

Charter for the Renewal of Sherwood Montessori
A California Public School
DRAFT

Submitted to the Chico Unified School District

January 2025

i. AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Tina Hanson-Lewis, hereby certify that the information submitted in this application for the charter renewal for the Sherwood Montessori Charter School to be authorized by the Chico Unified School District ("Authorizer" or "SBE"), and to be located within the boundaries of the CUSD (the "District") is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter renewal, Sherwood Montessori:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other state-wide standards authorized in state statutes, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605.6(d)(1)]
- Will be deemed the exclusive public school employer of the employees of Sherwood Montessori for purposes of the Educational Employment Relations Act. [Ref. Education Code §47605.6(b)(5)(M)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605.6(e)(1)]
- Will not charge tuition or charge for anything incidental to instruction such as field trips, materials and supplies. [Ref. Education Code §47605.6(e)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case admission will be determined as specified herein. Admission to the charter school shall not be determined based upon the residence of the pupil or his or her parents, except as authorized by law. [Ref. Education Code §47605.6(e)(2)(B)]
- Will not discriminate against any pupil on the basis of the characteristics listed in §220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code, or association with an individual who has any of the aforementioned characteristics ,including immigration status, equal rights, and opportunities in the educational institutions of the state,). [Ref. Education Code §47605.6(e)(1)]
- Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, §504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Act (IDEA).
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605.6(l)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will notify the superintendent of the school district or the superintendent's designee of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter

school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or a report card, and health information.

- Will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the State Board of Education ("SBE"), based primarily on the advice of the Charter Schools Division staff.
- Will follow Education Code section 221.5, which states that a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.
- Will follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:
    1. Sherwood Montessori shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
    2. Sherwood Montessori shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
    3. Sherwood Montessori shall comply with any jurisdictional limitations to locations of its facilities.
    4. Sherwood Montessori shall comply with all laws establishing the minimum and maximum age for public school enrollment.
    5. Sherwood Montessori shall comply with all applicable portions of the Every Child Succeeds Act.
    6. Sherwood Montessori shall comply with the Public Records Act.
    7. Sherwood Montessori shall comply with the Family Educational Rights and Privacy Act.

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Tina Hanson-Lewis Date

ii. MISSION STATEMENT

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

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

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

Core Values:

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

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
- To maintain a diverse total school population through inclusive mixed-aged, mentor-based classrooms that welcome all students
- To place emphasis on collaboration, problem-solving, and self-directed 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

iii. CHARTER SCHOOL INTENT AND CHARTER ASSURANCES

In 1992, the California Legislature enacted the Charter Schools Act of 1992. §47601 of the California Education Code states that it is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

a) Improve pupil learning;

b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;

c) Encourage the use of different and innovative teaching methods;

d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;

f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems;

g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (or "the Act") (Education Code §47600 *et seq*.) requires each charter school to have a "charter" that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of §47605 of the Act.

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1.0 EDUCATIONAL PROGRAM

Cal. Ed. Code § 47605(b)(5)(A)(i): "A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

1.1 Targeted School Populations

Sherwood Montessori is a public charter school within the Chico Unified School District serving those students who best learn through an open-structure style built upon the Montessori philosophy. Learning styles do not necessarily follow racial or financial categories, so we are building a learning community that reflects the diversity of the greater Chico area. There were 89 students enrolled at the close of our inaugural year in grades Kindergarten through Eighth, housed in multi-age classrooms. We project expansion in the next five years to reach a maximum population of 146.

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
TK	16	18	18	18	18
K	18	20	20	20	20
1	17	16	16	16	16
2	14	16	16	16	16
3	10	14	16	16	16
4	11	10	14	16	16
5	9	11	10	14	16
6	15	9	9	10	10
7	6	15	9	9	9
8	9	6	15	9	9
Total	125	135	143	144	146

These target values are in line with other successful charter Montessori schools in California, normalized to the population of the Butte County.

Based on comparisons with other successful charter Montessori elementary and middle schools in California, the school will continue to attract these populations:

- Students who have been unsuccessful at their traditional public school, whether they are

high-achieving or low-achieving. This happens at all grade levels so we have modeled in an increase in population through the higher years and also from year to year;
- Home-schooled students who feel that they would like to be in a school setting with a different social aspect but still want the self-guided program;
- Children who have been pleased with their Montessori education at a private preschool.

There is much diversity among these student populations but there are three common links among the students who thrive at a Montessori school: 1) the capability to work independently, 2) the excitement of being self-motivated and with a level of ownership over their learning environment, and 3) an interest in the Montessori philosophy.

Success at Montessori schools has been linked to a well-developed environment of learning, with specially designed tools and resources that are not common in a traditional classroom. Use of these tools does not impact the types of learning goals, but rather the means of achieving those goals. Therefore, California Montessori charters tend to foster high rates of growth for their students.

Why this high level of success? Educators believe it starts with the freedom that comes from the responsibility of self-directed learning. Compared to a traditional school, students in a Montessori school are asked to make more choices and have more control. This methodology has proven most successful for the student who has difficulty fitting into a teacher-directed classroom that is designed to successfully educate the majority population but may not be suited to match his or her specific developmental stages and learning styles. Furthermore, students who are having difficulty adjusting to a classroom that is not aligned with their strengths and natural interests suffer from a greater disappointment in school, leading to a lessening of reaching their goals and lower attendance rates.

In summary, Montessori charter schools have a proven success record based on both student academic growth and, perhaps more importantly, the positive outlook and increased self-esteem of those students who have difficulties reaching their potentials in a traditional classroom.

1.2 School Calendar

Sherwood Montessori will follow the required minimum instructional minutes. For Transitional Kindergarten through third grade, the day will begin at 8:45 and end at 2:50. The upper elementary(fourth through sixth grade) and middle school classrooms (seventh and eighth grade) will begin at 8:45 and end at 2:55 each day. Each day will include an hour-long lunch period that will include a minimum of 30 minutes for free play.

The academic year will begin on or before September 30 each year and will include Chico Unified District designated holidays as per Education Code 37220 and 45205. There shall be 180 instructional days per year unless the state mandates a different number of school days. A model of instructional minutes is included as Appendix A6.0.

1.3 What Does it Mean to be an Educated Person in the 21st Century?

An educated person living in the 21st century has critical thinking skills to analyze the complex relationships that surround us, including the globalization of our world. Students who are educated within the Montessori framework learn the skills of taking initiative in solving problems creatively, persisting with challenges, and working with others to better our environment. For example, students at Sherwood Montessori learn how to take care of their environment through class discussion and hands on activities in the classrooms and gardens at the school at all grade levels.

To be fully educated and active *participants* in the 21st century, our students are exposed to concepts in Math and Science throughout the curriculum. The major tenet of the Montessori philosophy is to educate the 'whole child.' While there are several ways to interpret and implement this concept, the curriculum should be designed to show connections between the topics. In particular, recent studies have shown weakening skills among U.S. students in Math and Science. Sherwood Montessori follows the examples established by other Montessori charter schools for teaching to the State of California standards in Math and Science, while employing the whole-child Montessori approach.

To be fully engaged as educated *citizens* in the 21st century, our students matriculate through a rich curriculum that focuses on communication skills. As opposed to a tradition view that emphasizes the construction of arguments, the teachers at Sherwood Montessori also build listening skills through group engagement and mentoring practices. By creating an open-structured, multi-age classroom, the students learn to respect each other in conversation and formulate clear and concise arguments. Sherwood Montessori will continue the strong Montessori emphasis on Reading/Language Arts to achieve this strength.

In addition to drawing attention to Critical Thinking and Communication, students at Sherwood Montessori develop identities as global citizens through the traditional Montessori Social Studies curriculum. As with all areas of the Montessori curriculum, the Social Studies materials move the learner from the whole to parts, starting first with an individual's place within the universe before introducing continents, then countries, then regions and states. This progression was designed to counter the development of ethnocentrism by reversing the trend of starting with local content and moving out to the larger world to best educate and engage our students for their individual roles in the 21st century.

1.4 Curricular Goals and Alignment of Outcomes with State Standards

Sherwood Montessori fosters high academic standards through the thoughtful application of the state content requirements and Montessori standards. Sherwood Montessori standards are fully aligned with the Common Core State Standards (CCSS), Content Standards, and Curriculum Frameworks and will align any other standards the State of California chooses to adopt. Examples of how traditional Montessori curriculum and the CCSS align can be seen on the National Center for Montessori in the Public Sector's (NCMPS) website at: https://www.public-montessori.org/the-montessori-curriculum-to-standards-alignment-mcsa/. The organization's document series, *Montessori Curriculum to Standards Alignment* (2022) display how the Montessori standards are congruent with the CCSS and vice versa. Teachers at Sherwood Montessori have the academic freedom to use the documents as a guide rather than a prescription for achieving the CCSS goals. Sherwood Montessori offers a fresh approach to meeting the educational and social needs of students.

1.5 Educational Philosophy

The program philosophy is rooted in the success of the Montessori method, developed by Maria Montessori, a doctor, research scientist and educator from the late 1800s-early 1900s. The philosophy is based on Maria Montessori's observations that children have a natural desire to learn, and that stages of development exist for which there should be corresponding educational environments and trained teachers who prepare these environments. In the Montessori classroom, students are allowed to learn independently in a prepared environment with teachers who guide and serve as links between the student and the environment.

Montessori teachers move through the room, observing students and stepping in as children

encounter difficulties. The teachers do give direct instruction, but they then allow the children to work on mastering skills somewhat independently. When children are working productively, teachers observe and assess the students' advancements so that they can show the students new skills once they have mastered the initial concepts. Montessori teachers are vigilant observers, seeking each learner's "zone of proximal development" as described by Lev Vygotsky, or "sensitive periods" as described by Maria Montessori. This enables students to be continually challenged but allows them to take the time that they need to learn and grow at a comfortable pace.

By providing freedom of choice, an enriched learning environment is created that cultivates individuals who learn to make independent decisions and to solve problems creatively. Students learn to develop healthy social relationships, to develop skills in concentration, and to master basic academic and life skills. At Sherwood Montessori, students will be challenged to create, explore and imagine. Sherwood Montessori will provide students with a lifelong gift—the opportunity to fully develop their innate intellectual, physical, social and emotional potential. Sherwood Montessori will encourage parents to be an integral part of their child's education by learning about the Montessori philosophy, observing in the classrooms, participating in school/community events and volunteering in the school.

Children in Montessori schools choose their own activities, moving along to another lesson when they are ready. Children can work independently, in tandem with another child, or as part of a small group, but all children are welcomed and encouraged to explore at their own pace. Montessori schools set aside large blocks of time of at least three hours long, allowing the students ample opportunities for concentrated work and exploration. Montessori students are encouraged to do and think for themselves during this work time, promoting confidence and problem-solving skill development. It is this form of open structure that fosters self-guidance and the development of self-pacing in each student, regardless of previous experiences and training.

The Montessori teaching approach is unique in many ways, not the least of which is the hands-on characteristic, in which kids learn by doing, rather than by being merely told or by being shown. In addition to textbooks, materials for language and mathematics consist of hands-on activities. Other subjects, including geography, zoology, art, music, and science are also taught through hands-on experiencing to supplement the texts. Classrooms also host class pets and tend living gardens.

1.6 Academic Overview Montessori Approach to Education

The Montessori philosophy was developed to enhance a child's opportunities for learning, relevant to the student's relationship to the world around her/him. Over the years, the philosophy has evolved to challenge the whole child's personality and intellect in a variety of multicultural settings. The Montessori teaching system is based on a strong integration of adult to child observations and practical hands-on activities. Classroom materials offer learning experiences in a clear, concrete manner. Students are encouraged to use motor and intellectual discovery when working with these materials. There is an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work method also allows for individualization and usually offers a two- to three-year age span within the classroom, enabling students to work and learn at their own pace, as well as in group settings. The integration of varied age spans allows older students to gain confidence by working and role modeling materials with younger students. Collaborative learning and projects completed in groups encourage students to teach and learn with each other. This combination of order and freedom is facilitated by what is called the "prepared environment." As stated above, there is a strong belief that children learn best

independently in a prepared environment with teachers who guide and serve as the links between the student and the educational environment.

A well-prepared Montessori learning environment is given careful attention, allowing and encouraging the child accessibility to all materials they need in performing and experiencing the step-by-step process of individual work. The classroom is thus arranged in a series of easily accessible shelves designed to accommodate specific work areas. This framework of organization gives accessibility to the necessary learning materials and frees the student to concentrate on the work, allowing an increase in independence and responsibility. As a result, students develop internal, rather than external, referencing. The teacher is also better able to observe the total classroom environment. At Sherwood Montessori, each classroom will follow these concepts and will be carefully designed to provide for the developmental needs of the students.

Designated areas of the classroom consist of materials to support learning in the core subjects of reading, language arts, mathematics and geometry, while also providing a concentration in the areas of history, geography, and natural sciences. Cultural subjects such as art, music, second languages, and physical education are interwoven throughout the school day. Each class contains materials that teach specific concepts for the particular age range. Class materials are designed in a logical sequence of skill acquisition and concept building, while reinforcing the development of abstract thinking. In this way, the students observe and experience a movement toward self-set goals. The learning materials initially isolate knowledge to one concept at a time in a concrete, manipulative style. Over time, the child progresses toward an abstract, more divergent level of evaluation.

With the Montessori teacher as a facilitator of information, they are responsible for the prepared environment. Through observation, the teacher assesses the maturity levels, capabilities and educational needs of each student. As a result of these observations, teachers make adjustments in individual learning plans, both academically and behaviorally. The student who is in a period of self-directed activity can be given much freedom regarding choice of activities. All students can work at their own speed, and must demonstrate mastery of materials before moving on, by successfully completing key learning experiences.

In addition to the academic priorities, Montessori philosophy addresses the intellectual, social, emotional, and moral education of the child:

- **The intellectual objective** of the Montessori program is to develop each student's intellectual and creative potential to the fullest. The focus is to guide the students through an academic curriculum that will provide them with the necessary skills to function as a contributing member of society. The learning atmosphere will balance work and fun, thereby helping students to like what they are learning and create a hunger for more learning.
- **The social objective** is to model and interact with each other with courtesy, graciousness and gratitude. We emphasize cooperation rather than competition. Our goal is to foster unity and dignity among staff and students, parents and friends. Students will be guided toward understanding that the way to achieve peace and justice in the world is through cooperation, sharing, and caring.
- **The emotional objective** is to build a positive self-image. The successful child will have a stronger awareness of her own feelings and will be sensitive toward the feelings of others. From an early age, children understand how their emotional state affects others, and our goal is to nurture that natural empathy.
- **The moral objective** is to strive toward a high moral standard of showing love and concern for all one meets in one's daily life. The concept of inner peace will be concretely

fostered in the beauty, serenity, and order of the environment. Our goal is to move toward world peace by understanding our responsibilities to respect each other and our environment.

1.7 Classroom Structure

Fundamental to Montessori theory is the multi-grade classroom. The Montessori classroom structure is comprised of early childhood classrooms (ages 3-6), lower elementary classrooms (ages 6-9), upper elementary classrooms (ages 9-12) and middle school (ages 12-15). In some models, the multi-age classrooms can be arranged grades 1-2, 3-4, 5-6, and 7-8. The distribution is based more on school needs than on specific curricular goals.

Lower Elementary classrooms emphasize and understand that the lower elementary student is beginning to move from the concrete to the abstract, and from a limited world view to inquiry into the big questions of life. Students during this period have a curiosity about time, human relationships, and the variety and splendor of the world. The "Great Lessons" in biology, history, astronomy, botany, zoology, and human evolution satisfy this curiosity, and form the backbone of the curriculum at this age. Work in mathematics, language, geometry, is experiential and kinesthetic. Students get daily exercise in spelling, handwriting, grammar, and computational accuracy. Children begin to take responsibility for their weekly work plan, building judgment, and time-management and resource skills. Traditional academic studies continue to be individually adjusted to the student's proficiency and sequenced for uninterrupted progression, providing appropriate activities for both the child who needs extra support and the child who advances rapidly with independence.

Upper Elementary and Middle School classrooms emphasize advanced work in mathematics, history and cultural studies. Geography, natural sciences, writing, literature, foreign language, arts, and music are built naturally from the Lower Elementary years. Year-long cultural studies units cover of a variety of subjects, such as ancient civilizations, American history and the study of early humans. The science curriculum cycles through physical science, Earth and space science and life science over three-year periods, emphasizing engineering, design, technology and application at each level.

Practical life lessons at this level are largely student-directed, and include preparation for artistic performances, cooking and planning for events, or organizing community events or fundraisers for the annual class trips. An expectation of community service affirms the sense of social interdependence emerging at this age. Students in these classes collectively create a respectful, self-reliant community.

Assignments at this level often include a wider range of creative choices in how to present material, furthering the student's capability as a self-directed learner, an attribute Montessori children carry with them throughout life.

1.8 Curriculum and Instructional Design

Sherwood Montessori's curricula will meet state adopted standards in all curriculum areas by offering a standards-aligned instructional program that utilizes evidence-based curriculum delivered through the Montessori method. As stated, Appendix A5.0 displays how the Montessori standards are congruent with the CCSS and vice versa. This model is based on other successful Montessori charter schools in states that have adopted the Common Core State Standards.

1.9 Plan for Students who are Academically Low Achieving

Montessori techniques and teachings were initially developed for students who were deemed academically disadvantaged. Using the child-centered approach, students who are academically low achieving will find a tactile approach to learning, a self-paced curriculum that develops along with the student, and benchmark key experiences that demonstrate a level of mastery that enables them to move forward in the curriculum. Sherwood Montessori understands and supports the research that not all students progress at the same rate. By design, Montessori classrooms are able to reach the low achieving as well as high achieving student by employing the methods listed above as well as by having smaller class sizes. In addition to being trained in the Montessori method, all teachers are diligent to recognize when students are having difficulties, including using data to make these determinations, and use the Student Success Team (SST) process (discussed below) to assist and intervene. Further explanation of Special Education services is included in section 1.12.

In addition to the SST process, access to additional academic support will be available during and outside the school day. Supplemental materials are available for students and parents as well as additional professional development for the teacher.

1.10 Plan for Students who are Academically High Achieving

All students attending Sherwood Montessori are placed in the curriculum at their appropriate functioning level. Students who are academically high achieving will continue to work in their age-appropriate classroom but at their individual instructional level. This allows students who are advanced in any subject matter to work ahead in all course work and also allows for students who have a specific aptitude in one or more subject areas to work ahead in those specific subjects. In addition to being placed at their appropriate functioning level, students who are high achieving have access to specialty teachers or tutors for more directed guidance, and opportunities for concurrent enrollment in cooperating local high schools and colleges.

Students whose needs are not being met by working at their functioning level and for who enrichment programs are not sufficient are referred to the SST process so that an individualized plan can be developed which takes into account the student's strengths and needs.

1.11 Plan for Students who are English Learners

Sherwood Montessori follows all State and Federal mandates regarding English Learners. As part of the enrollment process, students are identified as an English Learner through the home survey. Students who are English learners attending Sherwood Montessori have full access to the school's curriculum and all teachers of students who are English Learners have English Learner authorization. Teachers plan instruction for students that promote the development and acquisition of proficient English language skills by employing Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies. In addition to the Montessori methods and strategies aforementioned, all students identified as English Learners offered additional time in the area of Reading Language Arts above the required minimum in order to assist students with achieving proficiency in English. All English Learners will be administered the ELPAC test until a student meets the minimum requirements to be reclassified as English Language Proficient.

1.12 Plan for Students with Special Education Needs/Section 504 of the Rehabilitation Act/ Americans with Disabilities Act

Montessori philosophy believes and emphasizes that students with different learning abilities and learning modalities can benefit from being integrated into the general classroom. The Montessori method is in agreement with the approach of addressing the needs of a student on an Individual Education Program (IEP), for the Montessori approach is focused on the individual student and provides an environment that allows students to learn and progress at their own rates and according to their individual capabilities. Moreover, the Montessori classroom provides flexibility to support diverse learners.

Sherwood Montessori complies with all applicable Federal and State Laws, including but not limited to Individuals with Disabilities Education and Improvement Act of 2004 (IDEA 2004), Section 504 of Rehabilitation Act (Section 504), The Americans Disabilities Act (ADA), and the California Education Code. Sherwood Montessori also meets the requirement of Search and Serve/Child Find for Special Education services

Sherwood Montessori is a public school within the chartering entity for the provisions of conformity with Education Code 47641(b), thus Sherwood Montessori is responsible for ensuring that all students enrolled will receive special education and instruction consistent with their Individual Education Program (IEP).

1.13 Special Education Services

Sherwood Montessori provides a continuum of special education services including child find, referral, assessment, Individualized Education Program (IEP) process and delivery of services. The school will find children who may be in need of special education and related services.

Continuum of services: Sherwood Montessori recognizes its responsibility to offer a full continuum of services to all students with special needs who are enrolled. The continuum of placements that Sherwood Montessori provides, or will contract to provide, are based on individual need and may include: modified instruction in regular education classrooms, placement in a resource specialist program (Mild-Moderate Program), and Designated Instructional Services including speech therapy, occupational therapy, adaptive physical education, behavioral therapy, low incidence services, etc.

As a Local Education Area (LEA), Sherwood Montessori provides the placement appropriate to meet each child's needs, even if that means providing and funding a more restrictive setting, such as nonpublic school or residential placement.

Child Find: Sherwood Montessori complies fully with Education Code § 56300, 56301, and 56040, in our efforts to search for, assess, identify, and serve any pupils with disabilities who are in need of special education and related services.

Sherwood Montessori's enrollment forms help staff identify students with disabilities requiring special services and promptly provide the appropriate services by including a section for parents to indicate any previous assessments for the purposes of identifying their student for special education; a current or previous Section 504 Accommodation Plan; or a current or previous IEP. Sherwood Montessori will assist parents in completing all the required forms and answer any questions they may have.

