03/05/2020	7009	LEE OGILVIE	LIVESCAN	LiveScan and T...	52.00
Check	03/05/2020	DBT	Learning A-Z	1 classroom license	Software Licensi...	115.45
Check	03/06/2020	DBT	PANERA BREAD	INTERVIEW GROUP new ...	Office Supplies	36.67
Check	03/06/2020	DBT	WINCO FOODS	REWARDS	Instructional Su...	34.96
Check	03/10/2020	DBT	Costco	SUPPLIES	Extended Day	45.75
Check	03/10/2020	DBT	Amazon.com	supplies	Extended Day	13.41
Bill	03/11/2020	INV1...	Chico Country Day	INV 10020-01718	SELPA	4,580.86
Bill	03/11/2020	INV ...	Jennifer Moreno	CONTRACT OCCUPATIO...	SELPA	700.00
Bill	03/11/2020		Keillor's Pest Solutions	SERVICE 2020 FEB	Pest Control	80.00
Bill	03/11/2020	INV	Law Office of Gregory P. Ein...	Professional Services- INV	Attorney	208.00
Check	03/11/2020	DBT	Tractor Supply CO	SUPPLIES	Instructional Su...	13.99
Check	03/11/2020	DBT	Amazon.com	handheld radio	Office Supplies	91.15
Bill	03/13/2020		CUSD	INV20-00106 JAN	CUSD FUA Cha...	1,577.16
Bill	03/13/2020	ID 9...	Office Depot	GLUE 2390259669	Office Supplies	9.09
Bill	03/13/2020	ID 9...	Office Depot	SANITIZER 2389950061	Office Supplies	22.88
Bill	03/13/2020	INV1...	Advanced Document	INV 16539	Copier Lease	451.10
Bill	03/13/2020	19/2...	NICOLE R. JARMUSH	SPEECH & LANGUAGE P...	SELPA	1,450.00
Bill	03/13/2020	SHE...	Natalie Wren	Nurse Service - 9 HRS @ ...	SELPA	585.00
Check	03/13/2020	7019	Heather Fisher	mileage	5200-Travel and...	12.12
Check	03/13/2020	7019	Heather Fisher	SUPPLIES - FUNDRAISIN...	Ashland Trip	15.67
Check	03/13/2020	7020	Steve Duke	supplies	Custodial Suppli...	14.76
Check	03/13/2020	DBT	FoodMaxx	SUPPLIES - ASHLAND FU...	Instructional Su...	16.77
Check	03/13/2020	DBT	WINCO FOODS	SUPPLIES	Custodial Suppli...	4.01
Check	03/13/2020	DBT	Tractor Supply CO	SUPPLIES	Instructional Su...	14.99
Check	03/13/2020	DBT	EDUCATION.COM	ANNUAL SUBSCRIPTION	Instructional Su...	59.94
Check	03/16/2020	DBT	Mendes Supply Co.	supplies	Custodial Suppli...	376.50
Check	03/18/2020	DBT	Wufoo	2020 MAR-APR	Online List Man...	19.00
Check	03/19/2020	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LE...	394.89
Check	03/25/2020	DBT	USPS	POSTAGE - MAILINGS TO...	Postage	9.00
Bill	03/26/2020	3566...	PG & E	FEB 2020 SERVICE	Electricity	130.92
Bill	03/26/2020		Comcast Business	2020 MAR-APR	Internet Service ...	269.14
Bill	03/26/2020	INV3...	Waste Management	SERVICE 2020 FEB	Trash/Recycling	188.26
Bill	03/26/2020	2392...	Office Depot	HP INK	Office Supplies	35.33
Check	03/26/2020	7021	Marlo . Knox	SUPPLIES	Instructional Su...	131.10
Check	03/26/2020	DBT	Costco	STAMPS - NOTICES TO P...	Office Supplies	109.50
Bill	03/28/2020	INV ...	Glenda H. Anderson	ASSESSMENT-IEP R.Y. - I...	SELPA	1,980.00
Check	03/30/2020	DBT	Costco	GAL ZIPLOK	Office Supplies	12.75
Bill	03/30/2020		Druin Heal	ARCHERY SERVICE - 202...	Extracurricular S...	200.00
Bill	03/31/2020	PO#...	BCOE-Cfte	Registration - one day teac...	Extracurricular S...	50.00
Bill	03/31/2020	2019...	Pat Casey	SERVICES 2019-20 MARCH	Business Manag...	3,000.00
Bill	03/31/2020		Comcast Business	2020 MAR-APR	Internet Service ...	200.29
Bill	03/31/2020	5491...	California Water Service Co...	5491510977 - 2020 MARCH	Water	41.33
Bill	03/31/2020		Waste Management	SERVICE 2020 MAR	Trash/Recycling	188.26
Bill	03/31/2020	INV0...	Raphael DiGenova	FEB-MAR 15 HOURS @ \$....	Extracurricular S...	270.00
Bill	03/31/2020	INV1...	Advanced Document	MAR SERVICE IMV18788	Copier Lease	414.50
Bill	03/31/2020		CUSD	INV20-00127 FEB	CUSD FUA Cha...	1,851.67
Check	03/31/2020	7057	Teresa Shippen	SUPPLIES	Instructional Su...	72.53
Check	03/31/2020	7059	Kathryn Jordan	CONTRACT SERVICE	Extended Day	266.25
Bill	03/31/2020		Law Office of Gregory P. Ein...	Professional Services- INV	Attorney	1,001.00

TOTAL**34,146.86**

Sherwood Montessori
Profit & Loss YTD Comparison

March 2020

	Mar 20	Mar 19	Jul '19 - Mar 20
Ordinary Income/Expense			
Income			
8000-Revenues	82,522	143,437	924,094
Total Income	82,522	143,437	924,094
Gross Profit	82,522	143,437	924,094
Expense			
1000 Certificated Salaries	43,863	40,151	349,207
2000 Classified Salaries	28,901	28,976	239,680
3000-Employee Benefits	21,671	21,973	183,565
4000-Books and Supplies	1,546	2,159	28,663
5000 Services/Other Op. E...	33,721	15,102	231,539
Total Expense	129,702	108,360	1,032,655
Net Ordinary Income	-47,179	35,076	-108,560
Net Income	-47,179	35,076	-108,560



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 *Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting

Meeting ID: Join Zoom Meeting

<https://us04web.zoom.us/j/73602291911?pwd=bEZuSltdYkc2ZmdCN05hZGILNi9OUT09>

Meeting ID: 736 0229 1911
Password: fHC735

Date/Time: **Thursday, May 21, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 16, 2020

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

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

E.2 Reports and Communications

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

- E.2.1 School Director Report**
- E.2.2 Director of Special Education Report**
- E.2.3 Instructional Staff Report**
- E.2.4 Treasurer Report**

E.3 Action Items

- E.3.1 Measure K facilities request (discussion/action)**
- E.3.2 LCAP Resolution (discussion/action)**

E.4 Board Governance

- E.4.1 Elections for new Board Members**
- E.4.2 Update on Committees**
- E.4.3 Discussion of School Director Review**
- E.4.4 Short Term Goals**
- E.4.5 Long Term Goals**

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. ADJOURNMENT

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: ***Due to Butte County Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting***
<https://us04web.zoom.us/j/77117098293?pwd=bUlRbGpEODVvcWZHSWVCa3VFTlE1dz09>
Meeting ID: 771 1709 8293 Password: 0YXTcK

Physical Meeting Address: 1071 E. 16th St. Room 3 Note: Social distancing requires fewer than 9 people meet physically at this location.

Date/Time: **Thursday, April 16, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

Meeting called to order at 6:03pm. All board members present.

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval

Consider approval of minutes from Regular Meeting, March 26, 2020

Spelling of Russell Shapiro's name to be corrected on page 2. Rosie Paulson motioned. Approved by the Board.

B.2 Comprehensive Safety Plan

The Board will be asked to approve the Comprehensive Safety Plan for 2020-2021.

Rosie Paulson motioned. Approved by the Board with minor adjustments to be made.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS—None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communication

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

E.2.1 School Director Report

E.2.2 Director of Special Education Report

E.2.3 Treasurer Report

E.3 Student Performance

Discussion of data on student attrition during the 2015-2020 school years.

Discussed by the Board.

E.4 Board Development

Review of roles and responsibilities of Board of Director and School Director; Review of critical Brown Act issues; General discussion of Committees and Board activities. To be led by R. Shapiro.

Discussed by the Board.

F. FUTURE AGENDA ITEMS

G. ADJOURNMENT (app. 7:00 pm)

Meeting adjourned at 7:46pm.

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MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: May 21, 2020

Safety

- We are continuing to use physical distancing and cleaning protocols when on campus and as much as possible, all employees are working from home.
- A statewide taskforce is developing recommendations for safely returning to school. LEAs are now making tentative plans based on guidance given so far. The draft of a recommendations document has been shared to begin planning, urging that plans include:
 - Total reopen for all students and staff on site for normal hours.
 - Partial reopening.
 - Blended reopening that balances in-person learning and continued distance learning for students.
 - In-person opportunities also are made available for special populations of students, including students with disabilities.
- Teaching and reinforcing prevention behaviors such as handwashing and cough/sneeze etiquettes will continue to be emphasized when we return to school.
- Anyone who enters campus will have their temperature taken as they enter. Parents will be asked to say goodbye at the gates and avoid coming to campus.



- Masks may be required while indoors.
- Teachers have been asked to plan to prioritize cleaning and sanitizing as a task for instructional aides in the classroom. Procedures for sanitizing materials after use will be put in place.
- A return to school with physical distancing would require fewer students in the classroom. Models used currently in schools that have resumed (in the U.S. and abroad) include students remaining 6 feet apart using desks. South Loop Montessori School in Chicago has opened for children of essential workers. These classrooms have been rearranged to create spaces with physical distancing in which children may use desks or rugs on the floor:

Individual tables



Shelves as separations



- Outdoor activities can be used to allow more students to come to school while keeping physical distancing in the classrooms.
- Lunches will be eaten outside and/or in classrooms.
- Normal operations at school will be safe to resume after:
 - a. The California stay-at-home order has been lifted.
 - b. The number of confirmed COVID-19 cases in the county has remained constant or declined for a period of time as determined by the local public health department.
 - c. A directive regarding physical distancing and group gatherings has been established and implemented.

Distance Learning

- Teachers have learned a great deal about providing learning opportunities through

distance learning, a theme is that they would prefer not to and miss in-person in-classroom instruction!