In addition, Sherwood has a Multiple Tiered System of Support (MTSS) to approach ensuring that students needing assistance are identified and supported as soon as indicated. Students in grades TK-8 are assessed, at a minimum, at the beginning and end of each year utilizing the assessments described below. Students are identified as At or Above Grade Level,

Pre-SST/Supported with Modifications (Tier 1), SST/Intervention (Tier 2), or Intensive Intervention (students with disabilities needing special education services, Tier 3).

Transitional kindergarten and kindergarten students are assessed in letter and sound identification, phonics knowledge using the Basic Phonics Skills Test (BPST) or the Montessori Remedial Reading Pathways (MRRP) assessment, benchmark text assessments (beginning with pre-reading skills), number identification, and oral counting and quantity discrimination. First graders or other students who are pre-readers or emergent readers are also assessed using the BPST or MRRP, an Orton-Gillingham based tool similar to the BPST. Before June, 2025, Sherwood will select a screening tool from the list approved by the California Department of Education's Reading Difficulties Risk Screener Selection Panel. At the beginning of each school year, all students are given grade level benchmark book assessments to determine baseline scores. Students in grades one through eight are given the Star Math and Reading or Early Literacy assessments from Renaissance. Kindergarten students are administered the Star Early Literacy assessment and teacher-created assessments for math using manipulatives.

Students scoring between the 75th and 100th percentile are identified as At or Above Grade Level with the goal of at least one grade-level progress and advancement to the next grade level by year's end. Students in this range who fall below the 75th percentile will be reviewed for possible referral to begin the Tier 1 with Support and Modifications process.

Interventions and modifications are put in place in regular education classrooms for students who score below the 75th percentile expected grade level performance upon review of assessment data. These students are considered Pre-SST/Supported with Modifications. If a student does not respond to interventions or attempts to modify the curriculum within six to eight weeks, a referral to the SST is made.

Students who score below the 25th percentile are referred to intensive intervention through the SST process. These students are identified as potentially needing special education services. The maximum amount of intervention support is given, and data is collected weekly by the intervention teachers and regular education teachers to be reviewed in the SST process. If students functioning at this level do not show improvement in 6 to 16 weeks, depending on the severity of the deficit, a referral to special education assessment is considered. Possible exceptions are documented, e.g.: when attendance has not been regular.

Referral: SSTs are formed for students at Tier 1 who are not responsive to evidence-based interventions and methodologies administered in the general education environment and/or in a small group setting. They are also formed for students who are referred for special education assessment by parents, teachers, community members or organizations.

The SST members review the student's progress with Tier 2 interventions through assessments, outcome data collected from interventions including IXL Math, letter and sound identification, Basic Phonics Skills Tests/Montessori Remedial Reading Pathways, Star Early Literacy, Reading and Math assessments, developmental spelling assessments, benchmark book assessments, and teachers' anecdotal notes regarding student response to modifications and interventions. The team will determine the effectiveness of the interventions received by the student and make further recommendations. Before a student can be referred for special education assessment, interventions must be implemented for an appropriate amount of time based on student need and outcomes reviewed by the SST. In general, Sherwood Montessori recommends students have received at least two different interventions for at least two intervention cycles (12 to 16 weeks) before the student is referred for special education assessment. If the SST determines the student is not making progress after the recommended interventions have been implemented, the SST will refer the student for an initial evaluation to identify any possible disability and potential eligibility for special education services. However, Sherwood understands that some situations may require referral prior to this time. In addition,

Sherwood understands that a parent may a request an assessment for special education at any time.

Initial and Triennial Assessments: When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the school generates a referral for special education eligibility assessment and monitors all legal timelines. A proposed assessment plan is developed within 15 calendar days of referral for assessment offering testing and explaining the instruments to be used in all areas of suspected disabilities. The School Director will coordinate qualified personnel to provide the required testing using a variety of assessment tools and strategies to gather relevant cognitive, functional, developmental, communication, social, emotional, behavioral, and academic information to determine whether the student qualifies for special education and related services. Within the 60-day timeline, the school completes the assessment and convenes an IEP team meeting to determine eligibility, and, for eligible students, develop an offer of a free, appropriate public education ("FAPE"). Prior to the meeting, the school generally will distribute written assessment reports to the parent, generate an IEP meeting notice including Prior Written Notice when applicable. Sherwood will develop and facilitate the IEP meeting and distribute copies of the IEP to appropriate personnel.

At least once every three years, a student must be provided a reassessment to determine their continued eligibility to receive special education and the appropriate provision of services. Sherwood Montessori will adhere to the 60-day timeline for initial and triennial reviews and will maintain a database to ensure that all evaluations are held within these mandated timelines. Sherwood Montessori understands that a legally compliant triennial is not a file review of data collected in past assessments but includes reports on current data collected from all appropriate assessments used to determine a student's continued eligibility for an IEP.

English Learner Special Education Students: Generally, before a student with second language needs is referred for special education, Sherwood Montessori will determine their level of English proficiency according to the English Language Proficiency Assessment for California (ELPAC), when adopted, to ensure their acquisition of language skills is not the reason for lower academic performance. The student will receive interventions according to the school's 3 Tier system to support language acquisition and academic development. If the student is referred for a special education assessment, personnel fluent in a student's native language and familiar with their native culture will participate during the SST processes, and during referral, assessment, and identification to determine the student's eligibility to receive special education.

Individualized Education Program Process: Sherwood Montessori understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team. The IEP team is comprised of the parent (and/or his or her requested representative[s]); not less than one general education teacher; at least one special education teacher of the pupil, or if appropriate at least one special education provider of the pupil; an administrative representative who meets the requirements of 20 U.S.C. §1414(d)(1)(B)(iv) and Education Code § 56341; at the discretion of the parent or Sherwood, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; an individual who can interpret the instructional implications of evaluation results (when necessary); and whenever appropriate the student.

An IEP will be convened within 60 calendar days from the date of parent consent to an assessment to determine whether a student is/remains eligible for special education and related services. For initial and triennial IEPs, Sherwood will ensure the IEP team will consist of the student's parent(s), school psychologist, any other individual (e.g., occupational therapist) qualified to interpret assessment results conducted for that particular student, general education teacher, special education teacher, health related personnel, school administrator, any community/agency who may interact with the student, any other assessor, and the student when

appropriate. If the IEP team determines the student meets the criteria for one or more of the categories of disabilities and requires special education and related services as a result of his disability or disabilities, the IEP team will develop an IEP as explained below.

The IEP will include all required components and will be written on El Dorado County Special Education Local Plan Area (SELPA) forms. Each IEP will include the following:

1. A statement of the student's present levels of academic achievement and functional performance.
2. The rationale for placement decisions.
3. The services the student will receive and the means for delivering those services.
4. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
5. Measurable annual goals and short-term objectives focusing on the student's current level of performance.
6. A description of how the student's progress toward meeting the annual goals will be measured and monitored, and when reports will be provided.
7. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

A copy of the IEP will be given to the parent/guardian in accordance with state laws and SELPA policies.

The Director of MTSS for Sherwood Montessori or appropriate case manager for the student will facilitate IEP meetings, and along with special education personnel, ensure parents understand their Procedural Safeguards and due process rights. Parent will receive a copy of their Procedural Safeguards at least annually. The IEP team will review the child's IEP periodically, but not less frequently than annually.

Students Enrolling with an Existing IEP: When a student with an IEP transfers to Sherwood Montessori they will be provided an interim special education placement providing the services or comparable services in their IEP. A new IEP will be written on the corresponding El Dorado County SELPA forms within 30 days to ensure it is appropriate for the new school setting and will be revised as necessary by the IEP team. Sherwood Montessori will not deny or discourage enrollment of any student regardless of the nature of the disability or the services that would be required to effectively serve the student.

Transition: Eighth grade students enrolled in Sherwood moving into high school in the following school year will have their transition needs addressed by inviting staff from the high school the student will attend to the transition IEP meeting. The IEP team will document the proposed high school courses of study and interventions on the IEP. Sherwood Montessori will comply with all laws and SELPA policies governing assessment for and development of an individual transition plan for students.

Delivery of Services: Sherwood Montessori will contract for or hire qualified staff who possesses appropriate special education credential(s) to provide special education services as described in a student's IEP. We will directly employ or contract a special education teacher, a school psychologist, and all other related service providers, e.g.: a school nurse, an occupational therapist, a speech and language pathologist, and others as the needs of the students and their IEPs dictate. Sherwood Montessori shall be responsible for all special education costs in excess of revenues received through the El Dorado County SELPA's Funding Allocation Plan.

1.14 Student Success Team

The Student Success Team (SST) is a general education function and is composed of the SST Coordinator, student's teacher, parent and other school personnel, depending on the nature of the

referral. The primary function of the SST is to identify, discuss and recommend interventions to address the needs of the student and to support the teacher in meeting these identified needs. Anyone who has a concern for a student may refer the student to the SST for consideration. As the success of every student is a primary pillar of Sherwood Montessori, students who are identified by their teacher as needing extra support or services, whether because of academic troubles, being a high achieving student who needs additional challenges, issues with behavior or emotional issues, or other concerns will be referred to the SST. The SST process will involve the identification of the student's strengths, areas of concern and a written plan with goals that outline strategies, interventions and a timeline to meet the defined goals. A follow-up meeting is scheduled at the meeting so the SST can review progress or continuing concerns; follow-up meetings are typically held every 6-8 weeks until the student is exited from the SST program. Students may be exited at the time the team determines, given analysis of appropriate data, that the goals have been reached.

If the identified strategies/interventions are not successful, the student may be referred for an assessment for special education services. However, a student's parent or teacher may request an assessment for special education at any time.

Sherwood Montessori will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments. Sherwood Montessori will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

2.0 MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Cal. Ed. Code § 47605(b)(5)(B).

2.1 Curricular Goals and Alignment of Outcomes with State Standards and Common Core Standards

Sherwood Montessori fosters high academic standards through the thoughtful application of the state content requirements and Montessori standards. Sherwood Montessori standards are fully aligned with the California State content standards as well as the Common Core Standards. To demonstrate this alignment, examples of the mapping of CCSS for Math and Geometry and for Language Arts and Literacy developed by the Association Montessori International/USA for Kindergarten-6th Grade are attached as Appendix A5.0. The mapping displays how the Montessori standards are congruent with the traditional state standards and *vice versa*. Academic

skills and knowledge for language arts and mathematics and the Montessori activities, materials, and resources that relate to the acquisition of these are addressed in the Curriculum Guide.

2.2 Expectations of Exit Outcomes

The following outcomes and methods of measurement are outlined below:

- Sherwood Montessori students will meet or exceed state and federal accountability requirements in all academic areas as measured by state and federal mandated assessments.
- The overall participation rate in the California Assessment of Student Performance and Progress (CAASPP) test will meet or exceed 95%. This objective will be measured using CAASPP participation data.
- Sherwood Montessori will demonstrate a minimum attendance rate of 92% with a goal of 95%. This data will be measured through daily attendance records.
- Sherwood Montessori students will meet or exceed, on average, a year's growth academically as measured by academic progress data collected by a tool adopted by the California State Board of Education (SBE) pursuant to California *Education Code* Section 47607.2.
- Assessment of each student's physical health in grade 5 and 7 will be determined by a Physical Fitness Test. Appropriate resources will be offered as required.

2.3 Affirmations

Students at Sherwood Montessori are taught in accordance with all California State Board of Education published standards and the Common Core Standards in the following areas, as applicable per grade level:

- Reading/Language Arts
- Mathematics
- Science
- History/Social Science

Sherwood Montessori shall meet these standards and conduct the pupil assessments required pursuant to §60605(c)(1) of the California Education Code and any other standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Sherwood Montessori provides the instructional support necessary for English Learners to attain mastery of the English Language Development state standards.

2.4 Independent Study and Homeschool Options

Sherwood Montessori currently offers short-term Independent Study for enrolled students as a temporary, voluntary instructional alternative to the classroom. Through Independent Study, students may explore new curricular avenues or fulfill promotion requirements when the classroom is not practical. Students who utilize this temporary avenue have access to the same services and resources available to the other students at the school. As a voluntary program, no student shall be required to participate in Independent Study. The minimum number of consecutive days eligible to participate in Independent Study shall be one and the maximum shall be thirty. The work contracted for Independent Study must be completed on the days specified and must align with the missed classroom days as published on the annual school calendar (Education Code 57147.5). One assignment may be

missed for each of three school days' worth of work on the Independent Study Contract. Assigned work must be turned in within five (5) school days upon the student's return to school. If a student fails to complete an Independent Study assignment without valid reasons, the School Director conducts an evaluation to determine if the student should be allowed to utilize this voluntary program at a later date. All findings will be kept in the student's permanent record.

Individuals with exceptional needs, as defined in Education Code 56026, may not participate in Independent Study unless his/her Individualized Education Program (IEP) specifically provides for that participation.

Temporarily disabled students may not receive individual instruction pursuant to Education Code 48206.3 through Independent Study. However, if the temporarily disabled student's parent, caregiver, or guardian and the School Director agree, the student may receive instruction through Independent Study instead of receiving the "home and hospital" instruction provided pursuant to Education Code 48206.3.

Each Independent Study Contract, signed and dated, along with attached, signed, and dated completed work, becomes part of the student's permanent record (Education Code 11703). Any evaluation finding shall be filed and maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

When a complete and signed Independent Study contract is approved by the School Director, the student's attendance status for the corresponding dates is changed to "independent study," and reported as such on the school's attendance reports to the California Department of Education.

Currently, the Independent Study program is a short-term option for enrolled students and the work is assigned and evaluated by the student's classroom teacher. The school may decide in the future to expand the program to offer a more traditional homeschool program. This program would include students who are not enrolled with a classroom assignment but have an assigned teacher who will work with parents to implement curriculum and instruction outside of the school, in the home and in the community. The program will comply with all laws regulating homeschool programs.

2.5 State Priorities

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan ("LCAP")

Since 2014, Charter School has produced a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the Butte Country Office of Education annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site. Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into 'subpriorities'.

STATE PRIORITY #1 BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	Sherwood Montessori will maintain 100% highly qualified credentialed teachers.
ACTIONS TO ACHIEVE GOAL	Teachers' credentials will be reviewed each year.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of core teachers held valid CA Teaching Credentials and appropriately assigned to grade levels/subjects commensurate with their credential.
METHOD OF MEASUREMENT	Initial and annual verification in the CALPADS annual Credential Report, credentials verified through the CA Commission on Teacher Credentialing.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Provide a broad range of Montessori materials.

ACTIONS TO ACHIEVE GOAL	Inventory of materials will be completed. Missing or damaged materials will be purchased or replaced.
MEASURABLE OUTCOME	100% of pupils will have access to CCSS aligned materials and traditional Montessori instruction materials.
BASELINE PERFORMANCE LEVEL	Most materials are in good repair, worn or broken materials are replaced after the end of the fiscal year.
METHOD OF MEASUREMENT	Montessori Materials Inventory
SUBPRIORTY C - FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Sherwood Montessori will provide a facility in good repair and maintain recess equipment.
ACTIONS TO ACHIEVE GOAL	Repairs request system implemented and facility is being kept up. PE and recess equipment check-out system working and new materials are ordered as old wear out.
MEASURABLE OUTCOME	Maintain and improve school facility and add to PE/recess equipment.
BASELINE PERFORMANCE LEVEL	In the past five years, Sherwood has replaced worn and broken PE and recess equipment with annual purchases of new equipment.
METHOD OF MEASUREMENT	Monthly Facilities Inspection Reports are conducted by the School Director. PE and recess equipment is inspected and inventoried by our PE instructor.
STATE PRIORITY #2 – IMPLEMENTATON OF COMMON CORE STATE STANDARDS Implementation of Common Core State Standards including how EL students will be enabled to gain academic content knowledge and English language proficiency. *Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP. Information about the plan for English learners can be found in section 1.11 of this charter.*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).

ACTIONS TO ACHIEVE GOAL	Instruction will provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).
MEASURABLE OUTCOME	CAASPP scores will show continuous improvement with a schoolwide average goal of 30 points below standard in ELA and 50 points below standard in math.
BASELINE PERFORMANCE LEVEL	CAASPP scores in 2024 were 16 points below standard in ELA and 40.83 points below standards in math.
METHOD OF MEASUREMENT	CAASPP outcome scores
STATE PRIORITY #3 – PARENT INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*.	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
ACTIONS TO ACHIEVE GOAL	Involve parent/guardians in the SST process.
MEASURABLE OUTCOME	80% of respondents to the annual Community Survey will report being satisfied or very satisfied with support given to struggling learners.
BASELINE PERFORMANCE LEVEL	In 2024, 77% of respondents to the annual Community Survey reported being satisfied or very satisfied with support given to struggling learners.
METHOD OF MEASUREMENT	Review SST files. Review parent survey results.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Ensure that parents understand the ways the school communicates with students' families. Ensure that parents understand the nature of the Montessori method of education. Improve parent involvement and volunteerism.

ACTIONS TO ACHIEVE GOAL	Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents' understanding of communication procedures at conferences. The value of parent education opportunities will be communicated to the parent community. The School Director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.
MEASURABLE OUTCOME	100% of parents contactable 90% of respondents will agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 80% of respondents will agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s. 35% of families will report volunteer hours; 5% of families will meet or exceeded 30 hours.
BASELINE PERFORMANCE LEVEL	100% of parents contactable 90% of respondents agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 81% of respondents agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for their student/s. 40% of families reported volunteer hours; 4% of families met or exceeded 30 hours
METHOD OF MEASUREMENT	Conduct surveys and review responses. Review parent volunteer hours.
SUBPRIORITY C – SEEKING PARENT INPUT FOR DECISION MAKING	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback and involvement in creating the LCAP and goals for the school.
ACTIONS TO ACHIEVE GOAL	Annual Community Surveys will be implemented. Parent involvement will be solicited for the LCAP Focus Group and creation of the LCAP and goals for the school.
MEASURABLE OUTCOME	At least 10% of parents will give input in the Community Survey
BASELINE PERFORMANCE LEVEL	14.37% of parents responded to an electronic survey. Parent input has been used to create and revise LCAP goals.

METHOD OF MEASUREMENT	Calculate percentage of responses to Community Survey.
STATE PRIORITY #4 – PUPIL ACHIEVEMENT Pupil achievement as measured by all of the following, as applicable: A. CAASPP B. Percentage of ELs who make progress toward English language proficiency as measure by the English Language Proficiency Assessment for California (ELPAC) *Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP.* C. EL reclassification rate *Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP.* D. Percentage of pupil who have passes an AP exam with a score of 3 or higher Grade level *Note: Not applicable to K-8 school.*	
SUBPRIORITY A- CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS). Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues. Socioeconomically disadvantaged students will have access to free or reduced lunch.
ACTIONS TO ACHIEVE GOAL	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
MEASURABLE OUTCOME	CAASPP scores will show continuous improvement with a schoolwide average goal of 30 points below standard in ELA and 50 points below standard in math.
BASELINE PERFORMANCE LEVEL	CAASPP scores in 2024 were 16 points below standard in ELA and 40.83 points below standards in math.
METHOD OF MEASUREMENT	CAASPP outcome scores

STATE PRIORITY #5 – STUDENT ENGAGEMENT **Pupil engagement, as measured by all of the following as applicable;** **A. School attendance rates** **B. Chronic absenteeism rates Middle school dropout rates (EC §52052.1(a)(3))** **High school drop out rates** *Note: Not applicable to K-8 school.*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES **SUBPRIORITY B – CHRONIC ABSENTEEISM RATES** **SUBPRIORITY C --MIDDLE SCHOOL DROPOUT RATE**	
GOAL TO ACHIEVE PRIORITY	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.
ACTIONS TO ACHIEVE GOAL	The school will promote regular attendance through the PBIS program and through outreach efforts to educate families on the importance of regular attendance.
MEASURABLE OUTCOME	15% Chronic Absenteeism Rate
BASELINE PERFORMANCE LEVEL	Chronic absenteeism rate 35%
METHOD OF MEASUREMENT	Decreased or maintained suspension rate Chronic absenteeism rate
STATE PRIORITY #6 – SCHOOL CLIMATE **School climate, as measured by all of the following, as applicable** **A. Pupil suspension rates** **B. Pupil expulsion rates** **C. Other local measure, including survey of pupils, parents, and teachers on the sense of safety and school connectedness**	
SUBPRORITY A – PUPIL SUPENSION RATES **SUBPRIORITY B- PUPIL EXPULSION RATES**	
GOAL TO ACHIEVE SUBPRIORITY	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.
ACTIONS TO ACHIEVE GOAL	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
MEASURABLE OUTCOME	5% Suspension rate

BASELINE PERFORMANCE LEVEL	Suspension rate 5.3%
METHOD OF MEASUREMENT	Suspension rate
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school. Socioeconomically disadvantaged students will have access to scholarships to attend field trips.
ACTIONS TO ACHIEVE GOAL	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks. Students will have access to free breakfast and lunch through Chico Unified Nutrition Services and Sherwood will provide healthy snacks. Socioeconomically disadvantaged students will have access to free after school tutoring. Students will have access to free tutoring after school as described in our after care program, socioeconomically disadvantaged students will not pay fees to participate. Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program. Students in low income will have access to scholarships to attend all field trips.
MEASURABLE OUTCOME	The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.
BASELINE PERFORMANCE LEVEL	77% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.
METHODS OF MEASUREMENT	Student surveys and community surveys

STATE PRIORITY #7—COURSE ACCESS **The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.** **"Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)** **Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))**	
GOAL TO ACHIEVE PRIORITY	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards. Provide a broad range of Montessori materials.
ACTIONS TO ACHIEVE GOAL	Teachers will review curriculum materials and request replacement or repair for missing or damaged materials
MEASURABLE OUTCOME	CAASPP scores will show continuous improvement with a schoolwide average goal of 30 points below standard in ELA and 50 points below standard in math. All classrooms will have a broad range of materials for the grade levels served.
BASELINE PERFORMANCE LEVEL	CAASPP scores in 2024 were 16 points below standard in ELA and 40.83 points below standards in math. All pupils have had access to traditional Montessori materials.
METHODS OF MEASUREMENT	Teachers evaluate inventory of materials and request purchase of missing or damaged materials. CAASPP scores will be evaluated.
STATE PRIORITY #8—PUPIL OUTCOMES **From the subject areas described above in #7, as applicable.**	
GOAL TO ACHIEVE SUBPRIORITY	Provide a facility in good repair and maintain recess equipment.
ACTIONS TO ACHIEVE GOAL	Monthly Facilities Inspection Reports are conducted by the school director. PE and recess equipment is inspected and inventoried by our PE instructor.

MEASURABLE OUTCOME	Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.
BASELINE PERFORMANCE LEVEL	Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.
METHODS OF MEASUREMENT	Monthly Facilities Inspection Reports PE and recess equipment inventory

3.0 ASSESSMENT OF STUDENT PROGRESS

The pupil and school outcomes listed in Section 2 are reviewed at least once annually by the School Director and teachers at Sherwood Montessori. Recommendations as to revisions to pupil and school outcomes may be made by the Director and teachers to the Sherwood Montessori Board of Directors. Material revisions to these pupil outcomes must be considered by the Chico Unified School District Board in accordance with Education Code §47607.

3.1 Assessment Tools

In order to assess students' intellectual, physical and psychological progress, data from the following are used:

- Portfolios that include representative samples of work from each of the core academic areas as well as work in the arts
- Writing samples evaluated using rubrics calibrated with ELA Standards
- Reading assessments which collect data on accuracy, fluency, and comprehension
- Developmental spelling assessments
- Math assessments measured by a tool from the SBE adopted verified data list
- Participation in community events such as poetry and story writing contests, science fairs, career days
- Curriculum-based and formative assessments
- Performance-based and skill demonstrations
- Teacher observation in classroom
- Parent-teacher conferences which are scheduled twice yearly and as needed
- Standardized tests
- California Physical Fitness Tests
- Behavior referral data

Information and observations are gathered and reviewed by each teacher on an on-going basis in order to facilitate the optimal growth and potential for each student and are summarized in each student's progress reports in December and June.

3.2 Alignment of Assessment to the Mission Statement and Montessori Philosophy

Early in their education at Sherwood Montessori, students learn self-assessment from the prepared environment of self-correcting materials and the modeling provided by the classroom teachers. Self-assessment, self-reflection, and self-correction are skills that are developed from learning in a Montessori classroom environment. Students at Sherwood Montessori experience mentoring by older students and then as mentors to younger students which provides additional self-reflective and learning opportunities. Teachers are sensitive to each student's learning needs and make adjustments and accommodations whenever required in order to facilitate each student's ability to focus on their learning. Parents are informed as needed in order to provide their child with the guidance needed outside of the school environment. The supportive, holistic, and empathic philosophy that underlies the Montessori approach to education guides this process of assessment and subsequent growth for each student and for Sherwood Montessori as a whole.

Each student's progress is documented within a progress report that is sent home in December and in June. Rather than a traditional A-B-C-D-F assessment, Sherwood Montessori uses a detailed student report that describes progress toward mastery within the core content requirements with the goal of attaining proficiency for each student by the end of the school year.

As a charter public school, Sherwood Montessori administers annual state testing assessments for all students in grades 3 through 8. The results are used as one of many indicators of students' progress and are helpful in the development of individual work plans for each student. Each spring Sherwood Montessori will participate in the CAASPP (California Assessment of Student Performance and Progress).

Annually, Sherwood Montessori will provide to CUSD a Charter School Oversight Report which will include requested information regarding the school's compliance in providing adequate management and services in the following areas:

- General Requirements of the authorizer, of Charter School Education Code, and of the MOU between Sherwood Montessori and CUSD
- Fiscal and Business Operations
- Educational Performance
- Governance
- Personnel and Human Resources
- Student Services

3.3 English Learners (EL)

Teachers at Sherwood Montessori plan instruction that supports EL students' process of becoming proficient in English. The ELPAC (English Language Proficiency Assessment for California) will be administered to Kindergarten through 8thgrade students as indicated through the home language survey. The ELPAC is given to 1) students who are newly enrolled whose primary language is not English and 2) English learners as an annual assessment. The purpose of ELPAC testing is to 1) identify students who are limited English proficient, 2) determine the level of English language proficiency, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, writing, and reading in English. Teachers and students at Sherwood Montessori will be supportive of the cultural diversity in the classroom and the wider community.

Sherwood Montessori has the following goals with respect to the ELPAC:

- Identify students with limited English proficiency as early in their education

as possible
- Assist students with limited English proficiency to achieve their potential in learning the English language

Teachers at Sherwood Montessori will use ELPAC scores to develop individual learning plans and to identify resources to support students as they become more proficient in the English Language. The ELPAC results will be reported in accordance with state recommendations and will be reviewed as part of the annual school progress report.

The school shall comply with a random unannounced site visitation process to enable CUSD to gather information to confirm the school's performance and compliance with the terms of this charter. Sherwood Montessori will promptly respond to all reasonable inquiries, including, but not limited to financial records pursuant to Education Code §47604.3, and shall fully comply with the Public Records Act.

3.4 Assessment Summary

It is the goal that students at Sherwood Montessori will demonstrate the following upon graduation:
- Annual progress on the CAASPP tests
- Mastery of Montessori standards
- Competency in state grade level content and performance standards
- Competency in Common Core State Standards

Upon graduation it is the goal that Sherwood Montessori students possess a diverse, empathic and thoughtful worldview. Students who graduate from Sherwood Montessori will be self-directed learners who possess the critical thinking skills and creativity with which to be active contributors in their families, school, and work environments and within the global community.

4.0 GOVERNANCE STRUCTURE OF SCHOOL

Oversight of Sherwood Montessori is charged to a voluntary Board of Directors, composed of five (5) directors. The Board is diverse in the Directors' skills and strengths, with an emphasis on long-range planning, management, responsible fiscal oversight, pedagogy, and the implementation of the Montessori philosophy. It is not necessary for Directors to be parents of current or past students. Bylaws and governance of the Board of Directors have been established to allow the group to be recognized as a 501(c)3 non-profit public benefit organization. Copies of these Bylaws and the Articles of Incorporation filed with the State of California are attached as Appendices A7.0 and A8.0.

The initial Board of Directors was composed of the seven (7) members of the Founding Board who agreed to the Articles of Incorporation. The initial term of office of the Board of Directors was three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. This policy was implemented in order to foster continuity, mentorship of new Directors, and sustainable practices. Applications for future Board candidates will be forwarded to an Elections Committee appointed by the Board of Directors.

The Elections Committee shall review applications and present a slate of candidates to the Sherwood Montessori Parent Organization (SMPO) who shall vote for the new Director. Incoming Directors will be assigned a Board Mentor for the first year who will work alongside the new Director to train in operations. The Bylaws specify that a Director may be elected for a second three-year term.

The Board of Directors reserves the right to amend the approved Bylaws to change the number of Directors at any regularly scheduled board meeting. Furthermore, a quorum of the Board shall be recognized as a majority of voting members. 'Major Decisions', as recognized by the Chair of the Board, will require a vote of all members of the Board.

The Board of Directors meets monthly, except in months of recess, in a publicized and accessible public setting to hear reports, to consider and adopt policies, to act on working group recommendations, and to consider requests and concerns. These meetings are advertised and conducted in compliance with the California Brown Act. Additional Special Meetings are called when necessitated and are publicized and conducted in a similar manner to monthly meetings.

Duties of the Board of Directors

As the overseeing board, the Board of Directors are charged with the following duties:

- Define and uphold the mission of Sherwood Montessori through continued development of Board policy and procedures
- Approve any charter amendments
- Develop and/or approve curriculum within the guidelines of California law and Montessori principles
- Participation in dispute resolution procedure, when needed
- Supervise disciplinary hearings for students
- Select and evaluate the School Director at Sherwood Montessori
- Approve contracts for all staff and determine levels of compensation and means for professional development
- Approve all major contracts
- Approve the school's annual budget and contract with an external auditor for an annual financial audit
- Accept or reject gifts, donations, and grants
- Oversee fundraising activities
- Communication with the Sherwood Montessori Parent Organization
- Creation of any committees as needed
- Provide a sound mentorship policy for new Board members and school staff

Any Director who has a conflict of interest or whose child has been requested to attend a disciplinary hearing, must abstain from voting on that decision and disclose any conflict to the Board. The Director will furthermore be barred from discussing the matter with other Directors or staff.

In addition to the Board of Directors, committees may be formed by the Board as per guidelines in the Bylaws as needed. Announcements of new committees will be publicized on the school website and made available to parents of current students. Furthermore, various advisors and consultants may be retained by the Board as needed. All advisors and consultants will be held accountable to the same Conflict of Interest policy as that of the Board of Directors as specified in the Bylaws.

4.1 Relationship between Sherwood Montessori and the CUSD

Sherwood Montessori is a public school, accredited by the state board, and is accountable to the CUSD's Board of Education for purposes of ensuring compliance with applicable laws, rules, and charter provisions. Thus, upon approval of the charter renewal, the charter contract will be between Sherwood Montessori and the CUSD. Sherwood Montessori shall be authorized as a public school by the CUSD for all purposes, unless specifically stated herein. The Board of Directors shall be accountable to the CUSD Board of Education to ensure compliance with applicable laws, rules, and charter provisions. A representative of the Board of Directors will attend any required CUSD board meetings to give reports, answer questions, and offer any information the CUSD seeks in its monitoring of Sherwood Montessori. Sherwood Montessori pledges to furnish the CUSD Board of Education with copies of all policies and procedures developed with regard to any operational or educational program, upon adoption by the Board of Directors. The Board of Directors will submit a Charter School Oversight Report annually. In addition to the annual reports to the CUSD Board of Education, the Board of Directors will require monthly reports from the School Director concerning operations, budget, attendance, student discipline, and personnel matters. Sherwood Montessori will participate in all audits required by California law.

4.2 Charter School Operations

Administrative Staff—Director, Administrative Assistant and Office Manager

Daily non-instructional operations at the school are largely the responsibility of the Director, Administrative Assistant and Office Manager of the school. The activities of the Administrative Staff are monitored by the Board of Directors to ensure compliance.

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 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 quality implementation of Montessori pedagogy and curriculum
- Build consistency, coherence and 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 respective learning environment for all students
- 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.
- Participates as the LEA administrator of the Individualized Education Program (IEP) team in the identification of individuals with exceptional needs, as appropriate.

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
- 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 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

Administrative Assistant

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

- 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.
- 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.
- Check employee time sheets and have them ready for the director's review.
- Maintain Director's calendar of daily tasks.
- Oversee progress of "Requests" written by the Director for employees and contractors.
- Maintain staff and student email addresses and passwords.
- Maintain key inventory and provide keys to employees that need them.

Office Manager

The Office Manager and Administrative Assistant work as a team to cover the school's front office, often overlapping duties. Assigned job duties include, but are not limited to:

- In a professional and helpful manner, greet public, answer phones, and take messages as needed.
- Compile and file students' grade and attendance reports, immunization and other school records.
- 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.
- Complete California Department of Education required data submissions, such as CALPADS and attendance reports.
- Maintains student records in the SEIS system.
- Fulfill role of Technology Coordinator for CAASPP and ELPAC.
- Maintain the school network including maintaining the Securly web filtering program.
- Set up new students with accounts in technology-based applications and make requested changes to student class placement in accounts.
- Maintain calendar of school events.
- Perform other tasks as requested.
- 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.

Business Manager

Financial operations are carried out by a Business Manager. The Business Manager falls under the supervision of the School Director and also works with the Board Treasurer as needed. The Business Manager reports to the Board of Directors as needed with regards to projected changes in the budget including programmatic changes and allotment deferrals. The Business Manager works directly with the audit committee as well. The Business Manager shall hold a degree in accounting with preferred experience in non-profit accounting, charter school operations, or other educational-institute accounting.

Duties of the 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:

- Weekly: 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, El Dorado Charter SELPA or California Department of Education as needed.

Based on the small size anticipated for Sherwood Montessori, the shared governance of the school—Board of Directors, School Director, teachers and parent participation—is based on a model of collaboration and accountability. As a Montessori school, the faculty and staff also encourage and respect the contribution of the students as they participate in the governance process through classroom leadership roles and stewardship of the school.

4.3 Parent Involvement in the Sherwood Parent Organization

Sherwood Montessori recognizes that parents are a vital part of the school community. The students rely on the parents for guidance and the teachers and administration need the parents to be active partners in the educational process. Furthermore, involvement of the parents is critical for success at school, at home, and as part of our community.

As such, the Board of Directors has established a Sherwood Montessori Parent Organization (SMPO) that supports the mission of the school. Meetings are regularly scheduled, and all parents are encouraged to be active participants in the organization. A representative of the SMPO will be responsible for communication between the SMPO and the Board.

Parents comprise a diverse population with many skills that can be used to support the school. One of the main tasks of the SMPO is the organization of volunteer and service activities. Activities include fostering community spirit through outreach, helping to welcome new families, promoting the school in the greater community, fundraising and implementing parental educational programs. Volunteers are also called upon to support the school with specialized tasks as needed, such as classroom support and maintenance on the school grounds. Each family strives to contribute 30 volunteer hours per year toward furthering the mission of the school in one or more of the examples listed above.

5.0 EMPLOYEE QUALIFICATIONS

All employees of Sherwood Montessori are considered employees of the Sherwood Montessori 501(c)3 non-profit public benefit corporation. To achieve the goals established in the mission statement, Sherwood Montessori strives to recruit highly qualified and enthusiastic professionals to serve in instructional, administrative, and supporting roles. Sherwood Montessori understands that the vitality of a school is the summation of its parts and all members of the community are critical.

Any offers of employment are extended contingent upon successful completion of a current Live Scan report administered by the Department of Justice and a background/reference check. The Board of Directors administers the recruitment, hiring, and background checks on the Director. The Director is responsible for the recruitment, hiring, and background checks on all the staff. The School Director is ultimately responsible for reviewing the criminal background check and ensuring that no employee of Sherwood Montessori will be hired who is barred from

public school employment under provisions of state law. All candidates must submit at least three references for verification as part of the application process.

All staff maintains a current Live Scan through the Department of Justice prior to and during the entire period of employment at Sherwood Montessori. Any staff supervising children on- or off-campus also maintains current Child First Aid/CPR certification and TB testing. All staff at Sherwood Montessori agree to adhere to maintaining a drug, alcohol, and smoke-free work place.

5.1 Administration Qualifications

The administration of the school comprises at a minimum a Director and Administrative Assistant position.

Requirements of the Director

The Director candidate must possess a minimum of a Bachelors of Arts or Science degree from an accredited institution, and demonstrate an understanding of both the Montessori Philosophy and the California Educational Code. It will be the role of the Board of Directors to design and implement a fair, equitable, and non-discriminatory evaluation process. Preference will be given to candidates with prior Montessori administration training and prior administrative experience. While it is not necessary to be credentialed as per California Education Code, candidates with administrative credentials will be given preference. Bilingual (English/Spanish) is preferred but not required.

Requirements of Administrative Assistant

Candidate must have good secretarial and communication skills, and an understanding of general bookkeeping principles both attendance and financial. Bilingual (English/Spanish) and experience at as a school administrator is preferred but not required.

5.2 Instructor Qualifications

Lead Teacher

Teachers reflect the strengths of the school. Therefore, Sherwood Montessori is committed to hiring the most qualified individuals that can demonstrate responsibility for providing both excellent education and a nurturing environment that is reflective of the school's mission. Each classroom at Sherwood Montessori will be led by a Lead Teacher who must hold a Bachelor's Degree from an accredited, degree-granting institution and a valid authorization from the California Commission on Teacher Credentialing (CCTC) to serve as a California Credentialed teacher. Teachers with additional Montessori training from a Montessori-accredited institution would be given strong preference. Highly qualified teachers with Montessori training and prior classroom experience as a lead teacher may be considered while they possess an Intern Certificate/Credential for no more than two years while actively working toward completion of their state credential.

Teachers for core classes must meet applicable "highly qualified" requirements under the Elementary and Secondary Education Act (ESEA) and hold appropriate California teaching certificates, permits, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605 (1).

Because we anticipate Sherwood Montessori to draw a diverse student body, including English learners, teachers will have English learner authorization as defined in Assembly Bill

(AB) 1871 (Ch. 660, Stats. 2008) as required. For an elementary school, this entails a combination of Commission-approved California Teacher of English Learner (CTEL) program coursework with passing scores on the CTEL examination subtest(s).

Teachers assigned to deliver services and/or oversee the delivery of instruction to students with IEPs will be required to have appropriate special education credentials and/or licenses.

Teaching Aides

In order to maintain quality in the classroom and ensure that each student is striving and maintaining his or her goals, each classroom may support one or more paraprofessional Teaching Aides. The Teaching Aides will be held to similar high qualifications as all staff, and will be required to meet these minimum qualifications:

- Candidate must hold a high school diploma;
- Preferred candidates will 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's 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;
- Candidate will have any additional qualifications that meet the requirement of relevant federal and state regulations associated with funding received by the school.

Specialty Teachers

The special format of Sherwood Montessori, with multi-age classrooms, allows for the flexibility of the inclusion of special programs as approved by the Board of Directors. These additional programs can be for enrichment, improvement, or other pedagogical reasons. Teaching of these additional programs will be undertaken by 'Specialty Teachers' on an as-needed basis. 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. These positions may be filled by non-certified teachers as allowed by law. Qualifications are necessarily broad, however, the following minimum qualifications hold for Specialty Teacher positions:

- 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 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.

6.0 HEALTH AND SAFETY PROCEDURES

Sherwood Montessori will meet all applicable local zoning and building codes and all safety regulations as prescribed by state and federal regulations. All employees of the school must submit to a criminal background check and furnish a criminal record summary as required by Education Code §44237. All staff, including volunteers and contracted employees, must behave in a manner that is professional and appropriate to an elementary school. The Board of Directors and staff recognizes the importance of the proper handling of confidential materials and respects

the privacies of current and former students and their families, staff, and the Board of Directors. As a Montessori school, it will be expected that all persons at the school model behavior that is in alignment with the Montessori principles outlined in the Mission Statement, namely, to foster a community that is founded on mutual respect, honesty, and courtesy.

The Board of Directors has established a Safety Committee to monitor and ensure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the CUSD disaster plan. The Safety Committee will report their activities to the Board of Directors and work with the Board and the school's insurance carriers to develop, implement, and continually improve a Safety Plan.

6.1 Safety Plan

- A Comprehensive School Safety Plan will be on record with the Board of Directors and all staff will be trained on the elements of the plan. The Plan will be updated annually prior to the opening of the school and as needed.
- The Safety Plan will clearly state procedures for response to natural disasters and emergencies, with particular emphasis on fires and earthquakes.
- The Safety Plan will include all elements required by law.
- The Safety Plan requires that all instructional and administrative staff receive training in emergency response as appropriate.

6.2 Additional Health Policies

- All staff and enrolled students will provide records that document immunizations and tuberculosis (TB) testing.
- Additional health screening will be required for students as mandated by state and federal law.
- Policies have been developed in accordance to state and federal law that emphasize prevention of contact with blood- and air-borne pathogens.
- Policies have been developed, in consultation with the school's insurance carriers, on the administration of prescription drugs and other medicines.

6.3 Safe Building Policies

- The Board of Directors has implemented a policy that the school will be housed in buildings that have received state Fire Marshall and seismic hazard approval and are properly zoned.
- The Board of Directors has drafted a policy that clearly establishes that the school functions as a drug, alcohol, and tobacco-free workplace and facility.

The aforementioned policies will be maintained by the Board of Directors and appropriate sections will be provided to students and staff, with appropriate time budgeted for training staff in safety procedures. The Safety Committee will strive to continue to improve upon these policies and will incorporate changes as required by applicable state and federal law.

7.0 MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE REFLECTIVE OF

DISTRICT

Sherwood Montessori recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the Chico Unified School District. It was the firm belief of the Founding Board that a charter school in the CUSD founded on a pedagogy based on the Montessori Philosophy would be beneficial to a wide spectrum of students who are not achieving their highest potentials in the traditional classrooms. Traditionally, Montessori-based schools have shown high success with poor-performing students who come from disadvantaged households as well as high-performing students.

7.1 Practices and Policies to Promote Diversity

To attain a diverse student population, Sherwood Montessori will continue to be non-sectarian in its programs, admission policies, employment practices, and all other operations. The school shall not charge tuition for the charter program, and will not discriminate on the basis of race, ethnicity, national origin, gender, or disability. At the same time, the Sherwood Board of Directors recognizes that Sherwood Montessori cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act). The school will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to strive towards a racial and ethnic balance of students that reflects the diversity within the district it serves:

- An enrollment timeline that allows for a broad-based recruiting and application process. This timeline will match the majority of other schools in the district to allow parents to make conscientious decisions.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district. In particular, the Board and School Director will identify avenues of dissemination in traditionally underrepresented communities. Contact will be through agencies that serve various racial, ethnic and interested groups in the district including, but not limited to, religious institutions, community cultural groups, CSU Chico, Butte College, and CARD.
- The organization of, and participation in, outreach events that will include prospective students and parents of all racial and ethnic backgrounds.
- The administrative staff shall regularly monitor the race/ethnicity of the applicant pool, increasing targeted recruitment to any underrepresented group as reflected by the CUSD.
- The scheduling of school tours, Montessori informational events, and prospective parent nights for parents and other activities during the school year where the community is invited in to learn about Sherwood Montessori.
- All of these outreach activities, as well as informative documentation, will be provided on the school website.

These policies are based on successful plans implemented by other Montessori charter elementary schools in California whose enrollments match their geographical district.