- Distance learning is especially challenging for younger learners. Colleagues in independent studies programs have advised classroom-based school leaders to consider that truly the parent is the teacher in K-2 independent study programs, the teacher partners with parents but must remain flexible and allow the parent to make needed changes.
- Attending to meetings via screens requires more cognitive load than in-person meetings or telephone meetings. The brain works to decipher myriad cues from multiple faces in the grid view of screen-based meetings. Attendees feel fatigue and have difficulty focusing sooner as their brains process the experience.
- Distance learning programs ideally should have 3-5 hours of work for students daily.
- It is likely that distance learning will have a role in the next 12-18 months before a vaccine for COVID-19 is widely available. A second wave of infections is expected, possibly coinciding with flu season in October or November. This wave is not expected to be as significant as the first but could result in local, regional, or countywide school closures for up to four weeks.
- Long-term independent study will be available in the event a student becomes infected or needs to quarantine because a family member is infected.

Fiscal

- The May Revision of the Governor's proposed budget includes significant anticipated cuts and deferrals are expected.
- We received our first apportionment of the Emergency Impact Aid funds distributed by the federal government to reimburse expenditures already made when we enrolled students who lost access to their education due to the Camp Fire. This included students from schools that were lost in the fire and students who had been previously homeschooled. Sherwood received the largest apportionment of any charter school in Butte County.

Resilient Montessorians

On April 23rd, I sent an announcement to the community that highlighted the ways in which our school is well-prepared to handle the consequences of the pandemic:

As Montessorians, we value relationships, our community, our carefully planned learning environments, and the engaging materials in our classrooms. The school closure has created challenges in accessing these. At the same time, our Montessori philosophy has prepared us well to meet many challenges presented by the current circumstances:

- We value the whole child and understand the importance of emotional, physical, and social development, not academic development only.
- We individualize our approach to each student and know that one size does not fit all.
- We believe in the potential for every person to reach greatness and respect that everyone's growth is unique.

- We respect that families are the first teachers of our students and consider our partnership with parents essential.
- Montessori students are taught to be independent learners and make choices, skills that are key when engaging in distance learning.
- Montessori students are taught to advocate for themselves, to reflect on what they need and to problem-solve how to get those needs met.
- The Montessori curriculum includes Grace & Courtesy and Practical Life and the home is actually an ideal environment in which to continue pursuing these skills.
- Right now, the entire human family is facing the same crisis and working together to keep one another safe. Montessori students are global citizens, they are taught geography from an early age to understand that people everywhere have common basic needs that they meet in ways that work for their cultural and physical environments.

And on May 7th, I shared the following quote, which suggests that Montessori education was developed to give students the skills necessary to face unexpected and challenging circumstances:

“It is necessary that the human personality should be prepared for the unforeseen, not only for the conditions that can be anticipated by prudence and foresight..... For success in life depends in every case on self-confidence and the knowledge of one’s own capacity and many-sided powers of adaptation.” (Montessori, *From Childhood to Adolescence*, Appendix A, 1948)



MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of MTSS Report

Date: May 21, 2020

Much has changed since COVID-19 has closed school campuses throughout the country. Many aspects of special education have been especially challenging during this time. The biggest change has been the way that services are provided. This has been through zoom, email, text, and parent phone calls. While there are some families and students that are actively communicating and participating there are also many families that have been unable or reluctant to participate. One aspect of special education that has not changed is that we are still holding all our IEP meetings (annual, triennial, transition). We had a bit of luck because we finished our formal assessments before school was physically closed and we were able to hold our triennial IEPs properly with good data.

As this is my last board report as Director of MTSS I wanted to delve into the current state of special education at Sherwood. We currently have thirty students that have an IEP and receive special education services. Out of those thirty students we have four students transferring to high school, and two students who are transitioning from 5th grade to a traditional middle school. We have been told by another middle school parent that she has already enrolled her daughter in a homeschool program for next year. If those seven leave we would start the year with 23 students with IEPs. Three of those students are speech only. That would leave the new special education teacher a caseload of 20 to start the year if no new students with IEPs enrolled. Over the last three years we have an average of 5 students with IEPs that transfer over the summer. We also have two current students that would have been assessed for special education had it not been for COVID 19 and they will need to be assessed when school returns.

We have not been told by the CDE if targeted review will continue next year. It is currently on pause. We were put in targeted review for math performance on state testing. There was some question about this data. We were looking forward to a meeting where we could analyze the data, find out if it is accurate, and plan. We had already made it a priority to improve math scores this year and I believe state testing would have shown improvement.

The next year school year still has many unknowns, but regardless of the future one resonating fact is that the Camp Fire and COVID 19 have significantly interrupted school the last two years for some of our students. Consecutive years with gaps in school combined with the stress and trauma of dealing with the Camp Fire and COVID 19 are going to impact overall student learning and state test scores. It is going to take extra diligence and intense focus to try to counteract the effects.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Instructional Staff Report
Date: May 21, 2020

Transitional Kindergarten/Kindergarten -Teresa Shippen

OK...here is a list of positives for our board! Of course...nothing will replace being able to gather as a class...so much SEL takes place when we all get together! ❤️ The more we get together the happier we'll be! 🧩

- I am becoming much more technologically adept (the learning curve has been huge!)
- I am learning new (creative) ways to teach
- I have really had to evaluate what lessons are most important, and how can I deliver them most effectively.
- I have developed closer relationships with families (even visiting their houses via facetime and zoom)
- I have more time to think and come up with new and creative ideas- about teaching and about life
- I have more time to plan
- I have taken the time to connect more with the larger Montessori community- attending webinars and zoom meetings to grow as a person and educator
- I have also connected more with my fellow teachers- both friends locally and across the country
- There is a greater sense of camaraderie and community
- I am more open to what the world holds for me/us
- I have strengthened my desire to be a classroom teacher, and have a newfound appreciation for every bit of our day, every tiny lesson learned, seeing the joy on a child's face as they start reading on their own, the joy at losing a tooth, the sadness when missing home, the butterfly in the garden, the yummy snack, the joy of fingerpainting, the pain of a squabble with a friend, I miss it all!!
- I am so appreciative of the many ways parents have reached out to share these moments with me- videos of learning to read, ride a bike, swim, showing me their gardens and baby chicks and bee stings and pets and yes! the hole where the tooth fell out!

- Seeing their faces and personalities on Zoom each week!

I am so grateful that this is all happening in a time where technology is more available. I am so saddened by the families who do not have as easy access to these things.

Thank you for letting us reflect on this journey

Transitional Kindergarten/Kindergarten -April Pearce

- Most Kindergarten families are enjoying the extra family time
 - Kids are playing with their siblings more than before
- I have mostly enjoyed learning new technologies to engage my students
- It is nice to have slower paced mornings
- I had the time to become a foster parent a few months earlier than planned
- Before I became a foster parent (4/20/20) I had time during the day to work on my arts and crafts and home projects
 - Now I am finding joy in building with K'Nex, Legos, and, most enjoyably, marble runs (did you know building marble runs is like riding a bike?)
 - I am also riding my bike regularly, which is fun
- I am happy Michelle is back on as our principal
- I am proud that as a staff, we were able to get our distance learning act together faster than any other school I know of that had to make the switch
- I am grateful we went into this with a sense of cohesion as a staff and have been able to be there for each other as we navigate this new world.
- Shannon has been great in supporting my plans and coming up with ideas to engage students

1st/2nd/3rd -Marlo Knox

Teachers were asked to reflect on the positives of distance learning. I'm struggling because the most positive part of my job is working with children and standing by them supporting their growth. That is why I teach....I actually like being with children, in the presence of children, their honesty, authenticity, transparency, connects human to human. As adults we do not have the courage to live so boldly.

My happiest moment during distance learning was the first Zoom community meeting I held. At the end of the meeting we all unmuted and the 17 students who attended started talking to one another, all at once, but they were so earnest and honest. I heard things like, "I miss you so much", " Did you get a haircut", "I see your slippers, I'm wearing my slippers too", Then, they all started to say goodbye. They did not say goodbye and click out. They said each person's name they could see. "Goodbye Jeo", "Goodbye Jylan", everyone said everyone else's name, except for one or two kids that said, "Goodbye to everyone!" because they could not see all the students attending. They actually said, "Goodbye everyone because I can't see you all." Children who would not reach out to each other in the classroom reached out to each other in that Zoom meeting.

It's as if they intuitively knew we can not take each other for granted anymore. I actually cried when that meeting ended. It was such a pleasure to watch them for 5 to 10 minutes being them, being wonderful.

Perhaps that is my bullet point, distance learning has taught me we can not take moments we have to be together for granted anymore. Being physically together is a gift.

1st/2nd /3rd -Eric Parish

4th /5th/6th -Sheng Vang

Positives from this Pandemic:

- Getting familiar with online resources such as:
 - Khan Academy
 - Mobymax
 - Scholastic News
- Getting familiar with virtual meeting platforms:
 - Zoom
 - Using it as a form of socializing through
 - Sharing of works
 - Playing games such as: Go Find (Scavenger Hunt) and Guess My Number
 - Doing breakout rooms to provide more intimate smaller groups to have group discussions.
 - One-on-one help with assignments
- Getting familiar with online recording platforms:
 - Loom
 - On here I've created videos of the works that are assigned on my work plan each week and walk-through of
 - Easier to access for my families (they don't have to download the video)
 - Flipgrid
 - Video recording site that's student-friendly
 - View some of our videos: <https://flipgrid.com/47a209e5>
- Families telling me that some of the works have allowed them to further develop their relationship with their child on a different level.

4th /5th /6th-Debbie Zimmerman

- Parents are collaborating with students one-on-one more than before
- Students are interacting socially via the internet and showing resilience
- My computer skills are improving, out of necessity
- New ways of communicating and interacting virtually are being discovered

- Staff are proving that they are very adaptable

7th/8th-Ioanna Lekkakou

- Students with strong Montessori foundation followed easily and enjoy distance and self-paced learning
- Students who were reserved in the classroom setting, became quite social in their virtual communications
- The time management required by the distance learning has been an excellent preparation for high school's accountability
- Students who were easily distracted in the classroom by others or by different physical stimuli, had an opportunity to prove themselves they can stay focused for a longer period when away from friends
- We had the opportunity to enjoy as a group many fun activities that weren't directly linked to any academic goal
- We had the opportunity to work more in depth in social-emotional teaching and learning
- We came closer to our students' families facing this challenge together. The sense of belonging to a wonderful community became much stronger
- There were given many opportunities for a one-on-one time between teachers and students. The coaching component of teaching became central in this distance learning period especially using texts/chats in the google hangouts app

Patrick Curran-6th Grade Math & 7th/8th Grade Science

- some advanced students are getting free reign on exploring their interests with more free time
- some struggling students are getting some one on one help through Zoom tutoring
- almost all students have access to enriching and sometimes in depth learning
- students and teachers are learning alternative teaching methods and technology
- reflection time for some middle students has made them realize the value of school and their peers at school

Learning Center-Bree Allan

Sherwood Montessori
Balance Sheet - Current Month
As of April 30, 2020

Apr 30, 20

ASSETS

Current Assets

Checking/Savings

9100-Assets	600,624
-------------	---------

Total Checking/Savings	600,624
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Other Current Assets

Total Other Current Assets	0
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Total Current Assets	600,624
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Fixed Assets

9410 - Land	95,000
-------------	--------

9430- Building	182,515
----------------	---------

9435-Accumulated Depreciation	-9,100
-------------------------------	--------

Total Fixed Assets	268,415
--------------------	---------

TOTAL ASSETS	869,039
--------------	---------

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Other Current Liabilities

9500-Liabilities	71,795
------------------	--------

Total Other Current Liabilities	71,795
---------------------------------	--------

Total Current Liabilities	71,795
---------------------------	--------

Total Liabilities	71,795
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Equity

Restricted Assets	44,444
-------------------	--------

Restricted Fixed Assets	268,415
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Designated for Economic Uncertainty	90,000
-------------------------------------	--------

Other Designations	350,000
--------------------	---------

Undesignated	67,429
--------------	--------

Net Income	-23,044
------------	---------

Total Equity	797,244
--------------	---------

TOTAL LIABILITIES & EQUITY	869,039
----------------------------	---------

Accrual Basis

April 2020

[illegible]



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Measure K Proposal: Additional Funds to Complete Additional Required Site Work

Date: May 21, 2020

SUMMARY

The third classroom with teaching kitchen may require additional funding now that the County is requiring more site improvements.

DISCUSSION

Because the property at 1010 Cleveland Ave. is soon to be annexed to the City of Chico, site improvements that were initially not part of the plan now must be included. Contracts are now being bid at lower costs, so it may not be an issue, and our project proposals that were already approved included overages, but we don't want delays in our project. All funds for the project come from the Measure K bond for school facilities.

ACTION REQUESTED: Approve Measure K Spending Proposal

Attachment: Measure K Spending Proposal, Engineers Estimation of Costs

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

GENERAL INFORMATION:

Name of School	Sherwood Montessori
Address of School	1010 Cleveland Ave.
Contact Name	Michelle Yezbick
Contact Phone/Email	530-345-6600 michelle@sherwoodmontessori.org
Year Established	2010
Charter Renewal Date	January, 2017
CDS Code	04-61424-00121475
Charter Number	1166
Website	www.sherwoodmontessori.org

1. Type of Project:

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

2. Project Narrative:

On June 26, 2019, the Chico Unified School District's Board of Education approved \$40,000 from Measure K to be spent on planning for the placement of a third relocatable classroom containing a teaching kitchen at the 1010 Cleveland Ave. site. On December 11, 2019, \$366,379 was approved to execute the plan. Since then, additional costs are now required by the County of Butte related to site improvements in anticipation of the location being annexed to the City of Chico.

This proposal is to request that the remainder of the costs for this project be allocated from Round 3 of Sherwood's bond allocation.

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

a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no

b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave,

4. Current enrollment and ADA: 151/143

5. Financial Questions

a. Was your prior annual audit report free of any negative findings? ☒ yes ☐ no
(if no, please explain)

b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
30%

6. Project Schedule

Please briefly describe the timeline for the project planning and completion.

Programming/Schematic Design Documents – completed

Design Development Documents – completed

Construction Documents – completed

DSA Review & Approval –n/a

Bid & Award – May/June 2020

7. Preliminary Estimate (Cost)

Series A-C Allocation	\$1,402,006
Less Previously Allocated Funds	\$961,781
Less Current Project Funds Requested	\$25,000
Remaining Allocation	\$415,225

School Facilities Projects to be Funded with Proceeds of Bonds

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

Documentation *(please indicate those completed)*

All Projects

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

Building/Modernization/Renovation Projects

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

For Committee Use:

All necessary documents were included:

(if no: request for additional documentation)

 X yes no

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? May 21, Regular Meeting

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: May 18, 2020

Attestation of Committee Secretary: _____

For questions or clarifications relative to the completion of this application, please contact: Kevin Bultema at kbultema@chicousd.org or (530) 891-3000 x. 112

Sherwood Montessori					
Chico, CA					
Preliminary Engineer's Opinion of Costs					
Offsite Improvements					
<u>Item</u>	<u>Quantity</u>	<u>Unit</u>	<u>Unit Cost</u>		<u>Item Total</u>
Mobilization	1	ls	\$3,000		\$3,000
Project Layout	1	ls	\$600		\$600
Site demolition	1	ls	\$2,000		\$2,000
Excavation/fill	50	cy	\$49		\$2,450
Asphalt Concrete (2")	2	tons	\$200		\$400
Aggregate Base (11")	4	cy	\$200		\$800
Sidewalk	361	sf	\$15.00		\$5,415
Curb & Gutter	140	lf	\$30		\$4,200
Valley gutter	312	sf	\$15		\$4,680
Adjust signage	1	ls	\$475		\$475
City Std. ADA ramp	2	ea	\$2,500		\$5,000
Storm Drain inlet and drywell	1	ea	\$5,000		\$5,000
	Sub Total				\$31,020
		Engineering 5%			\$1,861
		Plan Check/Inspection 4%			\$1,241
		Contingency 15%			\$4,653
		Total			\$38,775





MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: LCAP COVID-19 Operations Written Report for Sherwood Montessori

Date: May 21, 2020

SUMMARY

In compliance with Executive Order N-56-20, a COVID-19 Operations Report for the school has been completed.

DISCUSSION

Governor Newsom issued an executive order directing schools to publish a written report to their communities explaining how they are responding to COVID-19. The report must explain steps the school has taken to deliver high-quality distance learning opportunities, provide school meals in non-congregate settings, and arrange for supervision of students during ordinary school hours. It must also explain steps taken to meet the needs low-income students, English learners, and foster youth. The report is intended to provide transparency and accountability to communities.

The order also extends the deadlines for local educational agencies to submit Local Control and Accountability Plans (LCAP), which are multi-year planning documents tied to budget projections. By law, LCAPs must be developed in collaboration with parents, students, teachers, and community groups. Given the COVID-19 pandemic, school leaders are appropriately focused on managing the immediate needs of their students and families.

ACTION REQUESTED: Adopt COVID-19 Operations Report

COVID-19 Operations Written Report for Sherwood Montessori

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600	May 21, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Changes to Program Offerings

The most significant change has been the loss of the access to the prepared Montessori environment with the Montessori learning materials and daily, in-person contact with teachers and classmates. Sherwood educators realized quickly how important it would be to establish a safe way to preserve the human connectedness that is a hallmark of our program. Virtual meetings via Google Hangouts and Zillow were established for each classroom, devices were distributed to families who needed them, and glitches were problem-solved to give every child access to see and hear their teachers and friends. Paper packets were also offered to supplement online learning opportunities. Teachers and support staff have been keeping in touch with families regarding distance learning preferences and have made adjustments as the school closure was extended. For example, some families opted in to paper packets to have a screen-free option when needed, and others chose to accept a device to access the class meetings once it was clear that the closure was long-term.

Major Impacts of the Closures on Students and Families

The school closure has impacted families differently. Some families have made an easier transition to a home-based learning model having an adult available to support the student in the home. Other parents find it difficult to do so as they are essential workers who are employed outside the home. Some families have had struggles with limited internet connectivity as increased usage taxes a system not designed for the increased use. Staff has continued to contact families via phone calls, Zoom meetings, email and surveys and have made adjustments according to parents' feedback.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Teachers have provided appropriate learning opportunities for their English learners and low-income students during the school closure. Sherwood does not have students in foster care at this time. We currently have fewer than ten English learners, and their academic development is well-known to their teachers. Beginning learners have been given technology with translation capabilities to help them access content in their primary language. English learners at more developed stages are given learning opportunities that are accessible and beneficial through online distance learning and/or paper packet materials. Low-income students have access to two meals per day provided by the local school district. Technology and delivery of materials have also been provided to low-income students. The school is also sharing information about low cost and free resources for support that are available in the community and online, including mental wellness resources, free internet opportunities, and access to meals.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Sherwood Montessori announced to families over the scheduled Spring Break that the school site would remain closed due to the shelter in place order. Teachers took March 23rd as a planning day and prepared to shift to distance learning. Families were contacted and offered a choice between paper packets and online distance learning opportunities or a combination. Chromebooks were distributed to students who needed them, and support for internet connectivity was also provided. Plans were made for distribution of paper packets and technology. Some families picked up materials just off campus in the parking lot, some families received paper packets in the mail or email, and some families had materials delivered to their homes by staff. Teachers scheduled online class meetings to give students a chance to see one another and their teacher to offer social emotional support during the school closure.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The local school district, Chico Unified School District, is offering breakfast and lunch to area children. One of the distribution sites is at the campus on which Sherwood Montessori is located. Families are able to pick up meals from the parking lot of the school. CUSD Nutrition Services staff bring the meals out to the family's car wearing personal protective equipment and hand the bagged meal to the adult driver without entering the airspace of the vehicle.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The LEA is not providing supervision of students during ordinary school hours. It was determined that it was not practicable to offer child care safely at this time.

COVID-19 Operations Written Report for Sherwood Montessori

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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The LEA is not providing supervision of students during ordinary school hours. It was determined that it was not practicable to offer child care safely at this time.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 *Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting

Join Zoom Meeting

<https://us02web.zoom.us/j/81579506276?pwd=ZVU1TEhwb2N3SWxHOHZ4azEzMStodz09>

Meeting ID: 815 7950 6276 Password: 9DcSYe

Meeting ID

Date/Time: **Thursday, June 25, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER

A.1 Roll Call Russell Shapiro, Anna Ling, Nathan McGraw, Rosie Paulson

B. CONSENT AGENDA

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, March 26, Regular Meeting April 16, 2020, and Regular Meeting May 21, 2020.

B.2 Facilities Use Agreement Consider approval of the FUA for the 2020-2021 school year.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

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

E.2 Reports and Communications

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

E.2.1 School Director Report

E.2.2 Treasurer Report

E.3 Action Items

E.3.1 Budget 2020-2021 Consider adopting budget **(discussion/action)**

E.3.2 LCAP Resolution Consider adopting LCAP Resolution **(discussion/action)**

E.3.3 Appointment of Measure K Board Alternate Member Consider approving appointment of Pat Casey to Measure K Charter Facilities Board **(discussion/action)**

E.4 Board Governance

E.4.1 Elections for new Board Members

F. Closed Session

F.5.1. Discussion of School Director Review

G. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

H. ADJOURNMENT

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4
1071 E. 16th St., Chico, California-*Social Distancing requires fewer than 9 people physically attend this meeting.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting
<https://us04web.zoom.us/j/5245217471>
Meeting ID: 524 521 7471

Date/Time: Thursday, March 26, 2020 – 6:00 p.m.