8.0 ADMISSIONS

It was the goal of the Founding Board of Sherwood Montessori to develop a school that

offered an education based on the Montessori philosophy to any K-8 child who wished to be educated in this manner without fear of discrimination or financial difficulty. The Montessori method was originally developed around fostering students of all abilities to achieve high academic goals. For over one hundred years, schools around the world employing this method have shown great success with a diverse student population. Sherwood's Board has striven to implement procedures that will result in a school that will attract a diverse population of students from the greater Chico area.

To fulfill this mission, Sherwood Montessori will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The school shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, gender, religion, national origin, sexual orientation, home language, ability, or disability. Admission shall be open to any resident of the State of California. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. It will be expected that students wishing to attend Sherwood Montessori will be amenable to the use of the Montessori philosophy in the teaching of the curriculum. Information on the Montessori philosophy and how it is applied at the school will be widely available via written documentation at the school and electronic sources hosted on the school website to prospective parents and / or caregivers (see Application Process below).

8.1 Age Policy

The age policy for Sherwood Montessori will follow the majority of schools in the CUSD. In order to be eligible for transitional kindergarten in the fall, a child must be four years old by September 1 beginning in the 2025–2026 school year. Sherwood will make TK available to all children who will have their fourth birthday by September 1of the school year in years when funding is available by the State for the program. Transitional kindergarten students will be instructed in the same classroom and with the same teacher as the regular kindergarten students. Curriculum and instruction will be individualized for transitional kindergarten students according to developmental readiness expressed by each learner. The Board of Directors reserves the right to alter this policy to mirror changes adopted or recommended by the CUSD or by the California Department of Education.

8.2 Admission Requirements

Sherwood Montessori is open to any student in the greater Chico area and state of California. A public drawing will be held to select students and form a waiting list if the number of applications received exceeds the school's capacity. Students who reside within the boundaries of the Chico Unified School District will be given a preference in the public drawing.

8.3 Application Process and Preferences

As a public Montessori school, it is our goal to educate families of prospective students so they can make thoughtful decisions about the suitability of the program for their family and their commitment to the Montessori philosophy. At the time of open enrollment, the school will host several public informational school tours. Following the presentation, parents will be able to apply. These tours focus on the Montessori philosophy, the mission of Sherwood Montessori, the details of how our school functions, and charter schools in general. Information about Sherwood

and the Montessori method is also posted on our website and available in hard copy at the school office. If necessary, members of the school may, at the request of parents, pay a home-visit to present this information. We will also strongly encourage parents to observe classes in session prior to completing an application packet. No student will be denied enrollment if parents choose not to attend informational presentations or observe in a classroom.

The admissions process then comprises the following steps:

1. Submit the completed application forms in person by the published deadline. Verification of residence, date of birth and proof of immunizations required by law are required (driver's license, lease or mortgage statement, utility bill, or bank statement for Residency; an original birth certificate, passport, or armed forces dependent's card for Date of Birth; immunization record or medical exemption from a licensed physician for immunization requirement) for the application to be considered complete.
2. If enrollment or a waiting list position is offered, the parent/guardian must submit the completed materials by the date requested.
3. If enrollment is offered to someone on the waiting list, the parent/guardian must accept or decline within two (2) business days.

Should the number of students who wish to attend exceed the available capacity, a public lottery system shall be implemented by the first week in February as requested by CUSD. The lottery will be held by public random drawing. Students shall be placed on a waiting list in the order that they are drawn from the pool. The dates for both the admission window and lottery will be commensurate with the majority of schools in the district to provide for fair and equitable admission to all students. The waiting list will not carry over to the following school year. Children and grandchildren of current staff and members of the Board of Directors will be exempt from the public random drawing as long as those children do not exceed ten percent of all admissions in any one year, as required by federal law. However, it is not required that the children or grandchildren of the staff or the Board attend Sherwood Montessori. Siblings of currently enrolled students will also be exempt as per accepted public school policy and federal law.

The date of the public drawing will be widely publicized in Chico and the surrounding areas via social media and the school's website. The rationale for this date is to allow the Board of Directors ample time to make any budgetary changes that might occur, including, but not limited to, staffing, material goods, and facilities.

The admissions process contained in this charter may be amended to conform to the funding requirements of the Federal Public Charter School Grant program and an amendment for this purpose shall not be deemed a material revision of the charter.

9.0 FINANCIAL AND PROGRAMMATIC AUDIT

The Sherwood Montessori Board of Directors will facilitate an annual, independent audit of the financial affairs of the school and present this audit to the Chico Unified School District, the Butte County Office of Education, the State Controller, and the California Department of Education. As a 501(c)3 non-profit public benefit corporation, Sherwood Montessori will agree to comply with all state laws pertaining to financial reporting to the overseeing district and the state of California.

9.1 Fiscal Year and Reporting Deadlines

Sherwood Montessori will operate on a fiscal year that begins on July 1st and ends on June 30th. It is anticipated that the audit will be completed and will be presented to the CUSD in completion by December 15th.

In addition to the annual audit, a preliminary budget for the current fiscal year will be provided to the district by July 1. A mid-year interim financial report for the current fiscal year will be provided by December 15. A second interim financial report will be provided by March 15. It is believed that these additional reports will provide additional oversight by the CUSD. If the CUSD feels that these additional reports are unnecessary for proper oversight, they will be discontinued upon mutual agreement between the CUSD and the Board of Directors.

9.2 Contracting and Overseeing the Independent Audit

The annual audit will be reviewed by an Audit Committee convened by the Board of Directors. The details will be reported to the Board of Directors by the Audit Committee. Any deficiencies or exceptions will be notated along with suggestions for resolution. These deficiencies and/or exceptions will be reported separately by the Board of Directors to the CUSD by December 15th. In accordance with Education Code §47604.3, the school shall promptly respond to any reasonable inquiries of the CUSD, Butte County Office of Education, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records.

9.3 Qualifications of the Auditor

Qualifications of the auditor include experience with educational audits and an active listing with the Certified Public Accountants Directory Service, maintained by the State Controller's office. The independent auditor will be recommended by the Administrator and approved by the Board of Directors. The Board of Directors shall change auditors at least as frequently as the CUSD.

9.4 Scope of the Financial Audit

The audit will cover all the components necessary to assess the administration of the school in both legal obligation and maintaining sustainable fiscal planning. At a minimum, the audit will address the maintenance and recording of daily attendance and enrollment practices, financial statements, and the school's internal controls on spending and reporting. The audit will be conducted in accordance with generally accepted accounting principles utilized by charter K-8 schools in California. To the extent required by law, the audit scope will be expanded to include items and processes specified in the California State Controller's Annual Audit guide and any applicable Office of Management and Budget circulars.

9.5 Programmatic Audit

In addition to the Financial Audit outlined above, the administrative staff will maintain records necessary for the annual School Accountability Report Card (SARC). This data will be provided to the Board of Directors for review and submission to the CUSD in the time frame established by the majority of elementary schools in the district. Specific records include:

- Student enrollment along defined demographic categories and grade level;
- Average class size and distribution;

- Disciplinary action (suspensions and expulsions);
- Status of school facilities and summaries of most current site inspection and planned improvements;
- Status of teachers' compliance with credentialing and assignments of subject area and teaching of English learners;
- Percentage of classes taught by Highly Qualified Teachers;
- Full-time equivalents (FTEs) of support staff, if retained by the school;
- Detailed descriptions of curriculum and instructional methods as defined by core curriculum area;
- Expenditures per student and teacher and staff salaries;
- Student performance on standardized tests as stated in the Assessment Section;
- Sherwood Montessori will primarily employ the California Assessment of Performance and Progress (CAASPP) as appropriate per grade level;
- Student performance on the California Physical Fitness Test for grades 5 and 7;
- The progress the school is making on meeting adequate yearly goals;
- Data used in measuring progress on the school's LCAP.

10.0 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.

10.1 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.

10.2 Enumerated Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.

- Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and / or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

10.3 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.

10.4 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.

10.5 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.

10.6 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.

10.7 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.

10.8 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.

10.9 Disciplinary Records

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

10.10 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.

10.11 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.

10.12 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.

11.0 STAFF RETIREMENT SYSTEM

Sherwood Montessori has the responsibility to provide retirement benefits to its employees.

Sherwood Montessori participates in the State Teachers Retirement System (STRS) and the Public Employees Retirement System (PERS). Participation, as appropriate, is coordinated with the Federal social security system or other reciprocal systems in the future. Non-certificated staff at Sherwood Montessori will participate in the Federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors.

All employees who are not members of STRS, or an alternative qualified retirement plan must contribute to the Federal social security system to the extent required by Federal law. The Business Manager of Sherwood Montessori will make all employer contributions as required by STRS, PERS, and Federal social security laws. Certificated staff will have STRS and classified staff will have PERS. Sherwood Montessori will make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

12.0 ATTENDANCE ALTERNATIVES

Students who opt not to attend Sherwood Montessori may attend other CUSD schools or pursue inter-district transfers in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents / guardians will be informed that students have no right to admission in a particular school in any district as a consequence of enrollment in Sherwood Montessori.

13.0 DESCRIPTION OF EMPLOYEE RIGHTS

Wages, hours and other terms and conditions (including health and welfare benefits, sick/vacation leaves, and termination) shall be those as determined by the Sherwood Montessori Board of Directors. The provision of any collective bargaining agreement entered into by CUSD shall not be applicable to employees accepting employment at Sherwood Montessori. All Sherwood Montessori employees, including teachers, shall be "at will" employees and may be subject to termination at any time, with or without cause, and with or without notice. The Board of Directors shall approve an Employee Handbook, which shall set forth the basis for personnel discipline. Nothing in this handbook shall be construed as providing any employee with a permanent position at Sherwood Montessori. Sherwood Montessori shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act. The Board of Directors shall establish policies and procedures related to employee leave entitlement, which shall become a part of the employee handbook provided each employee.

Policies regarding hiring, supervision, evaluation, and termination of employees will comply with all federal and state non-discriminatory laws and statutes.

13.1 Collective Bargaining Contracts of the Chico Unified School District

The chartering district, CUSD, will retain controlling bargaining agreements with regard to credits carrying-over in the event of re-employment elsewhere in the district, including resumption of former employment within the district.

Teachers hired outside of Chico Unified School District have no rights to employment within CUSD in the event of charter school closure, their dismissal or the voluntary termination of said teacher.

14.0 DISPUTE RESOLUTION

The intent of the dispute resolution process is to (1) establish sound policies for resolving disputes within Sherwood Montessori, (2) minimize the oversight burden on the Chico Unified School District, and (3) frame a character oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

14.1 Public Comments

The staff and Board of Directors of Sherwood Montessori and the CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary, unless otherwise required by law, regarding any disputes until the matter has progressed through the dispute resolution process.

14.2 Disputes arising from within Sherwood Montessori

Disputes arising from within Sherwood Montessori, including all disputes among and between students, staff, parents, volunteers, advisors, and the Board of Directors, shall be resolved pursuant to the policies and processes developed by Sherwood Montessori. The CUSD shall not intervene in any such internal disputes without the consent of the Board of Directors and shall refer any complaints or reports regarding such disputes to the Board of Directors or its designee for resolution pursuant to Sherwood Montessori's policies, unless the dispute relates to any qualifying activity for charter school notice of revocation or relates to the CUSD as the employer of record.

14.3 Disputes between Sherwood Montessori and the CUSD

In the event that Sherwood Montessori or the CUSD has disputes regarding the terms of this charter or any other issue regarding Sherwood Montessori and grantor's relationship, both parties agree to follow the process outlined below. In the event of a dispute between Sherwood Montessori and the CUSD, the staff and the Board of Directors and the CUSD agree to first frame the issue in written format and refer the issue to the District superintendent. In the event that the CUSD believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement. The interested parties and the District superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the District superintendent to attempt to resolve the dispute.

14.4 Oversight, Reporting, Revocation, and Renewal

The CUSD may inspect or observe any part of Sherwood Montessori at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the CUSD without the mutual consent of the Board of Directors. If the governing board of the CUSD believes it has cause to revoke this charter, they agree to notify the Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant Sherwood Montessori reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The CUSD agrees to receive and review the annual fiscal audit by December 15th (as specified in Section 9) and programmatic audit by October 1st. The CUSD must notify the Board of Directors as to whether it considers Sherwood Montessori to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter granting agency's conclusions. If, in its review of Sherwood Montessori's annual report, the CUSD determines that Sherwood Montessori is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

15.0 LABOR RELATIONS

Sherwood Montessori shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act.

16.0 SCHOOL CLOSURE

The following procedures shall apply in the event Sherwood Montessori closes. The following procedures apply regardless of the reason for closure.

16.1 Closure Process

Closure will be documented by official action of the Board of Directors. The action will identify the reason for closure. Closure initiated by the Board of Directors shall not take effect before the end of the normal school year unless agreed to by the Chico Unified School District (CUSD). The Board of Directors will promptly notify the CUSD of the closure and of the effective date of the closure.

The Board of Directors will ensure timely notification to the parents and students and shall provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the decision to close Sherwood Montessori. Sherwood Montessori shall provide the CUSD with all student contact information.

16.2 Final Audit and Maintenance and Transfer of Student Records

As applicable, Sherwood Montessori will provide parents, students and the CUSD copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. Section 1232g. Sherwood Montessori will store original records of students in the administrative offices until closure of the school. All records of the school shall be transferred to the CUSD no later than the date of closure.

The CUSD will be provided with unaudited actuals no later than three (3) months following the date of closure of Sherwood Montessori. Within six (6) months following the date of closure, final financial records shall be prepared and an independent audit completed. The audit will be prepared according to standards for public school audits by a Certified Public Accountant selected by the Board of Directors. The audit will be provided to the CUSD promptly upon completion. In the case that Sherwood Montessori either does not pay for or have an

independent audit completed within six months, the CUSD may, at its option, pay for an audit to be completed and subtract the payment from any funds due to Sherwood Montessori.

On closure, all liquid assets traceable to state and federal funds received by Sherwood Montessori will be distributed on a *pro rata* basis to the CUSD or as otherwise required by law. On closure, Sherwood Montessori shall remain solely responsible for all liabilities arising from the operation of the school.

In the event that Sherwood Montessori dissolves as a non-profit public benefit corporation, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

17.0 MEMBERS OF THE BOARD OF DIRECTORS

17.1 History of the Founding Board

The decision to create a school of choice within a community needs to be carefully formulated, with a well-defined mission that would appeal to a broad spectrum of the community. In May 2007, parents and educators in the greater Chico area met informally to discuss the viability of a public Montessori-methods elementary school. The discussion focused on how the Montessori philosophy could be formulated into a pedagogical model that would allow for rigorous treatment of California State Standards. Also discussed was how to lay the framework for a long-term sustainable school, with clear governance and financial stability, while still remaining true to the fundamental tenets of the Montessori philosophy. An exploratory phase focused on surveying successful—and unsuccessful—Montessori charter schools and public schools in California and across the nation. Best models were identified and discussion shifted to how to best implement these practices in the Chico community. The final stage comprised consultation with the California Department of Education, California Charter Schools Association, and various Montessori training centers.

At this point a lead petitioner (R. Shapiro) was identified and a volunteer board recruited. Qualifications sought after included a broad representation of skills and experience in non-profit corporate management, Elementary school education, contracts, financial accounting, and child development. While a commitment to the formation of a Montessori school was expected, training in the Montessori philosophy or an expectation to be a parent at the charter school was not required. However, all members of the founding board were parents of school-aged children within the boundaries of Chico Unified School District.

Once it appeared that the envisioned school model was legal and likely financially stable, Sherwood Montessori was incorporated as a non-profit public benefit corporation in the State of California. None of the founding members had or will receive remuneration for this effort such as salary, stipends, or gifts. In addition, members of the founding board met with legal consultants, assessment consultants, and California charter school consultants who have lent support *gratis*.

17.2 Composition of the Founding Board

Russell Shapiro, Ph.D., Lead Petitioner, Associate Professor, CSU-Chico

Dr. Shapiro had over 15 years' experience with grant and policy writing, education (Elementary, Secondary, post-Secondary), and grant review upon the founding of Sherwood Montessori.

He had recently served on grant panels at both the local (CSU Chico Foundation) and national (NASA, National Science Foundation) levels. He had also helped develop Earth Science curriculum for Elementary and Middle schools and standards for the Community College system.

Jill Bailey, Governance Specialist

Jill had 15 years' experience providing support services to families, serving on the local Alzheimer's Association Board of Directors and facilitating a support group for caregivers. Jill was a Chico resident for 20 years and mother of two young boys. Jill was passionate about bringing quality, affordable education to the children of our community.

Joseph Cobery, Policy and Grants Specialist, Executive Director, PASSAGES

Joseph had worked for local government and non-profit organizations for over 10 years upon becoming a founding director. He had successfully written and administered federal, state and local grants. He had extensive experience in board membership and governance for non-profit social service agencies including an appointment by former Nevada Governor, Kenny Guinn, to serve as a member of the Nevada Commission for National and Community Service (Americorps).

David Green, Financial Advisor, Edward Jones Investments

David had worked in the financial industry since 2002. He was a Vice President in the banking industry for several years here in the North State. Previously, he had worked in retail management in the Bay Area. In January of 2008, he became a Financial Advisor with Edward Jones, specializing in 403b administration and individual retirement accounts.

Georgina Maltby, Ph.D., Psychologist

In Canada, Georgina worked in the area of Health Promotion and Intervention for Elementary, Middle School and High School students as Community Health Nurse, Director of Substance Misuse Programs, and Group Facilitator for Community Based Eating Disorder Interventions. Georgina taught at CSU Chico in the Psychology Department and worked in the area of Psychological Clinical Assessment prior to resuming her private practice as a Psychologist in Chico.

Harvey Rappaport, Education Specialist

Harvey had over 24 years of teaching and being an administrator in private schools in the Bay Area. He was Director of Technology at St. Paul's Episcopal School in Oakland where he also served as Director of Auxiliary Service, overseeing the after school, summer and sports programs. He had owned several businesses in the North State.

Vivienne Singelis, Montessori Specialist

Vivienne holds an MA in Applied Linguistics from the University of London. In addition, she trained as a Montessori teacher and received an Association Montessori Internationale (AMI) teaching diploma. She established and taught at a Montessori pre-school (age 2-6 years) which

served the community of north-west London for nine years. The school included special needs children and students learning English as a second language. Vivienne lives in Chico and studied speech pathology.

17.3 Current Board of Directors

Name	Position	Expertise	Term
Tina Hanson-Lewis	Chair	Education, STEM, Equity	2022-2025
Sami Lawson	Vice Chair	Disabilities Advocate	2023-2026
Maria Santoni	Treasurer	Property Management	2024-2027
Dinah Weller	Secretary	Education, research and data	2024-2027

Note: The Board of Directors will be appointing a new member to a seat recently vacated.

18.0 LOCATION OF THE SCHOOL WITHIN CUSD BOUNDARIES

It is the intention of the Board of Directors to operate within the district boundaries. The Facilities Committee has deemed the following requirements for a building(s) suitable for the vision of Sherwood Montessori:

- The building should have unique space for office/administration, a classroom for special education services, a separate TK/Kindergarten classroom or classrooms, and a minimum of six (6) additional classrooms. There shall also be a kitchen for preparation of food as needed.
- Classrooms should be a minimum of 65 sq. feet per student as per common usage. This equates to 975 sq. feet for TK/Kindergarten and 1560 sq. feet for each additional classroom.
- As stated in the Mission Statement, one of the major goals of Sherwood Montessori is to "nurture a commitment toward sustainability and environmental awareness locally and globally." To work toward this end, we will maintain a school garden approximately 160 feet by 50 feet. Therefore, the location should have room for the incorporation of a garden.

19.0 GRADE LEVELS SERVED

Sherwood Montessori will serve Kindergarten through 8th grade in several mixed-level classrooms. The mixed-level approach has proven successful as a peer mentor-based model in Montessori education for over one hundred years. The model for classroom organization for the next five years is as follows:

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
TK	16	18	18	18	18
K	18	20	20	20	20
1	17	16	16	16	16
2	14	16	16	16	16
3	10	14	16	16	16
4	11	10	14	16	16
5	9	11	10	14	16
6	15	9	9	10	10
7	6	15	9	9	9
8	9	6	15	9	9
Total	125	135	143	144	146

Actual size and configuration may change due to district needs and the composition of the student population. Any changes will be mandated by the Board of Directors and substantive changes (classroom size, division of grades in classrooms) will be discussed with the CUSD.

20.0 FINANCIAL AND ORGANIZATIONAL ACCOUNTABILITY

The development of a clear and feasible accounting procedure is necessary for Sherwood Montessori to sustain itself for many years. The Founding Board studied models of both successful and unsuccessful charter school to develop criteria for a best-practices model. All procedures are compliant with state and federal laws and the Board of Directors will be charged with maintaining the integrity of the process via annual review.

20.1 Procedure for the Development of the Annual Budget

The annual budget will be developed by a Budget Committee that will include, at a minimum, the School Director and Treasurer of the Board of Directors. Additional committee members will be added as needed. Recommendations will be approved by the Board of Directors prior to acceptance.

The annual budget will be based primarily on a detailed review of the month-by-month audit of the preceding year. The committee will also review publicly available budget documents of other schools to discuss new best-practices procedures. In developing the annual budget, the following data will be used:

- Attendance projections based on enrollment patterns for both the school and the district. It will be critical for the Budget Committee to have open dialogue with the teaching staff to be able to adjust for any curricular changes regarding classroom size and multi-age classroom distribution.
- Estimated General Purpose Entitlement values will be obtained from the conservative models of the School Services of California.
- The School Director will inform the other members of the Budget Committee about any funding or legal changes originating from the federal, state, or CUSD mandates.