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

Meeting called to order at 6:03pm. All board members present.

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval Consider approval of minutes from Special Meeting, November 14, 2019; Regular Meeting, February 20, 2020; Special Meeting, March 6, 2020; Special Meeting, March 11, 2020

Nathan McGraw motioned. Approved by the Board.

B.2, B.3 and B.4 moved to be discussed during Part II.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

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

Part I: Student Performance

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any) (6:10 p.m.)

B.2 Revision of Bylaws Regarding Board Service

The Board will be asked to revise bylaws regarding Board service.

ACTION REQUESTED: Revise bylaws

Anna Ling motioned. Approved by the Board.

B.3 Appointment of Board Member

The Board will be asked to appoint a director to an empty seat.

ACTION REQUESTED: Appoint Board member

Denise Snoke motioned. Russell Shapiro approved to join the Board.

B.4 Revision of Bylaws Regarding Number of Directors

The Board will be asked to revise bylaws regarding number of directors.

ACTION REQUESTED: Revise bylaws.

Russell Shapiro motioned. Board approved to change number of board members to five.

2.2 Election of Officers (6:20 p.m.)

The Board will be asked to elect officers.

ACTION REQUESTED: Elect officers

Russell Shapiro elected as chair. Anna Ling motioned. Approved by the Board.

2.3 Add Signatories to Bank Account (6:30 p.m.)

The Board will be asked to add signatories to the school bank account

ACTION REQUESTED: Add signatories

Tanya King and Monica Woodward to be removed. Rosie Paulson and Denise Snoke to be added. Russell Shapiro motioned. Approved by the Board.

2.4 School Closure (6:35 p.m.)

The Board will be asked to approve school closure due to COVID-19

ACTION REQUESTED: Approve school closure

Anna Ling motioned. Approved by the Board.

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

2.5 Revision of School Calendar (6:40 p.m.)

The Board will be asked to revise the 2020-2021 calendar

ACTION REQUESTED: Revise calendar

Denise Snoke motioned. Approved by the Board.

2.6 Succession Plan (6:45 p.m.)

The Board will be asked to discuss the plan for future school leadership

ACTION REQUESTED: Discuss succession plan

Succession plan discussed.

2.7 REPORTS AND COMMUNICATION (6:55 p.m.)

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

2.7.1 Sherwood Montessori Parents Organization Report (not received)

2.7.2 School Director Report

2.7.3 Director of Special Education Report

2.7.4 Treasurer Report

Part III: Board Development

3.1 Board Development (7:05 p.m.)

Chapter 12: Pareto: A Deceased Economist That Can Help Your Board from the book *Charter School Board University*

ACTION REQUESTED: Discuss chapter

Denise Snoke motioned to discuss at next meeting. Approved by the Board.

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Existing Litigation (7:35 p.m.)

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Gov't. Code section 54956.9(d)(1).)
State Case Number WC-CM-484424

Public session adjourned and closed session called to order at 7:30pm.

Direction given to legal counsel on how to proceed.

H. ADJOURNMENT (Est. 7:45 p.m.)

Adjourned closed session, reconvened in open session and adjourned at 7:53pm.

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: *Due to Butte County Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting*
<https://us04web.zoom.us/j/77117098293?pwd=bUlRbGpEODVvcWZHSWVCa3VFTlE1dz09>
Meeting ID: 771 1709 8293 Password: 0YXTcK

Physical Meeting Address: 1071 E. 16th St. Room 3 Note: Social distancing requires fewer than 9 people meet physically at this location.

Date/Time: **Thursday, April 16, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER (6:00 p.m.)

A.1 Roll Call Russell Shapiro, Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

Meeting called to order at 6:03pm. All board members present.

B. CONSENT AGENDA (6:05 p.m.)

B.1 Minutes Approval

Consider approval of minutes from Regular Meeting, March 26, 2020

Spelling of Russell Shapiro's name to be corrected on page 2. Rosie Paulson motioned. Approved by the Board.

B.2 Comprehensive Safety Plan

The Board will be asked to approve the Comprehensive Safety Plan for 2020-2021.

Rosie Paulson motioned. Approved by the Board with minor adjustments to be made.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS—None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communication

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

E.2.1 School Director Report

E.2.2 Director of Special Education Report

E.2.3 Treasurer Report

E.3 Student Performance

Discussion of data on student attrition during the 2015-2020 school years.

Discussed by the Board.

E.4 Board Development

Review of roles and responsibilities of Board of Director and School Director; Review of critical Brown Act issues; General discussion of Committees and Board activities. To be led by R. Shapiro.

Discussed by the Board.

F. FUTURE AGENDA ITEMS

G. ADJOURNMENT (app. 7:00 pm)

Meeting adjourned at 7:46pm.

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

**CHARTER FACILITIES AGREEMENT
BY AND BETWEEN
CHICO UNIFIED SCHOOL DISTRICT AND
SHERWOOD MONTESSORI CHARTER SCHOOL**

THIS AGREEMENT ("Agreement") is made this ~~4th~~ day of ~~October-June~~ 20~~19~~²⁰ by and between the Chico Unified School District, a public school district organized and existing under the laws of the State of California ("District") and Sherwood Montessori Charter School ("Charter School"), a California public charter school. The District and the Charter School are collectively referred to as "the parties."

R E C I T A L S

WHEREAS, pursuant to Proposition 39, the Charter School has made a request for facilities for the 20~~19~~-20~~19~~²⁰ school year; and

WHEREAS, pursuant to the requirements of Proposition 39 and its implementing regulations (CCR, Title 5, Section 11969.1-11969.9 hereinafter "State Regulations"), the District has made an offer to provide the Charter School with facilities for its in-District students, and the Charter School has accepted the terms of that offer for the 2019-2020 school year; and

WHEREAS, the parties desire to set forth the terms and conditions pursuant to which the Charter School will occupy classrooms and use facilities on a shared basis at the District's Chapman Elementary School Site (the "Site"), located at 1071 East 16th Street, Chico, California, 95928.

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the parties agree as follows:

Section 1. Use of Site. District agrees to allow Charter School exclusive use of the District-offered facilities on the Site as described with more particularity in Exhibits "A" and "B" attached hereto, for the sole purpose of operating the Charter School K-8 educational program and related uses consistent with the operation of an educational facility, in accordance with the Charter School's charter. Subject to the District's written consent rights contained in Section 9 herein, the Charter School shall have the right to utilize the Site in any lawful configuration needed to meet its K-8 educational program needs. The Charter School recognizes that the District has only to provide facilities space for in-District students; it is the Charter School's responsibility to decide if it will house out-of-District children in that space allocated for in-District children.

Charter School agrees to abide by the Chapman Elementary School Behavior Expectations for Common areas in accordance with Exhibit "C" of this agreement.

However, in the event that the District needs to reclaim the Site to accommodate District students as provided by law at any time during the course of this Agreement, the District shall have

the right to reclaim possession of the Site from the Charter School by giving written notice to the Charter School no later than February 1 of the fiscal year one year preceding the school year for which the District is reclaiming the Site. In accordance with Education Code Section 47614, the District shall not move the Charter School unnecessarily.

If the District determines that it may need to reclaim the site, the Charter School will be notified that the District will begin an analysis of its future facility needs. The District will review the analysis with the Charter School upon giving notice of its intent to reclaim the Site.

Subsequent requests, either for additional space or after termination, shall be made on an annual basis in accordance with Proposition 39.

Upon the termination of this Agreement, the right to exclusive use and occupation of the Site and the facilities and District equipment thereon shall revert to the District. Charter School shall be required to restore the Site to its original configuration unless the District waives this requirement. Upon termination, Charter School will be required to remove any portables it has placed on the Site. If the Charter School has placed District-standard portables on the site, the District may elect the option of having the Charter School transfer ownership to the District provided the portables are free and clear of any liens. The parties shall negotiate any terms of payment for the portables. A District standard portable is defined as a new, steel framed relocatable building that meets the Field Act and all other applicable requirements.

In the event that the District reclaims the Site, the District shall not be obligated to repay to the Charter School any sum expended, directly or indirectly, for the purpose of making any improvements to the Site. Charter School acknowledges that the District has not asked Charter School to make or subsidize improvements to the Site for the benefit of the District, and that Charter School does so at the risk that the District will reclaim the Site.

Charter School shall otherwise have full and exclusive use of all District-offered classrooms, administrative space, and other facilities granted by District on the Site during the term of this Agreement. Charter School shall comply with District policies and/or practices regarding the operations and maintenance of the facilities, furnishings, and equipment.

Although Charter School shall have the exclusive use of District-offered facilities on the Site, Charter School agrees to comply with the provisions of the Civic Center Act (Education Code Section 38131 et seq.) in making use of the non-classroom facilities and grounds accessible to members of the community. For purposes of compliance with the Civic Center Act with respect to the Site, the Charter School Board of Directors shall hold the same powers and obligations applicable to School District Boards of Trustees under Education Code Sections 38130-38139 and shall also follow District Board Policy and Administrative Regulations in making use of the facilities accessible to members of the community.

The parties agree that the provision of facilities pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities to the Charter School

under Education Code Section 47614 and the Proposition 39 regulations (CCR, Title 5, Section 11969.9) for the 20~~2019~~-202~~19~~ school year.

As allowed by Education Code Section 47613(b), CUSD intends to offer the facilities to Sherwood Montessori Charter School substantially-rent for free. Accordingly, CUSD will charge the Charter School 3% of the revenue of the Charter School as defined under Education Code section 47613. CUSD will invoice the Charter School for this fee monthly.

Section 2. Furnishings and Equipment. The District shall provide, in accordance with the Proposition 39 regulations, furnishings and equipment at the Site for the Charter Schools in-District student A.D.A.. These furnishings and equipment shall remain the property of the District. The furnishings and equipment provided shall be reasonably equivalent in condition and quantity to those furnishings and equipment provided in the comparison group of schools in accordance with 5 C.C.R. Section 11969.3. The District agrees to provide the Charter School with an inventory list of all District furniture and equipment left on the site for use by the Charter School. The Charter School agrees to bring any furnishings and equipment it owns to the Site in an effort to conserve resources. The District agrees that all furnishing supplied by the Charter School are property of the Charter School.

Section 3. Reimbursement: In the event that the space allocated to the Charter School is considered “over allocated” in accordance with 5 C.C.R. Section 11969.8, the Charter School shall reimburse the District as follows:

(a) Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

(b) The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site.

(c) The reimbursement amount owed by the Charter School for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. For purposes of this subdivision, the actual in-district classroom ADA shall be determined using the report submitted pursuant to section 11969.9(l) in conjunction with the second principal apportionment under Education Code section 41601.

Section 4. Term. The term of this Agreement shall begin on June __, 2020 and shall end on June 30, 202~~1~~ unless terminated beforehand by the parties or revocation of the charter.

Section 5. Termination. This Agreement will automatically terminate upon the cessation of Charter School' operations for any reason or by a thirty (30) day written notice to the District from the Charter School.

Section 6. Utilities. District agrees to furnish or cause to be furnished to the Site infrastructure for the following utilities: gas, electric, water, and sewer. Charter School shall be solely responsible for the cost of utilities used or consumed by the Charter School on the Site.

Section 7. Maintenance. Facilities provided to the Charter School shall remain the property of the District. As requested by the Charter School, the routine operations and maintenance of the facilities and equipment is the responsibility of the Charter School. Projects eligible to be included in the District deferred maintenance plan established pursuant to Education Code Section 17582 shall remain the responsibility of the District

District shall be responsible for the major maintenance of the facilities used by School. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code Section 17582. The Deferred Maintenance Program Handbook outlines examples of projects that are eligible under the program as well as those that are not eligible. All other kinds of maintenance shall be considered routine maintenance and shall be the responsibility of the Charter School. Replacement of major maintenance items will be determined by the District in accordance with the State's Deferred Maintenance Program guidelines.

Section 8. Installation of Improvements/Signage. Charter School shall not construct or install any improvements (as defined in California Civil Code Section 660) on the Site, or otherwise substantially alter the Site, without the prior written consent of District, and if required, the Division of the State Architect and/or State Department of Education. Charter School agrees to file a written Request for approval with the District's Facilities Department in accordance with District policy should it desire to add any fixture (as defined in California Civil Code 660) or make substantial alternations to the site as necessary. District approval of any improvements, including the construction schedule, work hours, and modifications, shall be at District's sole and absolute discretion. Contractors retained by Charter School with respect to the construction or installation of improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability and workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The District shall be named as an additional insured on any applicable insurance policies and bonds. Charter School shall bear full responsibility for ensuring that the construction or installation of improvements shall be performed in a sound and workmanlike manner, in compliance with all laws applicable to public schools, including buildings codes and prevailing wage laws. District or District's agent shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the premises and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students.

Section 9. Condition of Property. The District is not aware of any defect in or condition of the Site that would prevent its use for the Charter School's purposes. To the best of its knowledge, the District has received no notice of any violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Site that calls into question the appropriateness or sufficiency of the Site for its intended purpose. Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders with regards to its use and occupancy of the Site including, without limitation, those relating to health, cleanliness, safety, noise, environmental protection, waste disposal, and water and air quality. Charter School shall not be responsible for legal compliance for environmental conditions that existed prior to Charter School's occupancy of the Site. District shall remain responsible for compliance with the ADA, FEHA, and other applicable building code standards regarding access for any existing compliance issue prior to the Charter School's first date of occupation of the Site.. The Charter School shall assume responsibility for compliance with ADA and FEHA access rights to the extent it makes any modifications, improvements or additions.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site due in whole or in part to the Charter School's use and occupancy thereof, Charter School, at its expense, shall be obligated to clean all the property affected, to the satisfaction of District and any governmental agencies having jurisdiction over the Site.

Section 10. Fingerprinting. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code Section 45125.1.

District acknowledges that Charter School is a public charter school using the Premises for public education purposes. District therefore agrees that any of its employees, agents, contractors or independent contractors utilized to perform any of the repairs that may have contact with Charter School pupils will undergo criminal background checks as specified in California Education Code or any other applicable law addressing third party access to Charter School's minor students or any person entering the premises for the above-stated purposes who will be in contact with Charter School minor pupils.

Section 11. Insurance.

District. The District shall maintain, during the term of this Agreement, insurance against claims for injuries to persons or damages to property (real and personal, including the structures on the Site), excluding coverage for contents for the Charter School's personal property, in amounts equal to that which would be in place if the Site were occupied by another school of the District.

Charter School. The Charter School shall purchase and maintain in effect the following insurance policies as specified below:

General & Excess Liability

The Charter School, at its expense, shall procure and maintain throughout the term of this Agreement General Liability insurance with a minimum per occurrence limit of \$15,000,000 and the deductible/self-insurance retention shall not exceed \$10,000. Insurance shall include coverage for claims against the Charter School, its elected or appointed officials, employees, agents, volunteers and students (interns while acting on behalf of the Charter School) arising out of errors and omissions, abuse and molestation, and employment practices liability. The policy or policies shall name as additional insured/additional covered party the District; its elected or appointed officials, employees, agents and volunteers. Charter School shall furnish District with the original certificates and amendatory endorsements effecting coverage required. The policy or policies shall provide that this insurance shall be primary with respect to any liability or claimed liability arising out of the performance or activities by the Charter School under this Agreement or the Charter School's use of the Premises, and that any insurance procured by the District, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not be called upon to contribute until the limits of the insurance provided hereunder shall be exhausted. District is not responsible for real or personal property losses suffered by the Charter School; its elected or appointed officials, employees, agents, volunteers or students.

Automobile Liability

Charter School shall maintain automobile liability insurance, including non-owned and hired coverage with a minimum per accident limit of \$15,000,000 for any injuries to persons (including death there from) and property damage in connection with the Charter School's activities under this Agreement.

Property Insurance

District shall maintain, for the duration of this Agreement, all-risk real and personal property coverage adequate to cover the replacement cost of all District- owned buildings and personal property on the Premises and those other facilities to which the Charter School may have access under this Agreement.

Charter School shall be solely responsible for obtaining adequate property insurance for Charter School's contents, personal property, building improvements while located on the Premises or elsewhere. The District is not responsible for real or personal property losses suffered by the Charter School; its elected or appointed officials, employees, agents, volunteers or students.

Workers' Compensation

Charter School is to procure and maintain, for the duration of this Agreement, Workers' Compensation insurance against claims for injuries to the Charter School's employees in accordance with such insurance as required by the State of California Labor Code and Employers Liability coverage.

Bond/Crime Insurance

The Charter School shall purchase and hold fidelity bond coverage or employee dishonesty/theft insurance with a minimum limit of \$1,000,000 to cover all school employees. The bond/policy deductible shall not exceed \$5,000.

Risk Management

The Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences.

A report of the risk management program operation shall be submitted to the District Charter School Liaison no later than October 31 each year. The components of the report should include the Designated Safety Officer and establish that the following are in place:

1. Injury Illness Prevention Plan
2. Blood borne Pathogen Training
3. Hazard Communication Program
4. Emergency Plan
5. Documentation of Employee Safety Training
6. Annual Safety Inspections
7. Child Protective Services Reporting Obligations.

Proof of Insurance

Charter School shall annually furnish the District with original certificates and amendatory endorsements affecting coverage required by this Agreement. All certificates and endorsements are to be received and approved by the District before commencement of any activities under this Agreement. However, failure to do so shall not operate as a waiver of these insurance requirements. The District reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time.

Section 12. Indemnification. The Charter School shall indemnify, defend, and hold harmless the District, its elected or appointed officials, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter the “indemnified parties”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered is against the indemnified parties, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the Charter School’s performance under the charter or this Agreement, including but not limited to, any acts or errors or omissions by the Charter School, its governing

body, administrators, employees, agents, representatives, volunteers, successors and assigns, unless caused wholly by the negligence or willful misconduct of any of the indemnified parties.

The District shall indemnify, defend, and hold harmless the Charter School, its elected or appointed officials, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter the “indemnified parties”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered is against the indemnified parties, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the District’s performance under the charter or this Agreement, including but not limited to, any acts or errors or omissions by the District, its governing body, administrators, employees, agents, representatives, volunteers, successors and assigns, unless caused wholly by the negligence or willful misconduct of any of the indemnified parties

This indemnification clause shall survive termination of this Agreement.

Section 13. Access. Charter School shall permit District, its agents, representatives or employees, to enter upon the Site for the purpose of inspecting same or to make repairs, alterations, or additions to any portion of the Site. District shall attempt to give reasonable notice where practicable but shall not be obligated to do so.

Section 14. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the District: Chico Unified School District
 1163 E. 7th Street
 Chico, CA 95926
 Attn: Superintendent

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

Section 15. Independent Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

Section 16. Entire Agreement of Parties. This Agreement constitutes the facility use agreement between the parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by the parties indicating intent to modify this Agreement.

Section 17. Governing Law and Venue. This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.

Section 18. Waiver. The waiver by any party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

Section 19. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 20. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

Section 21. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

Section 22. Severability. Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.

Section 23. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are incorporated herein by reference.

Section 24 Attorney's Fees. If suit is brought by either party to this Agreement to enforce any of its terms, the prevailing party shall be entitled to recover their reasonable attorney's fees and costs.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

CHICO UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

CHARTER SCHOOL

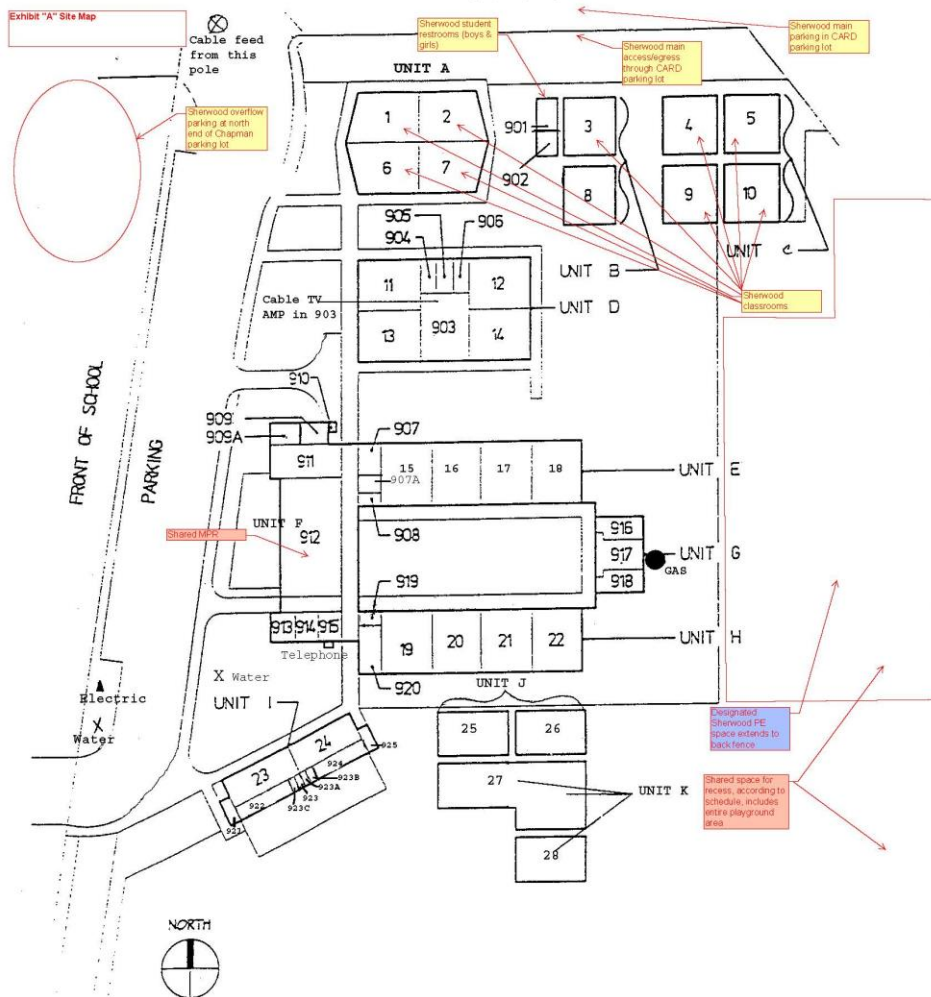
By: _____

Title: _____

EXHIBIT “A”

[Site plan of, 1071 East 16th Street Chico, California; site indicating the nine (9) exclusive use classrooms and Administrative space, one (1) set of exclusive use student restrooms.