20.2 Reporting of Annual Budget and Interim Reports

Upon consultation with the Business Manager and review of the interim reports (see Section 9.0), the School Director will prepare reports on the financial health of the school for the Board of Directors. In addition, the annual report will also provide a discussion on best practices for increasing the financial viability of the school in the following year. These reports (interim and annual) will address the budget by line. Upon approval by the Board of Directors, these reports will be submitted to the CUSD at the same time as the interim and annual audits. As stated in section 9.1, interim reports will be provided by December 15, and March 15. The final report with review of the annual budget and recommendations for the following year will be provided by December 15th. The report on the projected financial health will be submitted with the preliminary budget by July 1.

20.3 Legal Compliance of Budget

As a charter school within the CUSD, Sherwood Montessori will comply with all necessary reports as required by law. These reports will be submitted to the CUSD by the School Director by the dates required by the district.

APPENDIX A1.0 FINANCIAL PLAN

The financial plan was developed with sustainability as the goal and within the framework of the Mission Statement. Specifically, the Board of Directors is charged with managing a school that remains fiscally solvent while adhering to a high standard of education and responsibility to the staff. The school has attempted to follow all state and federal laws and any omission was not intentional. Sherwood Montessori does not plan to engage an Educational Management Organization (EMO) for oversight.

A1.1 Budget Details

The following sections detail the assumptions used in building the financial plan for Sherwood Montessori. Following the text are the charts showing the detailed calculations as well as the side-by-side comparisons.

Enrollment

For the next five years, the following model was used for budgetary purposes:

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
TK	16	18	18	18	18
K	18	20	20	20	20
1	17	16	16	16	15
2	14	16	16	16	15
3	10	14	16	16	15
4	11	10	14	16	15
5	9	11	10	13	15
6	15	9	9	8	10
7	6	15	8	9	9
8	9	6	13	8	8
Total	125	135	140	140	140

This model is based on projected growth of the school, taking into account surveys of the parents and models of attrition by grade level. The actual composition of the classes and numbers of students will depend on enrollment. All classroom lead teachers, the Education Specialist, and the School Director are 1.0 FTE. In years the middle school enrollment exceeds 30 students, additional credentialed staff will be added as needed to ensure adequate support for the lead teacher.

A1.2 Revenue Assumptions

For the General Purpose Entitlement and Charter School Categorical Block Grant, the budget uses the current 2025-26 FCMAT calculator to estimate revenue. In Lieu Property tax is estimated at $350,000 for all years. Funding for the special education program are based on information from the El Dorado Charter SELPA. Additional details are presented below:

8015-General Purpose Entitlement (State)	Based on 2025-26 FCMAT calculator
8096-In Lieu of Property Taxes (Local)	Estimated at $350,000 annually

8181-FED- SELPA-Special Educ.	Estimated at $15,000 from El Dorado Charter SELPA
8290-TITLE I	Estimated at $25,000 annually.
8311-SELPA-State Revenue	Estimated at $99,000 annually from El Dorado Charter SELPA
8480-Categorical Block Grant	Estimated at $2,500 annually
8520-Child Nutrition	NA
8560-State Lottery	Estimated at $ 35,000 annually
8660-Interest Income from Banks	None
8673-Afterschool Program	ELOP funding
8699-Fundraising	$5,000 annually

A1.3 Expenditures Assumptions

Wages and Benefits

It is the belief of the Board that to create a positive, nurturing environment, the full-time employees must be compensated well for their dedication to the school. The Director shall be employed on an 11 month contract. The teachers shall be employed on a 10 month contract. All classified staff will be paid an hourly rate commensurate with experience. During the 2011-12 school year, the Board of Directors adopted a step model for the certificated staff. This model is be used for all subsequent years, assuming recommendation from the Budget Committee. Classified salaries and benefits will be reviewed annually by the Budget Committee. Substitute teaching salary is based on historical expenses to date.

1000 Certificated Salaries	
1100-Certificated Teachers' Salaries	3% increase yearly
1200-Certificated Pupil Support Salaries	3% increase yearly
1900-Other Certificated Salaries	3% increase yearly
2000 Non-certificated Salaries	
2100-Non-certificated Instructional Aides' Salaries	3% increase yearly
2200-Non-certificated Support Salaries	3% increase yearly
2300-Non-certificated Administrators' Salaries	3% increase yearly
2400-Clerical and Office Salaries	3% increase yearly
3000 Employee Benefits	
3101-STRS	Certificated Staff; annual increase based on SSC projections
3201-PERS	Classified Staff; annual increase based on SSC projections
3301/2-OASDI / Medicare / Alternative	Current rates
3401-Health and Welfare Benefits	Health Benefits will same annually. CAPS
3501-Unemployment Insurance	Current rates
3601-Workers' Compensation Insurance	1% annual increase

Multipliers for Retirement (PERS, STRS), Medicare, Social Security, Unemployment, and Worker's Compensation are based on current values. Rates for Health Insurance are based on the current carrier group plan. Sherwood Montessori will pay an amount that will cap annual cost to current amount. The Health Benefits also includes coverage for Dental and Vision. The STRS and PERS costs as well as OASDI, Medicare, Unemployment Insurance, and Worker's Compensation are budgeted to increase 1% annually.

Materials and Supplies

Purchases of materials and supplies are projected to remain the same over the next five as all major purchases have already been established. Monies are allocated toward continual operational costs.

4000 Books and Supplies	
4100-Approved Textbooks and Core Curricula	Monies for new state-approved textbooks.
4200-Books and Other Reference Materials	Purchases of additional Montessori materials as needed, ongoing attendance software licensing and new purchases.
4300-Materials and Supplies	Standard supplies (soap, towels, toilet paper, etc.). Decreasing values reflect improvements in usage.
4400-Noncapitalized Equipment	Main purchases will be new computers and additional furniture as needed.
4700-Food	This line is primarily continuing the "Garden to Kitchen" program.

Services and Contracts

All 5000 series expenses are based on current budget models. The Communications costs are expected to increase at 1.5% annually.

5000 Services and Other Operating Expenditures	
5200-Travel and Conferences	Expenses for training staff.
5300-Dues and Memberships	Dues for the California Charter Schools Association.
5400-Insurance	Liability insurance through the CCSA-JPA, estimated at 2016-2017 rates.
5500-Operations and Housekeeping Services	Contracted services and utilities.
5600-Rentals, Leases, Repairs	Based on rental of halls for performances.
5800-Professional/Consulting Services	Costs for advertising, off-site duplication, internet filtering, Business Manager, audit, legal services
5900-Communications	Current annual amount.

A1.4 Reserves

The budget plans to maintain an unrestricted general fund reserve for unexpected expenses as recommended by the CDE. On-hand reserves will be maintained at a rate of 5% of the State revenue apportionment.

A1.5 Yearly Projections

SHERWOOD MONTESSORI PROJECTED 5-YEAR BUDGET					
	2025-26	2026-27	2027-28	2028-29	2029-30
Projected Enrollment	124	135	140	140	140
ADA 95% Enrollment	118	128	133	133	133
REVENUES					
8015-General Purpose Entitlement (State)- LCF + EPA	1,157,000	1,308,000	1,424,000	1,491,000	1,540,000

8096-In Lieu of Property Taxes (Local)	350,000	350,000	350,000	350,000	350,000
8290-TITLE I	25,000	25,000	25,000	25,000	25,000
8181-FED- SELPA-Special Educ.	16,000	16,000	16,000	16,000	16,000
8311-SELPA-State Revenue	99,000	99,000	99,000	99,000	99,000
8480-Categorical Block Grant	2,500	2,500	2,500	2,500	2,500
8560-State Lottery	35,000	35,000	35,000	35,000	35,000
8590-ELOP+TK ADD-ON	100,000	100,000	100,000	100,000	100,000
8699-Fundraising	5,000	5,000	5,000	5,000	
REVENUE SUBTOTAL	**1,789,500**	**1,940,500**	**2,072,500**	**2,155,500**	**2,204,500**

EXPENDITURES					
1000 Certificated Salaries					
1100-Certificated Teachers' Salaries	500,000	515,000	530,000	550,000	570,000
1200-Certificated Pupil Support Salaries					
Total, Certificated Salaries	**500,000**	**515,000**	**530,000**	**550,000**	**570,000**
2000 Non-certificated Salaries					
2100-Non-certificated Instructional Aides' Salaries	105,000	110,000	115,000	120,000	125,000
2200-Non-certificated Support Salaries	140,000	145,000	162,000	165,000	170,000
2300-Non-certificated Administrators' Salaries	121,000	121,000	121,000	121,000	121,000
2400-Clerical and Office Salaries	94,000	97,000	99,000	105,000	110,000
Total, Non-certificated Salaries	**460,000**	**473,000**	**497,000**	511**,000**	526**,000**
3000 Employee Benefits					
3101-STRS	108,000	117,000	127,000	135,000	145,000
3201-PERS	60,000	62,000	65,000	68,000	70,000
3301/2-OASDI / Medicare	52,000	53,000	54,000	55,000	56,000
3401-Health and Welfare Benefits	100,000	100,000	100,000	100,000	100,000
3501-Unemployment Insurance	11,400	11,600	11,800	12,000	12,100
3601-Workers' Compensation Insurance	19,000	20,000	21,000	22,000	23,000
3900- Sick pay	11,000	11,000	11,000	11,000	11,000
Total, Employee Benefits	**361,400**	**374,600**	**389,800**	**403,000**	**417,100**
4000 Books and Supplies					
4100-Approved Textbooks and Core Curricula	500	500	500	500	500
4200-Books and Other Reference Materials					
4300-Materials and Supplies	37,000	37,000	37,000	37,000	37,000
4400-Noncapitalized Equipment					
4700-Food					
Total, Books and Supplies	**37,500**	**37,500**	**37,500**	**37,500**	**37,500**
5000 Services and Other Operating Expenditures					
5200-Travel and Conferences	1,500	1,500	1,500	1,500	1,500

5300-Dues and Memberships	5,000	5,000	5,000	5,000	5,000
5400-Insurance	38,000	38,000	38,000	38,000	38,000
5500-Operations and Housekeeping Services	100,000	105,000	110,000	115,000	120,000
5600-Rentals, Leases, Repairs, and Noncap. Improvements	14,000	14,000	14,000	14,000	14,000
5800-Professional/Consulting Services and Operating Expend.	300,000	320,000	330,000	340,000	350,000
5900-Communications	45,000	45,.000	45,000	45,000	45,000
Total, Services and Other Operating Expenditures	**503,500**	**528,500**	**543,500**	**558,500**	**573,500**
6000 Capital Outlay					
Total, Capital Outlay	-	-	-	-	-
7000 Other Outgo					
7221-Transfers of Apportionments to Other LEAs - Spec. Ed.					
7438-Debt Service Interest					
Total, Other Outgo					
TOTAL EXPENDITURES	**1,862,400**	**1,928,600**	**1,997,800**	**2,060,000**	**2,124,100**
NET	**-72,900**	**11,900**	**74,700**	**95,500**	**80,400**
Beginning Fund Balance (projected)	**350,000**	**277,710**	**289,000**	**363,700**	**459,200**
Ending Fund Balance (projected)	**277,100**	**289,000**	**363,700**	**459,200**	**539,200**
Reserve – 5% = One Month Salary + Benefits	**112,000**	**118,000**	**120,000**	**122,000**	**124,000**

APPENDIX A2.0 IMPACT STATEMENT

A2.1 Estimated Enrollment Model

It is the intent of this petition to renew Sherwood Montessori for five years, beginning in Fall 2025 with a start date of or before September 30. Based on the model presented below and detailed in the five-year financial projection (Appendix A1), we are anticipating a slight growth from the current enrollment of 114 students to 124 in the 2025-26 year, and ending at 146 students.

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
TK	15	18	18	18	18
K	18	20	20	20	20
1	17	16	16	16	16
2	14	16	16	16	16
3	10	14	16	16	16
4	11	10	14	16	16
5	9	11	10	14	16
6	15	9	9	10	10
7	6	15	9	9	9
8	9	6	15	9	9
Total	124	135	143	144	146

A2.2 Lateral Transferability within CUSD

For each grade level, the curriculum will strive toward meeting and exceeding the California state standards. Unlike a traditional school, the classroom operation will be open-structured and individualized as directed by the Montessori philosophy. By remaining focused on the state standards, students will be more successful if they transfer into the school from a different California public elementary school or if they leave Sherwood Montessori for a different school. Based on the experiences of other Montessori charter schools in California, impact to students' development is minimal as a result of transfers.

A2.3 Relationship with CUSD

Sherwood Montessori will function as an independent charter school within the Chico Unified School District. Sherwood Montessori will pay CUSD the standard one percent rate for oversight and an additional 2% for as long as it occupies CUSD owned property under Prop 39. Following success of this petition, the Sherwood Montessori Board of Directors will enter into a Memorandum of Understanding (MOU) with CUSD that will outline legal and operational relationships between the two entities. The MOU will detail the following:

- Process and activities for oversight of charter
- Content, processes, timelines, and evaluation criteria for annual review and site visits
- Regular, ongoing fiscal and programmatic performance monitoring and reporting
- Content, process, timelines, and evaluation criteria for charter renewal

A2.4 Civil Liability

The school shall be operated by a California non-profit public benefit corporation, known as "Sherwood Montessori". This corporation has been organized as a local entity and is operated exclusively for the charitable education purposes within the meaning of the Internal Revenue Code §501(c)3 and the California Revenue and Taxation Code §23701d. The specific purposes for which the corporation is organized for the operation of a California public charter school in

Chico.

By granting a charter to the non-profit public benefit Sherwood Montessori, the Chico Unified School District shall not be held liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if CUSD has complied with all oversight responsibilities required by law [Educational Code §47604(c)]. The Board of Directors will assist the CUSD in meeting any and all oversight obligations under the law, including any reporting or other requested protocol [Educational Code §47604.32 and subdivision (m) of §47605] to ensure the CUSD shall not be liable for the operation of the school.

A2.5 Risk Management

The corporate Bylaws of Sherwood Montessori shall provide for indemnification of the school's Board of Directors, officers, and employees. Sherwood Montessori will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance will be purchased through a provider with extensive experience with elementary schools of similar size and location as Sherwood Montessori. As stated, the CUSD shall be named an additional insured on the general liability insurance of Sherwood Montessori.

To minimize the potential of lawsuits and other indemnities, the Board of Directors will develop and implement appropriate risk management practices, including pre-screening of employees, establishing codes of conduct for students and staff, production of a Safety Plan, and procedures governing financial transactions and dispute resolution.

A2.6 Administrative Services

Daily operations will be overseen by the on-site School Director. The Director shall assume the responsibility for administration under the policies adopted by the Sherwood Montessori Board of Directors. Sherwood Montessori will provide its own administrative services, including but not limited to financial management, personnel, and curriculum development.

APPENDIX A3.0 SPECIAL EDUCATION

Sherwood Montessori intends to operate as an independent local education agency (LEA) for the purposes of special education. Sherwood Montessori has entered a partnership with the El Dorado County Office of Education's Charter SELPA and intends to remain a partner for the duration of this charter renewal. Other details on the Sherwood Montessori special education policies are found in the appropriate sections of the petition.

APPENDIX A4.0 ANNUAL REPORTS TO CUSD

Sherwood Montessori will provide to Chico Unified School District annual reports as required. These reports will include a Performance Audit/Report as well as a Charter School Oversight Report.

In addition, CUSD, as the granting agency, may undertake a site visit including observation of the instructional program.

APPENDIX A5.0 CURRICULUM EXAMPLES

The following documents illustrate how the traditional Montessori curriculum addresses the Common Core State Standards for English language arts and mathematics. These resources, developed by the Association Montessori International/USA show that the traditional Montessori materials and lessons address almost the entire Common Core. Areas that will need supplementing from other curricula are pointed out in the documents. The goal is to follow as closely as possible to the sequence, while keeping in mind each student's own individual learning pace and process.

Teachers will use these documents as a guide, remembering that the focus is on exposure and not necessarily mastery in a linear process. Teachers will follow and observe each child, as they continue to encourage and expose their students to the standards at his/her grade level.

These documents are not intended to limit what is taught. Rather, they provide a guide for what is expected by both Sherwood Montessori and the state of California. Teachers choose when to introduce materials and lessons in order to best suit their classroom requirements.

Included here are excerpts from the language arts and math alignment documents. The entire language arts document can be viewed here: https://amiusa.org/wp-content/uploads/2014/12/CCSS-Language-Arts-Literacy-July2014.pdf .

The entire math document can be viewed here: https://amiusa.org/wp-content/uploads/2014/12/CCSS-Math-Geometry_JULY2014.pdf

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3b Decode words with common Latin suffixes.	42409 Etymologies 42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionary, language material Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3c Decode multisyllable words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	

	RF.3.3c Decode multisyllable words.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature material	C	
	RF.3.3d Read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
RF: Phonics and Word Recognition	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper	C	
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: slassification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
RF: Fluency	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Books/library Books/library	C	

Math Cluster Overview Chart

Domain	Cluster Objectives	K	1	2	3	4	5	6	7	8
Counting and Cardinality	Know number names and the count sequence.	x								
	Count to tell the number of objects.	x								
	Compare numbers.	x								
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	x								
	Represent and solve problems involving addition and subtraction.		x	x						
	Understand and apply properties of operations and the relationship between addition and subtraction.		x							
	Add and subtract within 20.		x	x						
	Work with addition and subtraction equations.		x							
	Work with equal groups of objects to gain foundations for multiplication.			x						
	Represent and solve problems involving multiplication and division.				x					
	Understand properties of multiplication and the relationship between multiplication and division.				x					
	Multiply and divide within 100.				x					
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.				x					
	Use the four operations with whole numbers to solve problems.					x				
	Gain familiarity with factors and multiples.					x				
	Generate and analyze patterns.					x				
	Write and interpret numerical expressions.						x			
	Analyze patterns and relationships.						x			
Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value.	x								
	Extend the counting sequence.		x							
	Understand place value.		x	x						
	Use place value understanding and properties of operations to add and subtract		x	x						
	Use place value understanding and properties of operations to perform multi-digit arithmetic.				x	x				
	Generalize place value understanding for multi-digit whole numbers.					x				
	Understand the place value system.						x			
	Perform operations with multi-digit whole numbers and with decimals to hundredths.						x			
	Describe and compare measurable attributes.	x								
	Classify objects and count the number of objects in each category.	x								
	Measure lengths indirectly and by iterating length units.		x							
Measurement and Data	Tell and write time.		x							
	Represent and interpret data.		x	x	x	x	x			
	Measure and estimate lengths in standard units.			x						
	Relate addition and subtraction to length.			x						
	Work with time and money.			x						
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				x					
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				x					
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.				x					
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.					x				
	Geometric measurement: understand concepts of angle and measure angles.					x				
	Convert like measurement units within a given measurement system.						x			
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.						x			
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	x								
	Analyze, compare, create, and compose shapes.	x								
	Reason with shapes and their attributes.		x	x	x					
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.					x				
	Graph points on the coordinate plane to solve real-world and mathematical problems.						x			
	Classify two-dimensional figures into categories based on their properties.						x			
	Solve real-world and mathematical problems involving area, surface area, and volume.							x		
	Draw, construct, and describe geometrical figures and describe the relationships betwæn them.								x	
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.								x	
	Understand congruence and similarity using physical models, transparencies, or geometry software.									x
	Understand and apply the Pythagorean Theorem.									x
	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.									x
Number and Operations--Fractions	Develop understanding of fractions as numbers.				x					
	Extend understanding of fraction equivalence and ordering.					x				
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.					x				
	Understand decimal notation for fractions, and compare decimal fractions.					x				
	Use equivalent fractions as a strategy to add and subtract fractions.						x			
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.						x			

Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.							x		
	Analyze proportional relationships and use them to solve real-world and mathematical problems.								x	
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.							x		
	Compute fluently with multi-digit numbers and find common factors and multiples.							x		
	Apply and extend previous understandings of numbers to the system of rational numbers.							x		
	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.								x	
	Know that there are numbers that are not rational, and approximate them by rational numbers.									x
Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.							x		
	Reason about and solve one-variable equations and inequalities.							x		
	Represent and analyze quantitative relationships between dependent and independent variables.							x		
	Use properties of operations to generate equivalent expressions.								x	
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.								x	
	Work with radicals and integer exponents.									x
	Understand the connections between proportional relationships, lines, and linear equations.									x
	Analyze and solve linear equations and pairs of simultaneous linear equations.									x
Statistics and Probability	Develop understanding of statistical variability.							x		
	Summarize and describe distributions.							x		
	Use random sampling to draw inferences about a population.								x	
	Draw informal comparative inferences about two populations.								x	
	Investigate chance processes and develop, use, and evaluate probability models.								x	
	Investigate patterns of association in bivariate data.									x
Functions	Define, evaluate, and compare functions.									x
	Use functions to model relationships between quantities.									x

) 2014 AMI, AMI/USA, and AMI-EAA

APPENDIX A6.0 2024-2025 SCHOOL CALENDAR

The following shows the 2024-2025 school calendar for Sherwood Montessori, including calculation of instructional minutes, instructional days, and daily schedules.