(Remainder of this page intentionally blank)



CHAPMAN ELEMENTARY SCHOOL

Updated 2011

EXHIBIT “B”

CONDITIONS FOR USE OF THE CHAPMAN ELEMENTARY SCHOOL SITE

Section 1. Use of Site. District agrees to allow Charter School

Exclusive use of the following:

Nine (9) classrooms designated as #1, #2, #3, #4, #5, #6, #7, #9 and #10, to be furnished, equipped and designated for students and administrative space for a total of 8,888 square feet. The programs that are to be housed in these classrooms are K-8 education in accordance with the charter application only.

Charter School before school care: 7:30 a.m. - 8:30 a.m. at 1010 Cleveland Ave.

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Charter School morning recess: 8:30 a.m. - 8:45a.m.
To be held on the old playground, closest to Room 10.

Charter School day start: 8:45 a.m.
Charter School lunch: 12:35 p.m. - 1:35 p.m.
Charter School lunch recess: 12:55 p.m. - 1:35p.m.

Charter School grades TK-3 ends: 2:50 p.m.
4-8 ends: 2:55 p.m.

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One (1) set of boys and girls restrooms designated as #901 and #902, for a total of 384 square feet.

Lunch Times

K-2 Chapman	11:45a.m.-12:25p.m.
3-5 Chapman	12:15p.m.-12:55p.m.
Sherwood	12:35p.m.-1:35p.m.

Shared use of the following:

Charter School Staff will utilize restrooms on adjacent private property owned by Charter School and will not utilize the shared campus restrooms.

Field space located east of existing asphalt playground to serve as Physical Education space. Sherwood can also use the Portion of blacktop area between the first basketball court and the portables after 1:50 p.m. for Physical Education.

Grounds (playfields, asphalt and apparatus areas) at the following times:

Daily 12:55 p.m. - 1:35 p.m.

Sherwood can use the old Playground 8:30a.m. – 8:45a.m.

Opportunity class can use the south Basketball court for Physical Education from 1:15p.m. to 1:35p.m.

Opportunity and Sherwood will work together during the morning Kinder recess 10:45a.m. – 11:15a.m. for both classes to be out on the yard.

Deleted Library

The Multipurpose room for lunch service at the following times:

Daily 12:35 p.m. - 1:00 p.m.

Any other shared use of the multipurpose room to be mutually agreed upon in advance by the Chapman Principal and the Charter School Principal.

PEP Grant Area: By reservation with Chapman Principal.

Charter School is authorized to establish a school garden in an area mutually agreed upon in advance by the Chapman Principal and the Charter School Principal. District requires coordination in advance for any excavation for irrigation systems or fencing. Charter School agrees to coordinate with the District Facilities Department. All costs involved with the establishment of a garden will be borne by Charter School.

Section 2. Furnishings and Equipment. The District has provided, in accordance with Proposition 39 regulations, furniture and equipment at the site. These furnishings and equipment will remain the property of District. The furniture and equipment will be provided based on grade level and program information provided by Charter School.

The following furniture requested by Charter School was provided by District in 2016/17:

5 Bookshelves

4 small desks

12 lower elementary sized chairs

8 kindergarten chairs

8 kindergarten size tables

1 teacher desk

26 Kindergarten size cubbies

20 large student desks (6th grade size)

Technology: District to provide in-wall infrastructure to support instructional equipment. Charter School is required to supply separate network and internet connection. All costs for this service to be borne by Charter School. Charter School will not access the District data cabinets at any time. Charter school to coordinate with District IT for connection of internet service for Charter School's exclusive use. No modification to existing cabling infrastructure by Charter School is allowed. If modifications are deemed necessary, Charter School to coordinate with District Facilities Department.

LCD's to be provided in Charter School classrooms consistent with what would otherwise be provided at comparison schools.

Section 3. Utilities. District agrees to furnish or cause to be furnished to the existing facilities on the site infrastructure for the following utilities: electric, gas, water, and sewer.

Charter School will reimburse the District for the utilities based on a per square foot share derived from actual utility expenses for Chapman Elementary School during the 2016-17 fiscal year as follows: Percentage of square footage utilized by Charter School is 19.6% of the 47,145.27 square foot of the campus. Therefore, 19.6% of the following actual utility service fees will be invoiced to Charter School on a monthly basis: PG&E, Solar City, City of Chico and Cal Water. Invoice payment terms will be net 30 days, after 30 days a 5% interest rate will be added to the unpaid balance.

Charter School has elected to provide separate garbage and recycling service. All costs involved with this service will be borne by Charter School.

Heating and Air Conditioning are operated and maintained by Charter School. In the unlikely event that electrical and gas utility usage increases, as a result of Charter School energy management of heating and air conditioning (schedule and set points), Charter school shall be charged for increase at the actual cost.

Based on the fact that Chapman Elementary School's intercoms and bells are on an integrated system and as agreed to by the Charter School, the afore-referenced classrooms will be disconnected from the system. The Charter School will be responsible for providing its own phone, voice mail and internet service and firewall service. District will provide related infrastructure for phones and data.

Section 4. Maintenance/Custodial. The Charter School will be responsible for providing all of the maintenance and custodial services for the afore-referenced classrooms and student restrooms and a reasonable portion of custodial services for the shared spaces (Multipurpose Room, Playgrounds and Restrooms) with the exception of deferred maintenance. This includes

clean-up on playground or campus when students are sick or bleeding, breakfast and lunch table and floor clean-up and emptying of trash. Charter School agrees to provide custodial services in order to maintain all areas used by Charter School in a clean and sanitary manner.

Section 5. Signs/Fencing. If the Charter School desires to install a school monument sign or fencing, coordination with the District Facilities Department is required to ensure underground utilities are not disturbed.

Section 6. Ingress and Egress to Charter School Facilities. The Charter School will park in the CARD parking lot north of the Chapman campus. If overflow is required, Charter School will park in the northern most portion of the Chapman Elementary School parking lot, not to exceed 44 parking spaces. The District provided a man-gate on the north fence to allow pedestrian access through the CARD parking lot. A teacher/administrator will be present at all times that Charter School students are on campus.

Section 7. Miscellaneous. All Charter School students, staff and parent volunteers agree to adhere to the Chapman Elementary School Behavior Expectations for Common Areas, attached as Exhibit "C" to this agreement, while on campus and must participate in all Code Red and Fire Drills as scheduled by the Chapman Principal. District to provide two-way radio communication device for Charter School use.

EXHIBIT “C”

Chapman Elementary School Behavior Expectations for Common Areas



Chapman Expectations



	Common Areas	Courtyard	Cafeteria	Bathroom	Playground	Library	Assemblies	Offices	Classroom
Safe	- Walking feet only facing forward - Keep hands and feet to yourself - An adult must be in every room you enter	- You must be supervised by an adult - Walking feet only facing forward - Keep hands and feet to yourself	- Sit with your feet on the floor - Eat your own food (allergies) - Walking feet only facing forward	- Walking feet only, facing forward - Wash hands with soap and dry them with no more than 2 towels - Keep the water in the sink	- Stay on the playground side of the red line - Keep hands and feet to yourself - Use equipment appropriately	- Enter and exit through the proper doors - An adult must be present - Hold all books with two hands	- Keep your hands and feet to yourself - Wait for the dismissal signal	- Keep your hands and feet to yourself - Hold the door for the person behind you - Wash your hands in the health office	- Walking feet only, facing forward - Keep hands and feet to yourself - An adult must be in the room
Responsible	- Stay to the right - Follow adult directions - Clean up after yourself and others	- Clean up after yourself and others - Follow adult directions - Hold the door for the person behind you	- Remain seated and wait to be excused - Excuse yourself quickly to quiet signals - Clean your area	- Only 1 person per stall - Put aside the garbage can - Follow adult directions	- Clean up after yourself and others - Follow game rules - Follow adult directions	- Follow adult directions - Use your backpack when looking for a book - Push your chair in	- Sit next to anyone - Sit across from anyone - Respond quickly to quiet signals	- Wait your turn - Only 2 people waiting for a turn - Make your visit purposeful - Push your chair in	- Finish all work with quality and care - Work in on time - Push your chair in
Respectful	- Quiet voices - Remember, class is in session - Remove your hats and hoods when indoors - Hold the door for the person behind you	- Use quiet voices - Stay on the sidewalk - Use kind words and actions	- Use soft table voices - Say "Please" and "Thank you"	- Flush the toilet - Knock on the stall door - Give others privacy	- Use kind words and actions - Include everyone - Be a good sport	- Handle book with care - Say "Please" and "Thank you" - Use quiet voices, there are 4 classes in session around you.	- Sit quietly - Allow for others to see words and actions	- Use quiet voices - Say "Please" and "Thank you" - Be a positive work partner	- Wait your turn to speak - Clean up after yourself - Be a positive work partner
Scholarly	- Leave your toys at home - Use cell phones after school only - Pay attention to your surroundings	- Make good choices - Show care for the landscape - Use complete sentences	- Use complete sentences - Recycle	- Use water and paper towels wisely (2 towels) - Return to room promptly - Report problems to an adult	- Use complete sentences - Pay attention to your surroundings - Take time to help others	- Remember to return your books - Don't forget to take your AIR test! - Use complete sentences	- Listen with ears, eyes, and mind - Applaud appropriately - Use complete sentences	- Use complete sentences - Think about how kind it is when someone helps you - Be kind to learning something new	- Use complete sentences - Transition quickly so that the learning can continue - Be kind to learning something new