Sherwood Montessori

2024-2025 School Calendar

July 2024

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			

August 2024

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 2024

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 2024

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 2024

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 2024

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 2025

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 2025

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 2025

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 2025

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 2025

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 2025

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					

School Closed
Early Release Day/Parent Teacher Conferences
Employee Planning (no school for students)
Report Cards
First and Last Day of School

Aug 14-16	Planning/Development Days
Aug 20	First Day of School for students
Sep 2	Labor Day-Closed
Oct 14-18	Parent/Teacher conferences Dismissal 1:35 p.m.
Nov 11	Veterans Day-Closed
Nov 25-29	Thanksgiving Break
Dec 20	Report Cards
Dec 23-Jan 6	Winter Break

Jan 20	Dr. Martin Luther King Jr Day-Closed
Feb 14	Lincoln's Birthday-Closed
Feb 17	Presidents' Day-Closed
Mar 17-21	Spring Break
Apr 7-11	Parent/Teacher conferences Dismissal 1:35 p.m.
Apr 18-21	Spring Travel Days
May 26	Memorial Day-Closed
Jun 6	Last Day of School/ Report Cards

Calendar Templates by Vertex42.com

https://www.vertex42.com/calendars/school-calendar.html

Month	M	T	W	TH	F	Notes	4-8 min	K-3-min	M	T	W	TH	F	M	T	W	TH	F
Aug	12	13	14	15	16	Pro Dev Days/first day	620	610				305	305				310	310
Aug	19	20	21	22	23		1550	1525	305	305	305	305	305	310	310	310	310	310
Aug	26	27	28	29	30		1550	1525	305	305	305	305	305	310	310	310	310	310
Sept	4	5	6	7	8	Labor Day Holiday	1240	1220		305	305	305	305		310	310	310	310
Sept	11	12	13	14	15		1550	1525	305	305	305	305	305	310	310	310	310	310
Sept	18	19	20	21	22		1550	1525	305	305	305	305	305	310	310	310	310	310
Sept	25	26	27	28	29		1550	1525	305	305	305	305	305	310	310	310	310	310
Oct	2	3	4	5	6		1550	1525	305	305	305	305	305	310	310	310	310	310
Oct	9	10	11	12	13		1550	1525	305	305	305	305	305	310	310	310	310	310
Oct	16	17	18	19	20	Conference Week	1150	1150	230	230	230	230	230	230	230	230	230	230
Oct	23	24	25	26	27		1550	1525	305	305	305	305	305	310	310	310	310	310
Oct/Nov	30	31	1	2	3		1550	1525	305	305	305	305	305	310	310	310	310	310
Nov	6	7	8	9	10	Veterans Day Holiday	1240	1220	305	305	305	305		310	310	310	310	
Nov	13	14	15	16	17		1550	1525	305	305	305	305	305	310	310	310	310	310
Nov	20	21	22	23	24	Thanksgiving Break	0	0										
Nov/Dec	27	28	29	30	1		1550	1525	305	305	305	305	305	310	310	310	310	310
Dec	4	5	6	7	8		1550	1525	305	305	305	305	305	310	310	310	310	310
Dec	11	12	13	14	15		1550	1525	305	305	305	305	305	310	310	310	310	310
Dec	18	19	20	21	22	Winter Break	1240	1220	305	305	305	305		310	310	310	310	
Dec	25	26	27	28	29	Winter Break	0	0										
Dec	1	2	3	4	5	Winter Break	0	0										
Jan	8	9	10	11	12		1550	1525	305	305	305	305	305	310	310	310	310	310
Jan	15	16	17	18	19	Martin Luther King Jr. Day	1240	1220		305	305	305	305		310	310	310	310
Jan	22	23	24	25	26		1550	1525	305	305	305	305	305	310	310	310	310	310
Jan/Feb	29	30	31	1	2		1550	1525	305	305	305	305	305	310	310	310	310	310
Feb	5	6	7	8	9		1240	1220	305	305	305	305		310	310	310	310	
Feb	12	13	14	15	16	Lincoln's Birthday Holiday	1550	1525	305	305	305	305	305	310	310	310	310	310
Feb	19	20	21	22	23	Presidents' Day	1240	1220		305	305	305	305		310	310	310	310
Feb/March	26	27	28	29	1		1550	1525	305	305	305	305	305	310	310	310	310	310
March	4	5	6	7	8		1550	1525	305	305	305	305	305	310	310	310	310	310
March	11	12	13	14	15		1550	1525	305	305	305	305	305	310	310	310	310	310
March	18	19	20	21	22	Spring Break	0	0										
March	25	26	27	28	29	Spring Travel Day	1240	1220	305	305	305	305		310	310	310	310	
April	1	2	3	4	5	Spring Travel Day	1240	1220		305	305	305	305		310	310	310	310
April	8	9	10	11	12		1550	1525	305	305	305	305	305	310	310	310	310	310
April	15	16	17	18	19		1550	1525	305	305	305	305	305	310	310	310	310	310
April	22	23	24	25	26	Conference Week	1150	1150	230	230	230	230	230	230	230	230	230	230
Apr/May	29	30	1	2	3		1550	1525	305	305	305	305	305	310	310	310	310	310
May	6	7	8	9	10		1550	1525	305	305	305	305	305	310	310	310	310	310
May	13	14	15	16	17		1550	1525	305	305	305	305	305	310	310	310	310	310
May	20	21	22	23	24		1550	1525	305	305	305	305	305	310	310	310	310	310
May	27	28	29	30	31	Memorial Day Holiday	1240	1220		305	305	305	305		310	310	310	310
June	3	4	5	6	7		1550	1525	305	305	305	305	305	310	310	310	310	310
TOTAL																		
							55930	55065										

Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
Aug	12	13	14	15	16	Pro Dev Days/First Day 8-15	2	3	5
Aug	19	20	21	22	23		5	0	5
Aug	26	27	28	29	30		5	0	5
Sept	2	3	4	5	6	Labor Day Holiday	4	0	4
Sept	9	10	11	12	13		5	0	5
Sept	16	17	18	19	20		5	0	5
Sept	23	24	25	26	27		5	0	5
Sept/Oct	30	1	2	3	4		5	0	5
Oct	7	8	9	10	11		5	0	5
Oct	14	15	16	17	18	Conference Week	5	0	5
Oct	21	22	23	24	25		5	0	5
Oct/Nov	28	29	30	31	1		5	0	5
Nov	4	5	6	7	8		5	0	5
Nov	11	12	13	14	15	Veteran's Day	4	0	4
Nov	18	19	20	21	22		5	0	5
Nov	25	26	27	28	29	Thanksgiving Week	0	0	0
Dec	2	3	4	5	6		5	0	5
Dec	9	10	11	12	13		5	0	5
Dec	16	17	18	19	20		5	0	5
Dec	23	24	25	26	27	Winter Break	0	0	0
Dec/Jan	30	31	1	2	3	Winter Break	0	0	0
Jan	6	7	8	9	10		4	0	4
Jan	13	14	15	16	17		5	0	5
Jan	20	21	22	23	24	Martin Luther King Jr. Day	4	0	4
Jan	27	28	29	30	31		5	0	5
Feb	3	4	5	6	7		5	0	5
Feb	10	11	12	13	14	Lincoln's Birthday Holiday	4	0	4
Feb	17	18	19	20	21	Presidents' Day	4	0	4
Feb/March	24	25	26	27	28		5	0	5
March	3	4	5	6	7		5	0	5
March	10	11	12	13	14		5	0	5
March	17	18	19	20	21	Spring Break	0	0	0
March	24	25	26	27	28		5	0	5
March/April	31	1	2	3	4		5	0	5
April	7	8	9	10	11		5	0	5
April	14	15	16	17	18	Spring Travel Day	4	0	4
April	22	23	24	25	26	Spring Travel Day	4	0	4
Apr/May	28	29	30	1	2		5	0	5
May	5	6	7	8	9		5	0	5
May	12	13	14	15	16		5	0	5
May	19	20	21	22	23		5	0	5
May	26	27	28	29	30	Memorial Day Holiday	4	0	4
June	2	3	4	5	6		2	0	4
TOTAL									
							180	**3**	**185**

DAILY SCHEDULE				
Class		Class Minutes	Lunch/Recess	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	8:45-2:55	370	60	310
7-8	8:45-2:55	370	60	310

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	**55000**	1000
7-8	**55000**	1000

APPENDIX A7.0 ARTICLES OF INCORPORATION

3114241

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 0 2 2009

DEBRA BOWEN
Secretary of State

Sec/State Form CE-107 (REV 1/2007)

OSP 08 111441

ARTICLES OF INCORPORATION
OF
SHERWOOD MONTESSORI

ARTICLE I

The name of this corporation is SHERWOOD MONTESSORI.

ARTICLE II

This corporation is a nonprofit, public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose is to advance the educational, sociological, and cultural interests of the Chico community within the State of California. This corporation is organized exclusively for educational and charitable purposes within the meaning of §501(c)3 of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal revenue law.

Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under §501(c)3 of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal revenue law or (b) by a corporation, contributions to which are deductible under §170(c)2 of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal revenue law.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Joseph Cobery
2250 Fern Avenue
Chico, CA 95926

ARTICLE IV

No substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

The property of this corporation is irrevocably dedicated to the charitable purposes set forth in Article II above and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.

Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for

charitable purposes and which has established its tax exempt status under §501(c)3 of the Internal Revenue Code.

The corporation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by §4942 of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

The corporation will not engage in any act of self-dealing as defined in §4941(d) of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

The corporation will not retain any excess business holdings as defined in §4943(c) of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

The corporation will not make any investments in such manner as to subject it to tax under §4944 of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

The corporation will not make any taxable expenditures as defined in §4945(d) of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

ARTICLE V

The number of directors of this corporation shall be fixed by the Bylaws. The persons who are directors of this corporation, from time to time, shall be selected as provided for in the Bylaws. There shall be no members of this corporation.

Dated: _____

_____
(Signature of Incorporator)

_____
Joseph Cobery

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

_____
(Signature of Incorporator)

APPENDIX A8.0 SHERWOOD MONTESSORI BYLAWS

BYLAWS
OF

Sherwood Montessori

A CALIFORNIA PUBLIC BENEFIT CORPORATION

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located in Butte County, California.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

_____ Dated: _____

_____ Dated: _____

_____ Dated: _____

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the Board of Directors may, from time to time, designate.

ARTICLE 2
PURPOSES

SECTION 1. PURPOSE AND OBJECTIVES

The purpose of the Sherwood Montessori is to provide Montessori education within the context of mutual respect and joy.

The primary objectives and purposes of this corporation shall be:

1. To serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori, that allows each child to reach his/her own potential academically, personally, and socially;
2. To provide high quality before and after school programs for our students;

3. To promote an active partnership between parents and teachers in the education of children;
4. To serve the educational community by providing learning opportunities in Montessori methods for teachers, parents and other adults.

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**.**

SECTION 2. SELECTION

The Board of Directors will be selected in the following way:

1. An Elections Committee, appointed by the Board of Directors at a meeting in August, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO);
2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the meeting in September. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws;
3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win;
4. In the event of a tie, the deciding votes will be made by the Elections Committee.
5. New Directors will be announced before the end of the school year and will assume duties at the October meeting.

SECTION 3. POWERS

This corporation is subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the Board of Directors of this corporation. The activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 4. DUTIES

It shall be the duty of the Board of Directors to:

1. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
2. Register their addresses with the Secretary of the corporation and notices of meetings mailed to them at such addresses shall be valid notices thereof;
3. Appoint and remove officers of the corporation;

4. Employ, discharge and provide guidance to the Director of the school who shall be authorized to manage day to day operations of the corporation on behalf of the Board of Directors.

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.

SECTION 6. COMPENSATION

Directors shall serve without compensation. In addition, they shall be allowed reasonable reimbursement of expenses incurred in the performance of their regular duties as specified in Section 4 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

SECTION 7. RESTRICTION REGARDING INTERESTED DIRECTORS

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the school and the public. Accordingly, no Board member, school employee, or other person in a designated position shall participate in the making of any decision for the school when the decision will or may be affected by his/her financial, family, or other personal interest or consideration. Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

ARTICLE 4
MEETINGS

SECTION 1. MEETINGS

Meetings shall be held at the principal office of the corporation or as otherwise provided by the Board of Directors.

Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all Directors participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if all of the following apply:

1. Each Director participating in the meeting can communicate with all of the other Directors concurrently;
2. Each Director is provided the means of participating in all matters before the board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation;
3. The corporation adopts and implements some means of verifying: 1) that all persons participating in the meeting are Directors of the corporation or are otherwise entitled to

participate in the meeting, and 2) that all actions of, or votes by, the board are taken and cast only by Directors and not by persons who are not Directors.

SECTION 2. REGULAR AND ANNUAL MEETINGS

Regular meetings of Board of Directors shall be held at least monthly except in months of recess on a day and time which is agreed upon by the Directors and/or may be changed by agreement of all the Directors. The Board of Directors shall conduct an annual meeting each June. In addition to other items as necessary, the annual meeting shall include the review of the School Director and final approval of the annual budget.

SECTION 3. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chair of the board, or by the Director of the school. Such meetings shall be held at the place, within or without the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation The Board of Directors will not call a special meeting to discuss the salary, salary schedule, or compensation paid in the form of fringe benefits for the Director or the head of any of its departments.

SECTION 4. NOTICE OF MEETINGS

The Board of Directors shall meet in a public space generally on a monthly basis. The dates for the regular meetings shall be announced by the Secretary and posted no later than July 31 of each year. All meetings shall be open to the public. Written notice of general meetings shall be mailed or e-mailed to all members in advance. Written notice of Committee Meetings shall be mailed or e-mailed to committee members in advance.

SECTION 5. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

The transactions of any meeting of the board, however called and noticed, or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each Director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 6. QUORUM FOR MEETINGS

A quorum shall consist of a majority of Directors. Except as otherwise provided in these Bylaws, or in the Articles of Incorporation of this corporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn. However, a majority of the Directors present at such meeting may adjourn from time to time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of a quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting, or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 10 of this Article.

The Directors present at a duly called and held meeting at which a quorum is initially present may continue to do business, notwithstanding the loss of a quorum at the meeting due to a withdrawal of Directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

SECTION 7. MAJORITY ACTION AS BOARD ACTION

Every act done or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present, is the act of the Board of Directors. This is always the case unless the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a Director has a material financial interest (Section 5233) and indemnification of Directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 8. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by: the Chair of the Board, or, if no such person has been so designated or, in his or her absence, by the Vice-Chair of the Board or, in the absence of each of these persons, by a Chair chosen by a majority of the Directors present at the meeting. The Secretary of the Board shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Meetings shall be governed by Robert's Rules of Order as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

Meeting Procedures

All Sherwood Board of Directors meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and to other persons upon request. The Chair of the Board shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Chair of the Board shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the privilege of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

Quorum

A majority of the number of filled positions on the Board constitutes a quorum. (Education Code 5095, 35165) Unless otherwise provided by law, affirmative votes by a majority of all the membership of the Board are required to approve any action under consideration, regardless of the number of members present. (Education Code 35164)

Abstentions

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or provide other information as a condition of attending the meeting.

The Board need not allow the public to comment on any item that is scheduled for future Board

discussion. The Board need not allow the public to speak on any item that has already been considered at a public meeting by a committee composed exclusively of Board members where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard it, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code 54954.3) In addition, the Board may not prohibit public criticism of school employees. However, when a member of the public initiates specific complaints or charges against an employee, the Chair of the Board shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee. (Government Code 54957)

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Items on the Agenda
The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings. (Education Code 35145.5, Government Code 54954.3)

In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item. Each person who addresses the Board must be first recognized by the presiding officer and then give his/her name. Comments must be directed to the Board as a whole and not to individual members or district employees. Individual speakers will be allowed five (5) minutes to address the Board. Speakers will not be allowed to yield their time to other speakers.

2. Items from the Floor
At a time so designated on the agenda, members of the public may bring before the Board, at a regular meeting, matters that are not listed on the agenda. Items from the floor will be heard for up to one (1) hour.

The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law, however Board members may briefly respond to statements made or questions posed by the public on items not appearing on the agenda. A Board member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities regarding a topic posed by the public. (Government Code 54954.2)

The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board. (Education Code 35145.5, Government Code 54954.2) Speakers will identify themselves and will direct their comments to the Chair. Each speaker will be given five (5) minutes to present on a topic on a first-come, first-serve basis. In order to allow adequate time for multiple issues that could come before the Board, each general topic for public comment will be allowed three speakers. Once two speakers have shared similar viewpoints on a topic, the Chair will ask for a presentation by a differing viewpoint. If no other viewpoint is represented then a third speaker may present. After all general topics have been presented, the public comment will continue for the remainder of the hour allowing those wishing to address a previously raised issue an opportunity to speak. Speakers will not be allowed to yield their time to other speakers. The Chair of the Board may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the Chair may indicate the time and place when it should be presented.

Recording by the Public

The Chair of the Board or designee shall designate locations from which members of the public may

broadcast, photograph or tape record open meetings without causing a distraction.
If the Board finds that noise, illumination or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference:
EDUCATION CODE
5095 Powers of remaining board members and new appointees
32210 Willful disturbance of public school or meeting a misdemeanor
35010 Prescription and enforcement of rules
35145.5 Agenda; public participation; regulations
35163 Official actions, minutes and journal
35164 Vote requirements
35165 Effect of vacancies upon majority and unanimous votes by seven member board
GOVERNMENT CODE
54953.5 Audio or video tape recording of proceedings
54953.6 Broadcasting of proceedings
54954.2 Agenda; posting; action on other matters
54954.3 Opportunity for public to address legislative body; regulations
54957 Closed sessions
54957.9 Disorderly conduct of general public during meeting; clearing of room
COURT DECISIONS
Baca v. Moreno Valley Unified School District, (C.D. Cal. 1996) 936 F.Supp. 719
ATTORNEY GENERAL OPINIONS
76 Ops.Cal.Atty.Gen. 281 (1993)
66 Ops.Cal.Atty.Gen. 336, 337 (1983)
63 Ops.Cal.Atty.Gen. 215 (1980)
61 Ops.Cal.Atty.Gen. 243, 253 (1978)
59 Ops.Cal.Atty.Gen. 532 (1976)

(Based on the Chico Unified School District Board of Education Bylaw: #9323)

SECTION 9. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

Any action required or permitted to be taken by the Board of Directors under any provision of law may be taken without a meeting, if all members of the board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the board. Such action by written consent shall have the same force and effect as the unanimous vote of the Directors. Any certificate or other document filed under any provision of law which relates to action so taken shall state that the action was taken by unanimous written consent of the Board of Directors without a meeting and that the Bylaws of this corporation authorize the Directors to so act and such statement shall be *prima facie* evidence of such authority.

SECTION 10. VACANCIES

Vacancies on the Board of Directors shall exist from (1) the death; resignation or removal of any Director, and (2) whenever the number of authorized Directors is increased.

The Board of Directors may declare vacant the office of a Director, who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following of the California Nonprofit Public Benefit Corporation Law.

Directors may be removed without cause by a two-thirds majority of the Directors then in office.

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, her or their death, resignation or removal from office.

SECTION 11. NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 12. INDEMNIFICATION BY CORPORATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the extent that a person who is, or was, a Director, employee or other agent of this corporation, has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that they, she, or he is or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation, but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

SECTION 13. INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a Director, employee or other agent of the corporation), against any liability other than for violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such Liability under the provisions of Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE 5
OFFICERS AND DIRECTOR

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be a Chair of the Board, a Vice-Chair, a Secretary, and a Chief Financial Officer who shall be designated the Treasurer. This constitutes the Executive Committee. No member of the Board of Directors shall hold any combination of these offices.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Any person may serve as officer of this corporation. Officers shall be elected by a majority vote of the Board of Directors at the October meeting. Each officer shall hold office until they resign or is removed or is otherwise disqualified to serve, or until their successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the Chair or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chair, such vacancy may be filled temporarily by appointment by the Chair until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine. An Interim Chair may be appointed by the outgoing Chair in the case where the position of Vice-Chair is vacant, and/or the current Vice-Chair unable to accept the longer term duties of the Chair and /or there are less than four current Directors to fulfill the requirements of a voting quorum. The Interim Chair shall serve in this capacity until the next annual election of the Board of Directors, typically held in September.

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, she or they shall perform all duties incident to his, her or their 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, she or they 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, she or they 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 their 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 their 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 them 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 their 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 them from time to time by the Board of Directors.

ARTICLE 6
COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of Directors, designate an Executive Committee to include a Chair, Vice-Chair, Secretary, and Treasurer and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

1. The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all of the members;
2. The filling of vacancies on the board or on any committee which has the authority of the board;
3. The amendment or repeal of Bylaws or the adoption of new Bylaws;

4. The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable;
5. The appointment of committees of the board or the members thereof;
6. The approval of any transaction to which this corporation is a party and in which one or more of the Directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES

The corporation shall have such other committees as may from time to time be designated by resolution of the Board of Directors. Such other committees may consist of persons who are not also members of the board. These additional committees shall act in an advisory capacity and only make recommendations to the board.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws. The committee may take regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

ARTICLE 7
EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws may, by resolution, authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by either the Treasurer or a designated proxy of the Board of Directors.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 8
CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

1. Minutes of all meetings of Directors and committees of the board indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
2. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
3. A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation except for personnel records which may be reviewed at a scheduled closed meeting of the Board of Directors.

SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection includes the right to copy and make extracts.

SECTION 5. ANNUAL REPORT

The board shall cause an annual report to be furnished not later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all Directors of the corporation. The report shall contain the following information in appropriate detail:

1. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
2. The principal changes in assets and liabilities, including trust funds, during the fiscal year;
3. The revenue or receipts of the corporation both unrestricted and restricted to particular purposes, for the fiscal year;
4. The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;
5. Any information required by Section 6 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

SECTION 6. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS TO BOARD MEMBERS

This corporation shall make available to all Directors a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

1. Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:
    - Any Director or officer of the corporation, or its parent or subsidiary (a mere common Directorship shall not be considered a material financial interest); or
    - Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS ($50,000) or which was one of a number of transactions with the same persons involving, in the aggregate, more than FIFTY THOUSAND DOLLARS ($50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS ($10,000) paid during the previous fiscal year to any Director or officer, except that no such statement need be made if such indemnification was approved by the Board members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions, stating each person's relationship to the corporation, the nature of such person's interest in the transaction and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

ARTICLE 9
FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the first day of July and end on the 30th day of June in each year.

ARTICLE 10
AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporations, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by approval of a two-thirds majority of the voting members or the Board of Directors then in office.

ARTICLE 11

AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES

Any amendment of the Articles of Incorporation may be adopted by approval of a two-thirds majority of the voting members or the Board of the Directors then in office.