Back to School 2020- 2021

Sherwood Montessori's Plan for Reopening During the
COVID-19 Pandemic

School on
Campus

Distance
Learning

Hybrid

- All three models are being planned for
- Families will have choice
- Illnesses may require whole county, whole school, whole class, or individuals moving from on campus to distance learning model
- Professional development opportunities and communication among school leaders have supported planning
- Recommendations from California Department of Education (CDE) and the California Department of Public Health (CDPH) are informing planning

Healthy Hygiene Practices

CDPH & CDE

- teach and reinforce washing hands, avoiding contact with eyes, nose and mouth, covering coughs/sneezes
- develop handwashing routines
- teach and reinforce student use of face coverings/masks/shields, especially when cannot physically distance
- all staff should use face coverings/shields
- students *should be encouraged* to use face coverings
- ensure adequate supplies (soap, tissues, no-touch trash cans, masks, sanitizers)

CDPH

- consider portable handwashing stations

CDE

- train staff and students on proper handwashing techniques and proper PPE use
- "ensure sufficient access" to handwashing stations and sanitizer
- students "should use" face coverings, with minimum requirements listed (waiting to enter campus, while on school grounds, etc.)
- provide masks and PPE

Cleaning

Disinfecting

Ventilation

CDPH & CDE

- **limit use of shared playground equipment** *In communication with Mike Allen regarding playground equipment protocol*
- **limit sharing of objects and equipment** *bleach water disinfectant solution between uses*
- **ensure proper ventilation with as much fresh outdoor air as possible**

CDPH

- **suspend use of resources that necessitate sharing/touching (e.g. water fountains)** *replace drinking fountain hardware with bottle filling hardware*
- **staff should clean and disinfect frequently-touched surfaces** *students will return materials to a cleaning area rather than back to the shelf*

CDE

- **In accordance with CDC guidance, ensure that ventilation systems and fans operate properly**
- **Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma symptoms).**
- **Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems**

Distancing:

Arrival &

Departure

CDPH & CDE

- designate routes for entry and exit *gate on 16th and gate to CARD parking lot*

CDHP

- minimize contact at school at beginning and end of school day
- stagger arrival/drop off times and locations *dismissal is staggered, will consider more if needed*

CDE

- "supervised and sufficient" points of access to school campus

CDPH & CDE

- designate routes for entry and exit

Distancing: Classroom

CDPH & CDE

- **students should remain in same space with same group as much as possible** *spaces will be cleaned between uses of different group*
- **teachers should stay with same groups as much as possible; ideally same teacher with same group of students all day** *outdoor instruction is the exception*
- **maximize space between seating and desks. distance teacher and other staff desks at least 6 feet away from student desks** *Use of outdoor areas and library and science lab to achieve distance*
- **consider ways to establish separation of students (floor stickers, signage, etc.) marking 6 foot separation on all ramps**

CDE

- **Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals** *tours by appointment rather than group, observe from doorway*
- **Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives**
- **LEAs should plan to limit number of students physically reporting to school, if needed to maintain physical distancing** *may need to cap new in-school enrollment at lower elementary level*

Distancing:

Non- Classroom Spaces

CDPH & CDE

- limit non-essential visitors, volunteers, and activities
- limit communal activities
- consider use of non-classroom space for instruction

CDPH

- minimize congregate movement
- consider holding recess activities in separated areas

CDE

- Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Meal Service

CDPH & CDE

- serve meals in classrooms or outdoors
- food service workers should use gloves/face coverings

CDE

- suspend use of shared tables and buffet-style service
- considerations for changes in food service operations

CUSD is our meal service provider and will develop policy with consideration to recommendations

Limit Sharing

CDPH & CDE

- keep child's belongings separated and individually labeled *cubbies, outdoor hooks*
- minimize sharing of high-touch materials *disinfecting Montessori materials between uses*
- avoid sharing electronic devices, toys, books as much as possible *keyboards covered with clear plastic*

CDE

- send child's belongings home each day to be cleaned *will be encouraged*

Checking Signs & Symptoms

CDPH & CDE

- actively encourage staff and students who are sick or have had contact with someone with COVID-19 to stay home
- implement screening or other procedures for students and staff
- conduct visual wellness checks and take student temperatures with no-touch thermometer
- monitor staff and students throughout day for illness

CDPH

- document incidents of possible exposure and notify local health officials, staff and families immediately while maintaining confidentiality

When Staff, Child or Visitor Becomes Sick

CDPH & CDE

- anyone showing symptoms should be required to wear a face covering and go into isolation area
- close off areas used by sick person and do not use before cleaning; wait 24 hours before cleaning *office back room for isolating an ill person*

CDE

- sick student/staff may not return until they meet "CDC criteria to discontinue home isolation"
- all teachers to have emergency sub plans

Maintain Healthy Operations

CDPH & CDE

- designate staff liaison to be responsible for responding to COVID-19 concerns
- maintain communication systems that allow staff/families to self-report symptoms and receive notifications of exposures and closures

CDE

- all students/staff must wash or sanitize hands as they enter campus
- protocol for accepting deliveries

Instructional Models

CDPH

- **Special Education: Develop a plan to support students with access/functional needs**

CDE

- **Instructional model scheduling options provided**
- **essential questions for consideration for instructional planning**
- **assessments and progress monitoring considerations**
- **Social Emotional Learning (SEL) and trauma-informed practices**
- **Special Education (Universal Design for Learning [UDL], inclusive plan)**
- **English Learner (EL) roadmap policy**

Professional Relationships & Learning

CDE

- planning questions (from CDE)
- models and best practices
- Professional Development: Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions; Training on trauma-informed practices and suicide prevention.



To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item , Treasurer's Report**
Date: June 25, 2020

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of May 2020 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 614,216.05 as of May 31, 2020.
- There were no unusual or unexpected high-cost expenses during the month of May.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (loss) of (\$ 63,999) for fiscal year-to-date through May 31, 2020, the school received a check for \$ 91,805 in early June, bringing net income to a net gain of +\$27,806.

Balance Sheet

- The 2nd Interim Report was filed with CUSD showing a projected Ending Fund Balance of \$90,000 as Designated for Economic Uncertainty and \$ 350,000 as Other Designations (Unrestricted). Because of these very unusual times there may not be a guarantee of current funding levels and final funding won't be known until July 2020 because personal income taxes are delayed until then.

Cash Flow

- The school is projected to end the year with a positive cash balance ***even with the June apportionment check delayed until July 2020.***
 - All regular employees (excludes Extended Day) will be paid their contract amount or the budgeted hours per day for each position times the work days in their Conditions of Employment times the remaining school teaching days.

Sherwood Montessori
Balance Sheet - Current Month
 As of May 31, 2020

May 31, 20

ASSETS**Current Assets****Checking/Savings**

9100-Assets 575,882

Total Checking/Savings 575,882

Other Current Assets

9290 - Due from Grantor Govts.

Total Other Current Assets 0

Total Current Assets 575,882

Fixed Assets

9410 - Land 95,000

9430- Building 182,515

9435-Accumulated Depreciation -9,100

Total Fixed Assets 268,415

TOTAL ASSETS 844,297

LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

9500-Accounts Payable 9,501

Total Accounts Payable 9,501

Other Current Liabilities

9500-Liabilities 78,418

Total Other Current Liabilities 78,418

Total Current Liabilities 87,919

Total Liabilities 87,919

Equity

Restricted Assets 44,444

Restricted Fixed Assets 268,415

Designated for Economic Uncertainty 90,000

Other Designations 350,000

Undesignated -20,490

Net Income -63,910

Total Equity 756,378

TOTAL LIABILITIES & EQUITY 844,297

Sherwood Montessori
Profit & Loss YTD Comparison
May 2020

	May 20	May 19	Jul '19 - May 20
Ordinary Income/Expense			
Income			
8000-Revenues	103,383	126,447	1,224,319
Total Income	103,383	126,447	1,224,319
Gross Profit	103,383	126,447	1,224,319
Expense			
1000 Certificated Salaries	43,640	41,671	435,979
2000 Classified Salaries	35,115	31,936	307,695
3000-Employee Benefits	22,610	20,421	234,860
4000-Books and Supplies	310	1,593	33,723
5000 Services/Other Op. E...	32,956	42,727	276,061
Total Expense	134,631	138,348	1,288,318
Net Ordinary Income	-31,248	-11,901	-63,999
Net Income	-31,248	-11,901	-63,999

06/23/20

Accrual Basis

Sherwood Montessori

Board of Directors - Vendor Payments Report

May 2020[illegible]

	2020-21	PROJ. ENROLL. 151 = EST. 144 ADA	PROJ. ENROLL. 151 = EST. 141 ADA		
	2020-21 ORIGINAL BUDGET	2019-20 2ND INTERIM BUDGET	2020-21 ORIGINAL BUDGET	CHANGE	
Revenue					
	8011 Local Control Funding	721,150	648,980		
	8012 Education Protection Act	227,285	174,219		
	8096 In Lieu Taxes	350,810	350,810		
	Subtotal LCFF Revenues	1,299,245	1,174,009	(125,236)	
	8011 Project Serve	11,340		(11,340)	
	8010 FED- Emergency Impact Aid	39,375		(39,375)	
	8181 Spec. Educ.- SELPA Fed	12,000	12,000	-	
	8311 Spec. Educ. - SELPA State	80,000	80,000	-	
	8312 Spec. Educ. - SELPA ERMHS	12,000	12,000	-	
	8550 Mandates Block Grant	2,475	2,475	-	
	8560 State Lottery	30,000	15,000	(15,000)	
	8673 Billed Services - Extended Day	25,000	25,000	-	
	8699 Fundraising / Donations	34,600		(34,600)	
	8710 Other Local Revenue	1,000		(1,000)	
	TOTAL REVENUES	1,547,035	1,320,484	(226,551)	
	LOSS OF FUNDRAISING REVENUE	(34,600)			
Expense					
	1000 Certificated Salaries	482,984	435,498	(47,486)	33%
	2000 Classified Salaries	359,355	329,336	(30,019)	25%
	3000 Employee Benefits	251,365	263,738	12,373	20%
	SUBTOTAL	1,093,704	1,028,572	(65,132)	77%
	4100 Texts and Core Curricula	3,000	3,000	-	
	4200 Reference Materials	5,000	5,000	-	
	4300 Materials and Supplies	27,250	27,250	-	
	4400 NonCap Equipment	6,000		(6,000)	
	4700 Food (Nutrition)	250		(250)	
	SUBTOTAL	41,500	35,250	(6,250)	3%
	5200 Travel and Conferences	2,000		(2,000)	
	5300 Dues and Memberships	2,500	1,600	(900)	
	5400 Property/Liability Insurance	18,387	27,800	9,413	
	5500 Operations / Housekeeping	68,620	64,600	(4,020)	
	5600 Rentals, Leases, and Repairs	12,600	11,800	(800)	
	5800 Prof. & Consulting Services	211,800	158,100	(53,700)	5%
	5900 Communications	9,650	8,300	(1,350)	
	SUBTOTAL	325,557	272,200	(53,357)	20%
	6200 CAPITAL OUTLAY- BLDG			-	
	TOTAL EXPENDITURES	1,460,761	1,336,022	(124,739)	100%
Excess/(Deficiency)		51,674	(15,538)	ADA Equiv.	3
Net Assets - Unrestricted - Prior Year		440,000	491,674		
Project. Unrestr. Ending Fund Balance		491,674	476,136		
Designated for Economic Uncertainties		220,000	220,000	Est. 2 mos. salary/benes.	
Undesignated/Unappropriated Amount		271,674	256,136	ADA Equiv.	28
	STATE DEFICIT - INCOME DEFERRAL	(140,000)	(150,000)		
	NET CASH WITH DEFERRAL	351,674	326,136		