SECTION 2. CERTAIN AMENDMENTS

Notwithstanding the above sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first Directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

ARTICLE 12
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

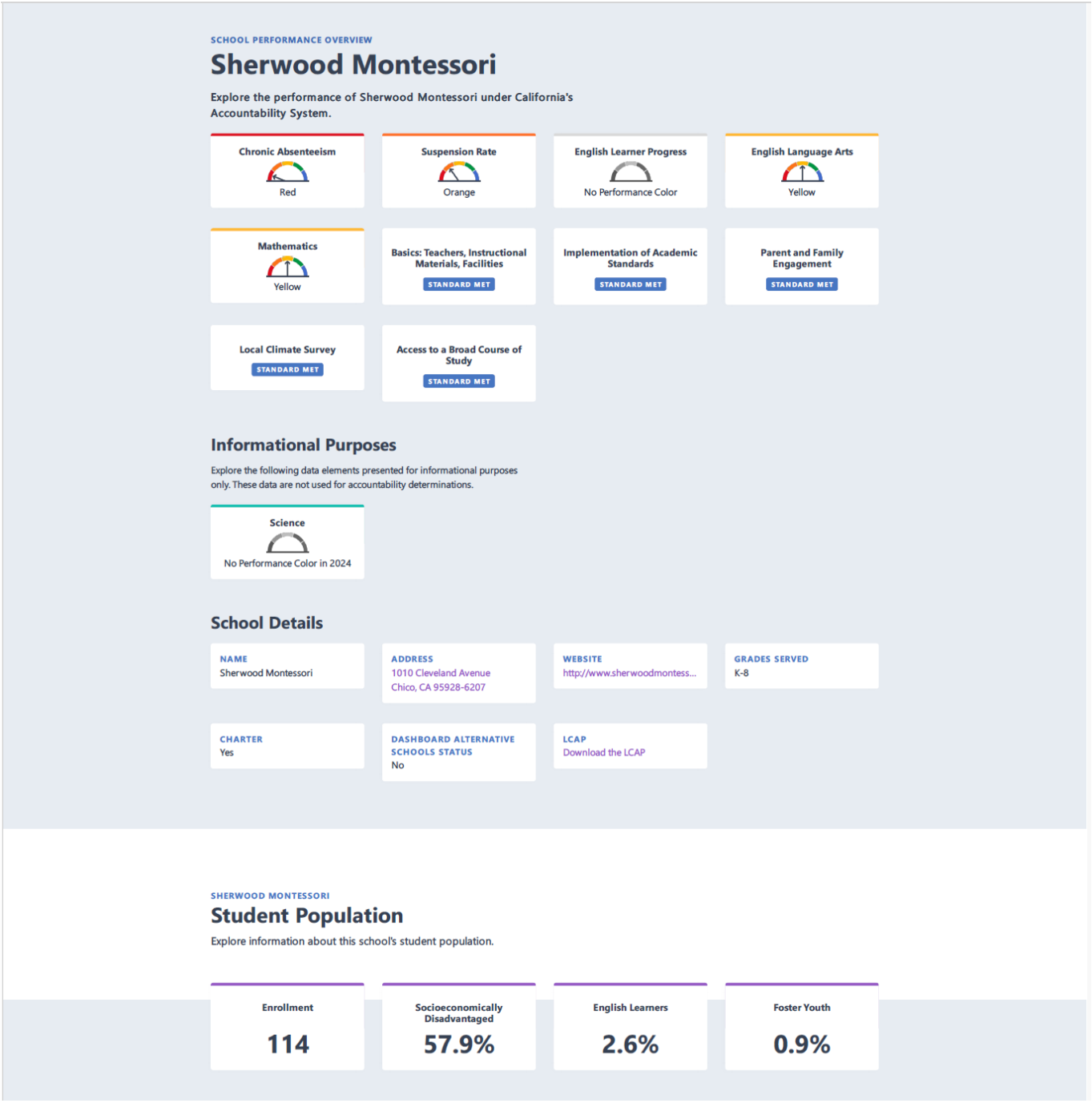
No Director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earnings or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation.

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

We, the undersigned, are all of the persons named as the current Directors in the Articles of Incorporation of Sherwood Montessori, a California nonprofit corporation, and, pursuant to the authority granted to the Directors by these Bylaws to take action by unanimous written, consent without a meeting, consent to, and hereby do, adopt the foregoing Bylaws as the current Bylaws of this corporation.

Tina Hanson-Lewis, Director	Dinah Weller, Director
Samantha Lawson, Director	
Maria Santoni, Director	

APPENDIX 9.0 DASHBOARD DATA



SHERWOOD MONTESSORI

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Yellow

16 points below standard

Increased 20.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Mathematics



Yellow

46.4 points below standard

Increased 3.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Learner Progress



No Performance Color

Fewer than 11 students - data not displayed for privacy

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

SHERWOOD MONTESSORI

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Red

29.4% chronically absent

Increased 5.7% ▲

EQUITY REPORT

Number of Student Groups in Each Color

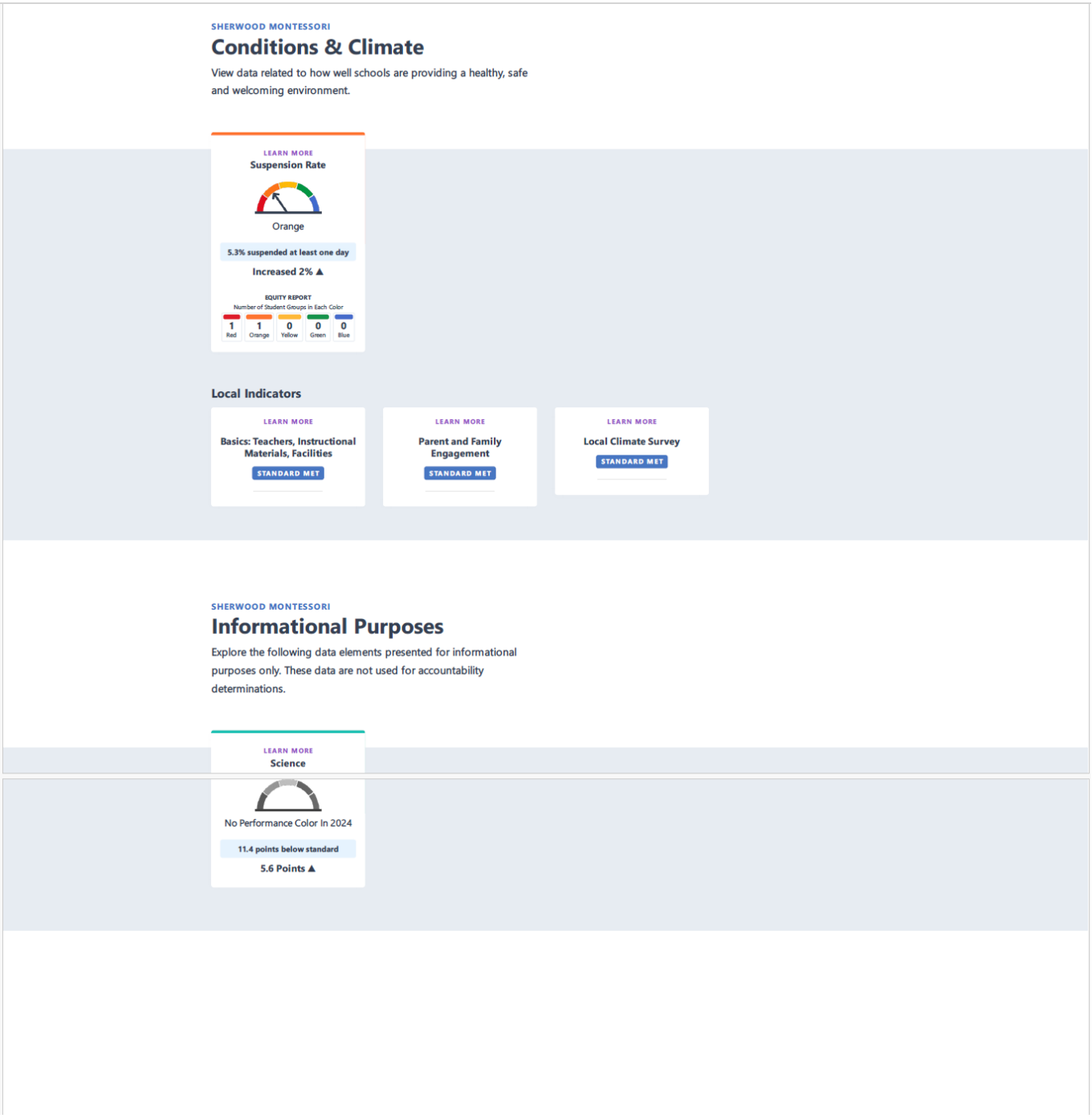
1	1	0	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET


SHERWOOD MONTESSORI
Conditions & Climate
View data related to how well schools are providing a healthy, safe and welcoming environment.
LEARN MORE
Suspension Rate
Orange
5.3% suspended at least one day
Increased 2% ▲
EQUITY REPORT
Number of Student Groups in Each Color
1 Red
1 Orange
0 Yellow
0 Green
0 Blue
Local Indicators
LEARN MORE
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET
LEARN MORE
Parent and Family Engagement
STANDARD MET
LEARN MORE
Local Climate Survey
STANDARD MET
SHERWOOD MONTESSORI
Informational Purposes
Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.
LEARN MORE
Science
No Performance Color In 2024
11.4 points below standard
5.6 Points ▲

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

Academic Performance
- English Language Arts
- Mathematics
- English Learner Progress
- Implementation of Academic Standards

Academic Engagement
- Chronic Absenteeism
- Access to a Broad Course of Study

Conditions and Climate
- Suspension Rate
- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

Informational Purposes
- Science

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

16 points below standard

Increased 20.6 Points ▲

Number of Students: 55

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

Socioeconomically Disadvantaged

White



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

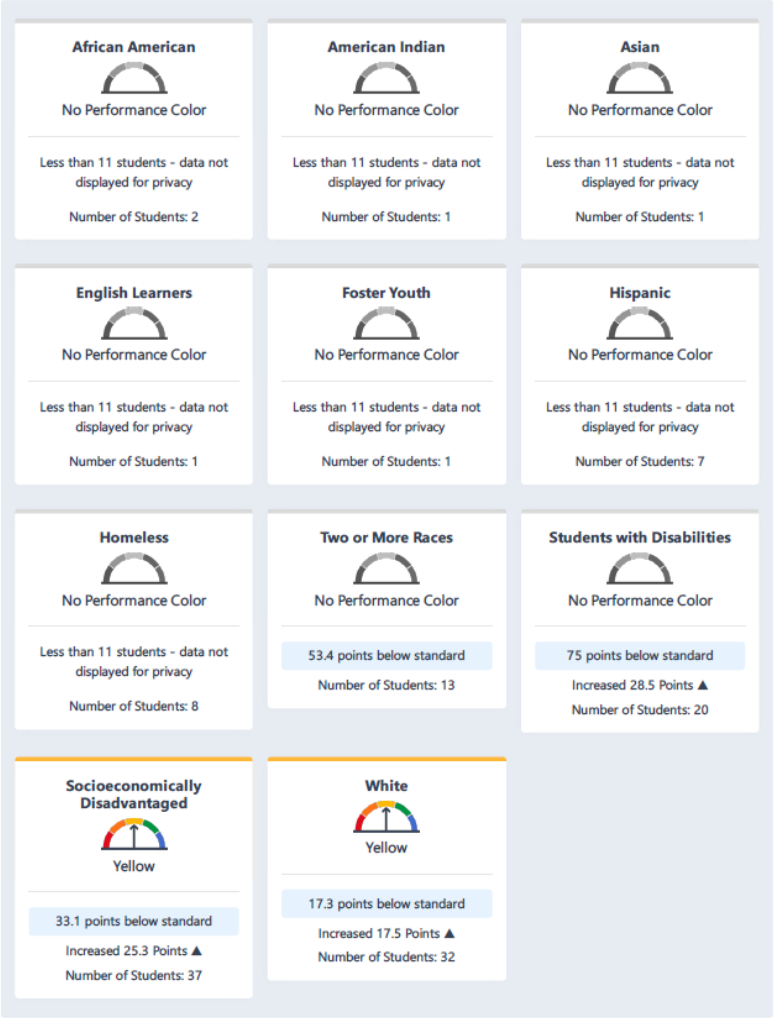
Foster Youth

Hispanic

Homeless

Two or More Races

Students with Disabilities


African American
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 2
American Indian
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 1
Asian
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 1
English Learners
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 1
Foster Youth
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 1
Hispanic
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 7
Homeless
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 8
Two or More Races
No Performance Color
53.4 points below standard
Number of Students: 13
Students with Disabilities
No Performance Color
75 points below standard
Increased 28.5 Points ▲
Number of Students: 20
Socioeconomically Disadvantaged
Yellow
33.1 points below standard
Increased 25.3 Points ▲
Number of Students: 37
White
Yellow
17.3 points below standard
Increased 17.5 Points ▲
Number of Students: 32

Distance From Standard (English Language Arts)

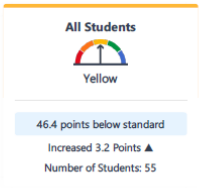
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024
All Students	33.4 points below standard	61.8 points below standard	36.6 points below standard	16 points below standard

Mathematics

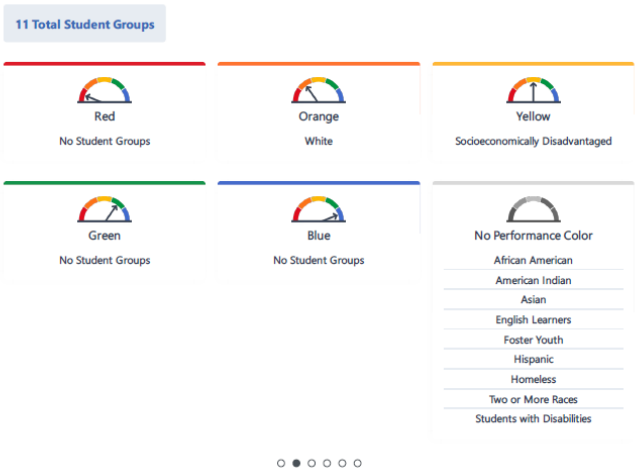
All Students

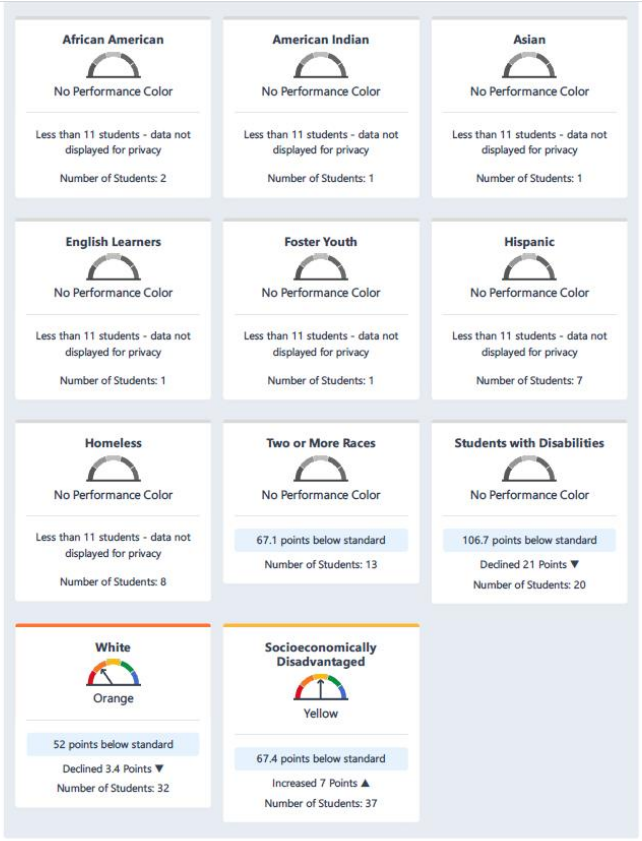
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level





Distance From Standard (Mathematics)

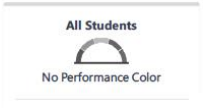
Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

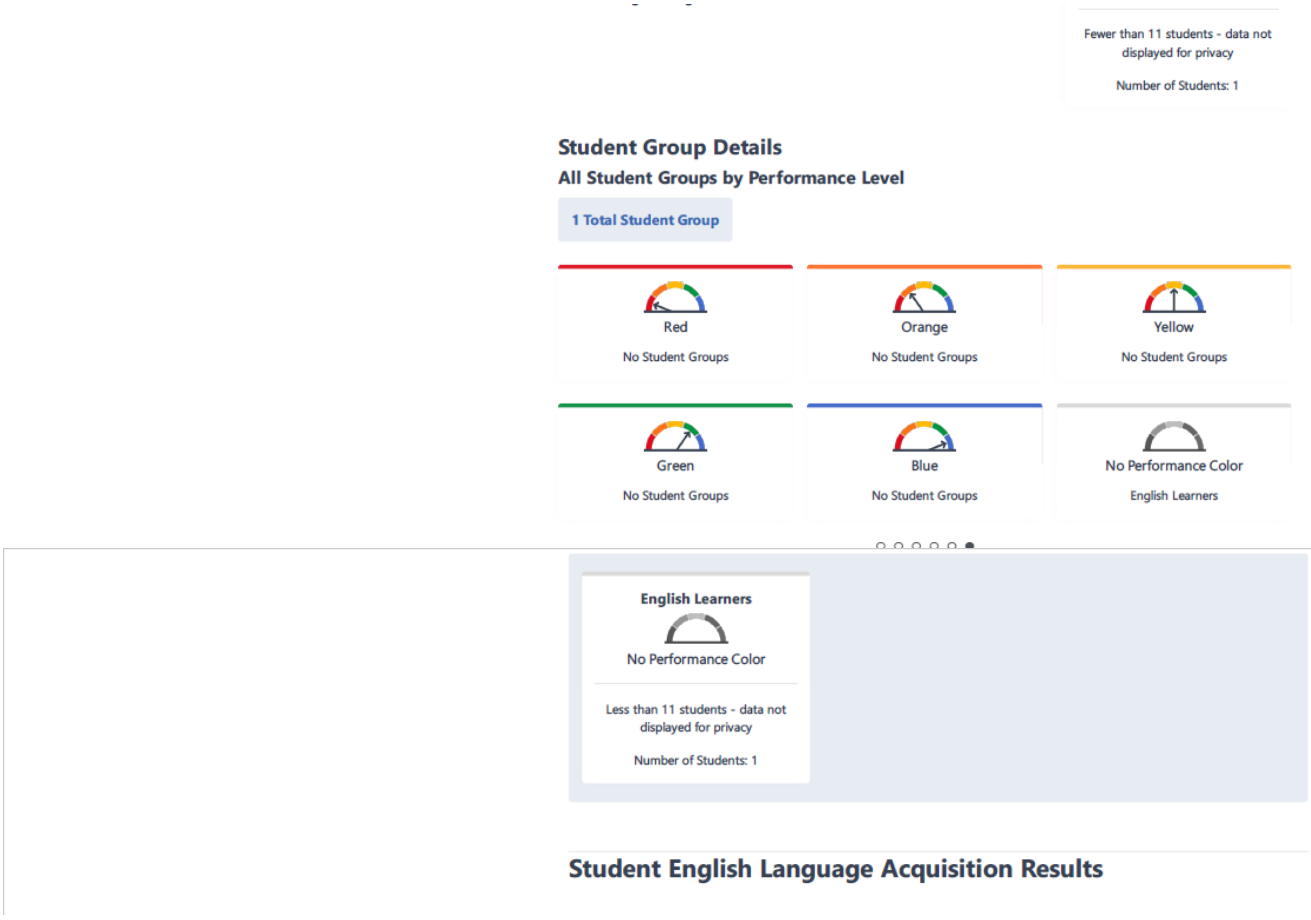
	2019	2022	2023	2024
All Students	90 points below standard	100.2 points below standard	49.6 points below standard	46.4 points below standard

English Learner Progress Indicator

All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.