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2020-21																
	ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	ACTUAL Jan-21	ACTUAL Feb-21	ACTUAL Mar-21	PROJ. Apr-21	PROJ. May-21	PROJ. Jun-21	PROJ. Accrual	PROJECTED TOTAL	INITIAL BUDGET	
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	100.00%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%		
LCFF CALC v21.1a	648,980															
CASH IN	174,219															
8011 Local Control Funding	-	32,449	32,449	58,408	58,408	58,408	58,408	58,408	58,408	58,408	58,408	58,408	58,408	648,980	648,980	
8012 Education Protection Act	-			43,555			43,555			43,555			43,555	174,219	174,219	
8096 In Lieu Taxes		21,049	42,097	28,065	28,065	28,065	28,065	28,065	49,108	24,558	24,558	24,558	24,558	350,810	350,810	
8181 FED - SELPA				4,000					4,000			2,000		10,000	10,000	
														-	-	
8311 Special Education - SELPA AB602	3,926	3,926	7,066	7,066	7,066	7,066	7,066	7,156	7,156	7,156	7,156	7,154	1,040	80,000	80,000	
8312 Special Education - SELPA-ERMHS								6,000				6,000		12,000	12,000	
8550 Mandates Block Grant														-	-	
8560 State Lottery				3,000				3,000			3,000	3,000	3,000	15,000	15,000	
8590 All Other State Revenue																
8673 Billed Services (Ext. Day)														-	-	
8699 Fundraising / Donations																
8710 Other Local Revenue																
Total Current Year Revenues	3,926	57,424	81,612	144,094	93,539	93,539	137,094	102,629	118,673	133,677	93,122	101,120	130,561	1,291,009	1,291,009	
											(12,850)	(58,408)	(58,408)	(129,666)		
9200 Accounts Receivable											(9,582)		(43,555)	(53,137)		
9200 Due from state/local government	123,000													123,000	123,000	
JUNE LCF+EPA DEFERRED TO JULY																
Total Cash In	126,926	57,424	81,612	144,094	93,539	93,539	137,094	102,629	118,673	133,677	70,690	42,712	28,598	1,231,206	1,414,009	
Total Cash In Y-T-D	126,926	184,350	265,962	410,056	503,595	597,134	734,227	836,856	955,529	1,089,206	1,159,896	1,202,608	1,231,206			
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries		37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	28,498	435,498	435,498	
2000 Classified Salaries	10,000	16,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	15,336		329,336	329,336	
3000 Employee Benefits	5,700	23,300	23,300	23,300	23,300	23,300	23,300	23,300	23,300	23,300	23,300	23,300	1,738	263,738	263,738	
Total Salaries & Benefits	15,700	76,300	92,300	92,300	92,300	92,300	92,300	92,300	92,300	92,300	92,300	75,636	30,236	1,028,572	1,028,572	
Books/Materials/Supplies/N-C Equip./Food																
4100 Texts and Core Curricula		3,000												3,000	3,000	
4200 Reference Materials		5,000												5,000	5,000	
4300 Materials and Supplies		2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,000	50		27,250	27,250	
4400 NonCap Equipment														-	-	
4700 Food														-	-	
Total 4000 Books-Materials-NonCap Equip	-	10,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,000	50	-	35,250	35,250	
Travel/Services / Other Op Exp																
5200 Travel and Conferences					1,600									1,600	1,600	
5300 Dues and Memberships	-	-	-	-										27,800	27,800	
5400 Property/Liability Insurance	10,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200					64,600	64,600	
5500 Operations / Housekeeping	6,406	4,326	4,526	5,569	5,469	5,559	5,569	5,649	5,569	5,649	5,569	4,741		11,800	11,800	
5600 Rentals, Leases, and Repairs	944	1,044	1,144	1,044	944	944	944	944	944	944	944	1,020		158,100	158,100	
5800 Prof. & Consulting Services	10,000	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	3,100		8,300	8,300	
5900 Communications	1,900	600	600	600	600	600	600	600	600	600	600	400		272,200	272,200	
Total 5000 Travel-Dues-P.L. Ins.-Services	29,449	22,669	22,969	23,913	25,313	23,803	23,813	23,893	23,813	21,693	21,613	9,261	-			
Capital Outlay																
6200 Buildings and Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Current Year Expenses	45,149	109,769	118,069	119,013	120,413	118,903	118,913	118,993	118,913	116,793	115,913	84,947	30,236	1,336,022	1,336,022	
NET ORDINARY INCOME																
9500 Accounts Payable- Other														-	-	
9500 Accounts Payable- PROP 39														-	-	
9511 Payroll Liabilities														-	-	
9520 Due to Grantor Governments														-	-	
Total Cash Out	45,149	109,769	118,069	119,013	120,413	118,903	118,913	118,993	118,913	116,793	115,913	84,947	30,236	1,336,022	1,336,022	
Total Cash Out Y-T-D	45,149	154,918	272,987	392,000	512,413	631,316	750,228	869,221	988,133	1,104,926	1,220,839	1,305,786	1,336,022			
Percent of Budget	3.38%	11.60%	20.43%	29.34%	38.35%	47.25%	56.15%	65.06%	73.96%	82.70%	91.38%	97.74%	100.00%			
Beginning Cash Balance*	440,000	521,777	469,431	432,974	458,055	431,182	405,818	423,999	407,635	407,396	424,280	379,058	336,822	440,000	440,000	
Net Change by Month - Yearly Total	81,777	(52,346)	(36,457)	25,081	(26,874)	(25,364)	18,181	(16,364)	(240)	16,884	(45,222)	(42,235)	(1,638)	(104,816)	77,987	
Ending Cash Balance	521,777	469,431	432,974	458,055	431,182	405,818	423,999	407,635	407,396	424,280	379,058	336,822	335,184	335,184	517,987	

SHERWOOD MONTESSORI 2020-21 BUDGET DISCUSSIONS re 6-25-20 BOARD MEETING:

COST OF INCREASES TO BUDGET re STEP-COLUMN-MIN. WAGE AND STRS+MEDICARE+WC
BASED ON STEP INCREASE AND 4% PAY RAISE

POTENTIAL DECREASE IN COST OF HEALTH BENEFITS IF CAPS ARE ADOPTED

INCREASE IN BUDGETED EXPENSES=		EACH 1.00%	
COST OF MINIMUM WAGE REQUIREMENT	\$ 5,000		
COST OF SALARY STEP INCREASES	1.31% \$ 4,500		
COST OF PAY RAISE	4.00% \$ 19,500	\$ 4,875	
COST OF STRS+MEDICARE+WC	17.24% \$ 5,000	\$ 1,250	
TOTAL INCREASES	\$ 34,000	\$ 6,125	
DECREASE IN BUDGETED EXPENSES			
HEALTH BENEFIT CAP - MONTHLY			
1 PARTY =	\$ 900		
2 PARTY=	\$ 1,100		
3+ PARTY=	\$ 1,200		
NET REDUCTION IN HEALTH BENEFITS COST=	\$ (6,000)		
NET INCREASE IN BUDGETED EXPENSES =	\$ 28,000		

6-22-20

COVID-19 Operations Written Report for Sherwood Montessori

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600	June 25, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Changes to Program Offerings

The most significant change has been the loss of the access to the prepared Montessori environment with the Montessori learning materials and daily, in-person contact with teachers and classmates. Sherwood educators realized quickly how important it would be to establish a safe way to preserve the human connectedness that is a hallmark of our program. Virtual meetings via Google Hangouts and Zoom were established for each classroom, devices were distributed to families who needed them, and glitches were problem-solved to give every child access to see and hear their teachers and friends. Paper packets were also offered to supplement online learning opportunities. Teachers and support staff have been keeping in touch with families regarding distance learning preferences and have made adjustments as the school closure was extended. For example, some families opted in to paper packets to have a screen-free option when needed, and others chose to accept a device to access the class meetings once it was clear that the closure was long-term.

Major Impacts of the Closures on Students and Families

The school closure has impacted families differently. Some families have made an easier transition to a home-based learning model having an adult available to support the student in the home. Other parents find it difficult to do so as they are essential workers who are employed outside the home. Some families have had struggles with limited internet connectivity as increased usage taxes a system not designed for the increased use. Staff has continued to contact families via phone calls, Zoom meetings, email and surveys and have made adjustments according to parents' feedback.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Teachers have provided appropriate learning opportunities for their English learners and low-income students during the school closure. Sherwood does not have students in foster care at this time. We currently have fewer than ten English learners, and their academic development is well-known to their teachers. Beginning learners have been given technology with translation capabilities to help them access content in their primary language. English learners at more developed stages are given learning opportunities that are accessible and beneficial through online distance learning and/or paper packet materials. Low-income students have access to two meals per day provided by the local school district. Technology and delivery of materials have also been provided to low-income students. The school is also sharing information about low cost and free resources for support that are available in the community and online, including mental wellness resources, free internet opportunities, and access to meals.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Sherwood Montessori announced to families over the scheduled Spring Break that the school site would remain closed due to the shelter in place order. Teachers took March 23rd as a planning day and prepared to shift to distance learning. Families were contacted and offered a choice between paper packets and online distance learning opportunities or a combination. Chromebooks were distributed to students who needed them, and support for internet connectivity was also provided. Plans were made for distribution of paper packets and technology. Some families picked up materials just off campus in the parking lot, some families received paper packets in the mail or email, and some families had materials delivered to their homes by staff. Teachers scheduled online class meetings to give students a chance to see one another and their teacher to offer social emotional support during the school closure.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The local school district, Chico Unified School District, is offering breakfast and lunch to area children. One of the distribution sites is at the campus on which Sherwood Montessori is located. Families are able to pick up meals from the parking lot of the school. CUSD Nutrition Services staff bring the meals out to the family's car wearing personal protective equipment and hand the bagged meal to the adult driver without entering the airspace of the vehicle.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The LEA is not providing supervision of students during ordinary school hours. It was determined that it was not practicable to offer child care safely at this time.