Fewer than 11 students - data not displayed for privacy
Number of Students: 1
Student Group Details
All Student Groups by Performance Level
1 Total Student Group
Red
No Student Groups
Orange
No Student Groups
Yellow
No Student Groups
Green
No Student Groups
Blue
No Student Groups
No Performance Color
English Learners
English Learners
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 1
Student English Language Acquisition Results

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts
5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)
5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics
5 Full Implementation And Sustainability

Next Generation Science Standards
5 Full Implementation And Sustainability

History - Social Science
5 Full Implementation And Sustainability

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education
4 Full Implementation

Health Education Content Standards
5 Full Implementation And Sustainability

Physical Education Model Content Standards
4 Full Implementation

Visual and Performing Arts
5 Full Implementation And Sustainability

World Language
4 Full Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole
5 Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers
5 Full Implementation And Sustainability

Providing support for teachers on the standards they have not yet mastered
5 Full Implementation And Sustainability

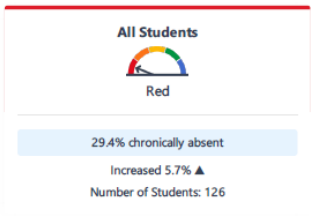
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

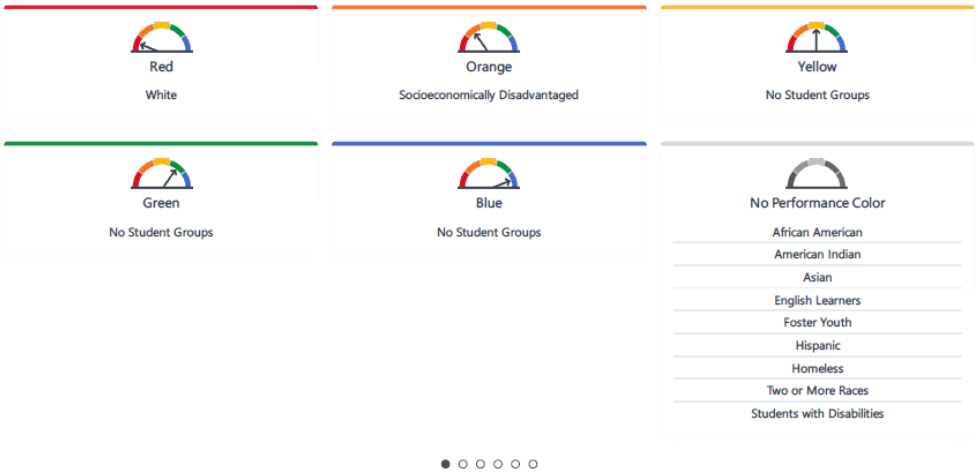
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:
https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=04614240121475&year=2023-24

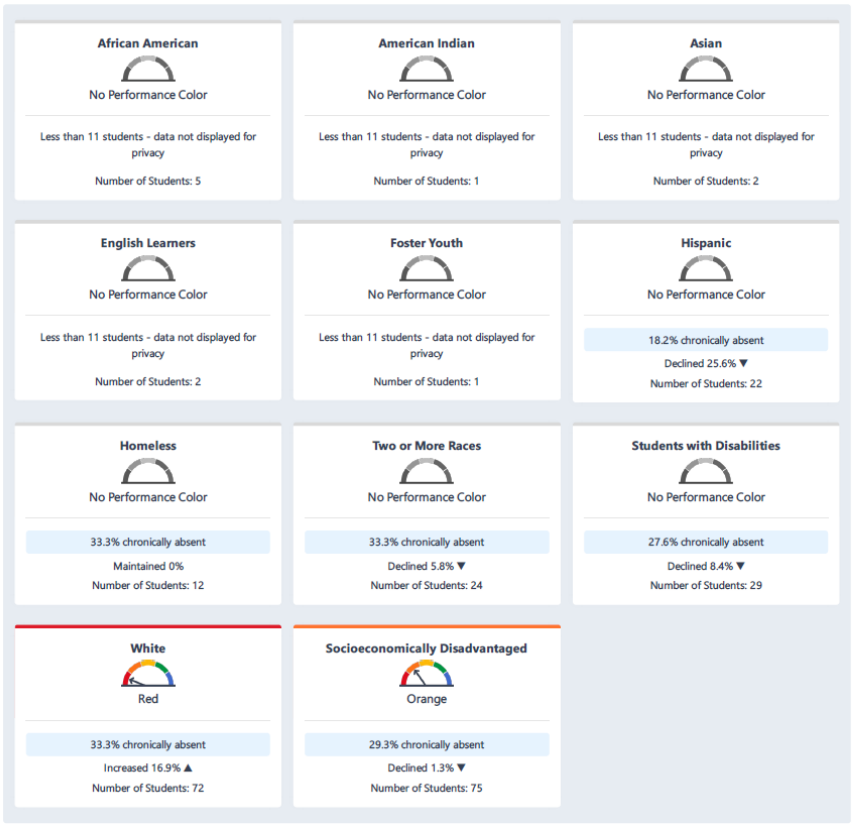


Student Group Details

All Student Groups by Performance Level

11 Total Student Groups





Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024
Chronic Absenteeism	14.5%	34.9%	23.6%	29.4%

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

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.

We measured course access by evaluating the implemented curricula and MTSS records.

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.

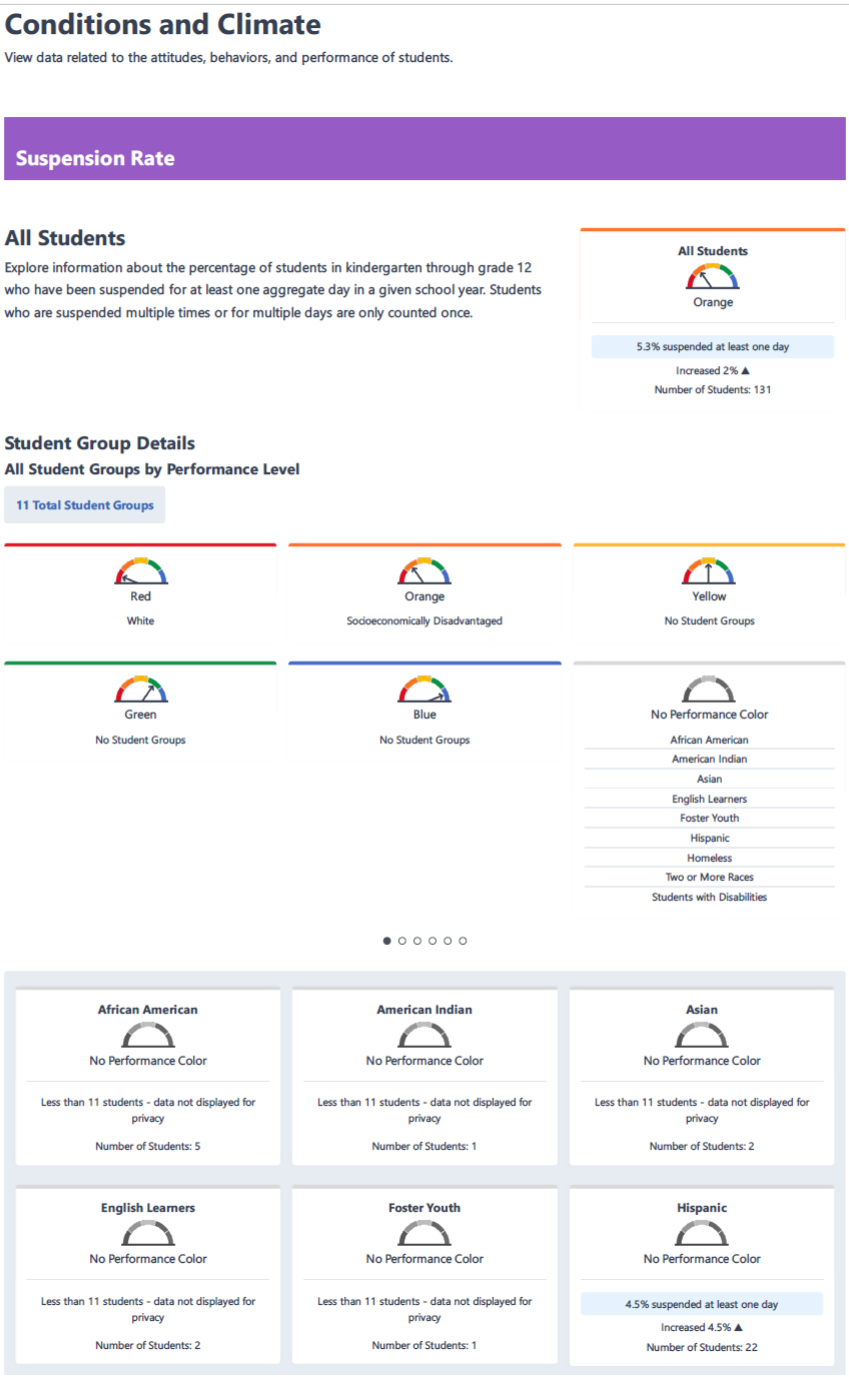
We found that curricula represents all areas in the State Priorities.

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

There are no identified barriers preventing the school from providing access.

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 implement systemic social-emotional learning curriculum in the 2024-2025 school year.



Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students

Orange

5.3% suspended at least one day

Increased 2% ▲

Number of Students: 131

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

White

Orange

Socioeconomically Disadvantaged

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

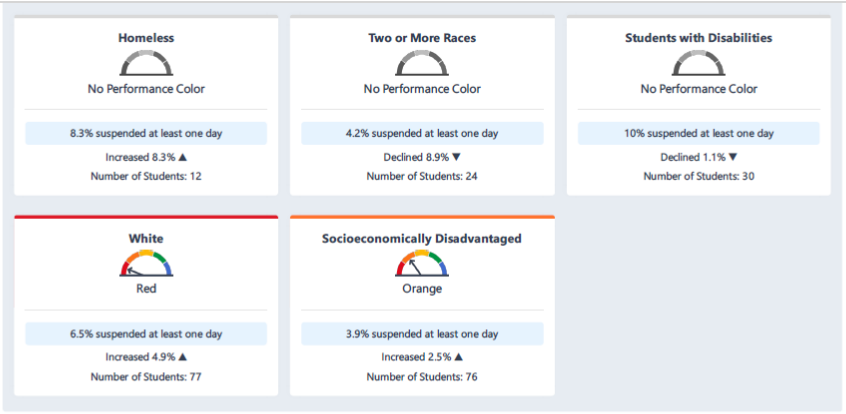
Hispanic

No Performance Color

4.5% suspended at least one day

Increased 4.5% ▲

Number of Students: 22



Suspension Rate By Year

Percentage of students who were suspended.

	2019 2019	2022 2022	2023 2023	2024 2024
Suspension Rate	2.8%	3%	3.4%	5.3%

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	9	85.2%	Above
County	1,551.08	82.9%	Below
Statewide	277,698.04	83.2%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=04614240121475&year=2022-23.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Sherwood has high satisfaction ratings from the community survey for "Curriculum, in terms of Montessori Authenticity", "Teachers at Sherwood", and "School Climate in Terms of Respectfulness and Inclusivity". Sherwood has a bilingual/biliterate Office Manager available for Spanish speaking families and students.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We need to bring back structure of SMPO and get more parents involved. The office staff has been taking on more and more as parents became less involved. A group of enthusiastic parents has been identified to lead the SMPO next year.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We have our survey, but it is anonymous so we can't be sure who is filling it. Teachers are often the primary source of communication, so regular meetings between the school Director and teachers have been a good vehicle to get that feedback to administration. The school Director is now holding monthly Coffee with the Director, a practice started before the pandemic, and parents are starting to attend.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation and Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

77% of respondents agree or strongly agree that they are satisfied with the opportunity to make an impact in academic outcomes for my student/s.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While 77% shows a strong majority, this is down 4% from previous year's data. We are focusing on getting more parents involved through the parent ogranization, the SMPO.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Input indicates that having a bilingual Office Manager is greatly appreciated and reaching out in the primary language of Spanish will continue and expand.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation and Sustainability

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The school uses a variety of ways, including surveys, input at conferences and meetings, and at informal coffee discussions.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Strengthening the SMPO presence on campus is a focus area for the school that will give more opportunity for educational partners to give input to school personnel.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Underrepresented families are given access and do utilize the current structures in place. Families who we do not hear from can be actively reached out to by school personnel.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The local climate survy data shows that younger students (grades 1-3) report more satisfaction with school than do older students (grades 4-8). An exception to this is the middle school students (grades 7&8) reporting the highest levels of agreement with "I get to do interesting things at school" and "I feel safe at school".

Prompt 2 (MEANING): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The generally higher level of satisfaction among younger students is likely a product of developmental tendencies of children. Pre-adolescent and adolescent children typically begin to separate from adults in their formation of their self-identity. The middle school satisfaction with "interesting things" relates to their project-based learning, their field trip to Ashland for Shakespeare and their excursions into the community to rate restaurants (opinion writing). Areas rated low by students in 1-6 include the kindness of other students and the school rules.

Prompt 3 (USE): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

There will be more emphasis on systemic social-emotional learning (SEL) in the 2024-2025 school year, with opportunities to build community among the children and skills that lead to stronger friendships.

APPENDIX 10.0 SHERWOOD MONTESSORI FAMILY HANDBOOKS

SHERWOOD MONTESSORI
wolfpack

Family Handbook 2024-2025

15th Anniversary Edition

Dear Families,

Welcome to the 2024-2025 edition of the *Family Handbook,* the 15th Anniversary Edition! In this document, you will find the answers to many of your anticipated questions. Included here is information about how to be involved with the school through SMPO membership (you are already a member if you are a parent or teacher) and how to volunteer at school. There is information on how the school communicates with parents and families and parent education opportunities are described. There are also guidelines on how to observe in the classrooms, an important way to understand the Montessori method of education and the rich learning opportunities your child is able to access every day at school.

If you have been a parent in our community in the past, you will find content that is familiar as well as some new additions. Please review the information in this handbook and keep it in your home for future reference. If your copy is misplaced, you can always access the electronic edition we have posted on the website.

Thank you,



Michelle Yezbick, School Director

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Our Mission Statement

The mission of Sherwood Montessori is to educate K-8 students of the greater Chico area by providing Montessori education within the context of **mutual respect and joy**. The focus of the education will be on **engaging critical thinking and fostering empathy**, and developing the skills needed to become **competent, responsible citizens** who are **life-long learners** and **skillful problem solvers**. The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on **educating the whole child intellectually, physically, and psychologically**. The methodology used will develop a firm foundation for the students, and will emphasize **ethics, initiative, persistence, and self-confidence**.
This mission will be accomplished by a concerted **community-based effort** between the school, the parents, and the individual child.

Core Values:
To successfully implement and sustain this mission, the school will be founded on the following core values:
• To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects
• To maintain a diverse total school population through inclusive mixed-aged, mentor based classrooms that welcome all students
• To place emphasis on collaboration, problem-solving, and self-directed 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

A History of Sherwood Montessori

Sherwood Montessori was started when a group of parents saw the need for a Montessori approach to education in the Chico community. Dr. Russell Shapiro, the first Board Chair wrote the school's Charter Petition and it was approved by the Chico Unified School District Board of Education on December 2, 2009. Planning for the school's opening began immediately and Sherwood opened its doors to close to 100 students on August 25, 2010. Twenty months later, on March 7, 2012, our Charter was successfully renewed for the next five years. On March 22, 2017, it was renewed again and Sherwood had moved to its new home at the Chapman Elementary campus and 1010

Cleveland Ave. The Mission Statement above represents the dream that we have had the privilege to see realized. This year, we celebrate our 15th year of providing a high quality, public Montessori education to the Chico area community. With the guidance of the Mission Statement and the inspiration that comes from wanting a better world for our children, Sherwood will be shaped into the kind of school of which we can say: *I wish I had gone to a school like that*.

The Transitional Kindergarten/Kindergarten Curriculum

Sherwood Montessori provides a learning environment for students ages 4-6 years old modeled on the Casa dei Bambini, or Children's House, for children3-6 years old in the traditional Montessori structure. Children who will be turning 5 between September 2nd and June 2nd are eligible to enroll in the transitional kindergarten program. Our TK/K classroom includes the materials you would find in a traditional Montessori primary, or Casa, environment. The Sensorial materials and Practical Life materials, developed by Dr. Montessori, support young children in their independence, foster self-esteem, provide readiness for academic learning, and promote ownership of their learning environment. The beautiful, child-centered classroom also includes engaging Montessori materials in language arts, math, science, art, and geography.

Children in the primary classroom learn and grow at an amazing rate with caring and nurturing teachers providing academic and social-emotional instruction. Many students are entering school for the first time in our primary class and our teachers are gentle guides to prepare them for success. The activities and lessons are developmentally appropriate and responsive to young children's needs. After their time learning and growing in the TK/K class, Sherwood students are eager to move up to the elementary level where intriguing work and learning at the next level awaits them.

The Elementary Curriculum

The Montessori Elementary curriculum at Sherwood includes the traditional Montessori lessons and methodology supplemented with content needed for learners to be successful in the twenty-first century. Instruction is tailored for each individual learner. With multiple age groupings, children are able to move forward in areas of strength and receive support in areas of need all within their primary learning environment. The curriculum across subjects moves from content and skills presented and practiced first in the concrete realm before moving gradually to the abstract realm, supporting and ensuring mastery at each stage.

The classroom materials have been carefully designed for the success of the learner. They are attractive and inviting, made of natural materials, and deliberately planned in their ability to create an area of focus for the learner as she or he constructs understanding through multiple sensory modalities. The materials and learning environment have been planned with the perspective of the learner in mind. Thus, they are developmentally appropriate, appealing, orderly, and include "control of error" which enables the children to develop independence. It is not necessary for an adult to point out mistakes; the materials and environment facilitate the child's ability to self-correct. A sense of ownership of one's work and one's classroom develops and the locus of control shifts from the adult to the child. The result is true emancipating education and the nurturing of

lifelong learning.

The Middle School Curriculum: Erdkinder

Maria Montessori outlined a compelling approach to teaching adolescents that she called "Erdkinder", German for "Earth Children". With the Erdkinder approach, kids are presented with a real world setting in which they construct their education based on the environment. An urban setting might find the students running a grocery store or a bed and breakfast. A rural setting would likely be a farm. At Sherwood, the middle school fundraising projects provide such entrepreneurial opportunities, and the cooking and gardening program teaches real-life skills. Using this authentic approach, the adolescent student understands the value of academic skills as they are needed for success in the real world.

We also give our middle school students opportunities to be of service to their community and mentorship roles with younger students. This helps the adolescents dial down the focus on themselves that is developmentally expected at this age but can become emotionally burdensome.

As with the elementary curriculum, there is an emphasis on individualizing each child's program. Every student at Sherwood Montessori is educated with the preparation for success in high school and beyond as the goal. Our work is not limited to preparing the child as an academic, although this certainly is our responsibility. We also see our work as preparing children with all skills needed to be successful in the twenty-first century. Please see the following objectives for an overview of the skills and goals that fall within the scope of our program.

General Educational Objectives of the Montessori Program

Physical Skills
- Developing control and mastery of the body's movement
- Developing healthy lifestyles and an appreciation of maintaining a healthy body
- Developing fine motor coordination

Physical Goal
- Learn sports and athletic skills that can be enjoyed into adulthood
- Master fine motor control necessary for writing and other skills

Emotional Skills
- An awareness of one's own feelings
- Communication of one's feelings to others
- Ability to peacefully problem-solve conflicts

Emotional Goals
- Develop empathy
- Develop self-confidence
- Develop healthy self-esteem
- Develop an appreciation of one's connection to others

Intellectual Skills
- The mastery of all academic and thinking skills needed for lifelong learning

Intellectual Goal

- To become an independent, self-directed learner

Attendance

Sherwood Montessori is committed to delivering a high quality, authentic Montessori education by a concerted community-based effort between the school, the parents, and the individual child. Families put their trust in us that we will adhere to this commitment just as we put our trust in families that they will do the same. **Regular attendance is essential for children to succeed in school.** A child who is excessively absent will miss out on community building and social opportunities that cannot be recreated. Excessive tardiness can have a similar effect on a child's educational experience. Late arrival is also disruptive to the class as children stop their activities to wonder why their peer was late. *Please call the school if you know your child will miss school for any reason.* Office staff is instructed to call the parents of any child who is not present at school if we have not had a call, email or note sent that notifies us of the absence. The safety of the children is a primary concern at Sherwood and these calls home are to ensure that safety.

Here are some facts about attendance and achievement we'd like to share that may surprise you:

- Chronic absenteeism is missing 10 percent of school days for any reason – excused and unexcused, including in-school suspensions. Based upon research, it marks the point when students start to fall behind academically because they have missed too many school days.
- Sherwood Montessori, like the majority of California public schools, is currently in ATSI (Additional Targeted Support & Improvement) for poor attendance. This means we are being monitored for our efforts to increase attendance for students.
- We lose funding for each and every absence regardless of the reason. California has chosen to fund schools in this way, in spite of the limited control schools have over absences. We practice fiscally responsible budgeting, meaning we do not assume high attendance rates, but we would rather allocate more money to spend on the students' educations! Currently, each day of absence costs the school over $60/student.
- Attendance matters as early as kindergarten. Studies show many children who miss too many days in kindergarten and first grade can struggle academically in the later years. They often have trouble mastering reading by the end of third grade.
- Sporadic absences, not just those on consecutive days of school, matter. Just one or two days a month can add up to 10 percent of the school year.
- Your children can suffer academically if they miss 10 percent of the school year or about 18 days. That can be just one day every two weeks, and that can happen before you know it.
- *Strive for five or fewer absences for the best learning outcomes for your child.*

Finally, good attendance relieves the school of the uncomfortable duty of reporting truancy to child welfare agencies as required by law. Parents may be surprised to learn that as little as three unexcused absences or tardies over 30 minutes log triggers the progressive discipline process for truancy in the County of Butte. Truancy is a legal issue and Sherwood is obligated to follow all laws in terms of reporting absences to the proper authorities.

Arrival
The Montessori classroom is a structured environment, with the early part of the day being reserved for organizing activities and planning the work period. **Late arrival interferes with the community as a whole and prevents the child from participating in cooperative learning experiences**. Please allow sufficient time for your child to arrive at school and not feel rushed. The feelings of the child as he or she enters class can set the tone for the day.

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 the Sherwood 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. ***Please do not drive on 16th Street in front of Chapman Elementary in the morning.*** One lane is for buses only, the other lane is only to be used for dropping off Chapman students needing adult assistance. This is also the rule for Chapman parents. All Sherwood and Chapman parents may drive through the parking lot to get from the 16th St. to the Cleveland Ave. side. Please park in the 20th Street Park parking lot at the end of Cleveland Ave., or in the big parking lot in front of Chapman towards the Sherwood side. Please use the crosswalks to safely cross the streets. We will be installing locked entry gates for both the TK/K campus and the main campus. Once those are installed, the only access onto campus after 8:30 a.m. will be through a buzz-in system at one gate per each campus.

Breakfast is served until 8:30 a.m., after this time the cafeteria door will be closed and locked. If you would like to have your child eat breakfast at school, please see that they join the Extended Day Morning Care group at 8:20 a.m. when Morning Care staff walks the group over from 1010 Cleveland. If your child arrives after 8:20 a.m., they may go to the cafeteria to get breakfast and then join the Sherwood group at the picnic tables.

Any child on campus *before* 8:30 a.m. must be accompanied by their parent or must check in to Extended Day. 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

- 2:50 is the regular pick-up time for all students in grades TK-3 every day. Students in grades 4-8 are dismissed at 2:55.
- 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 3:00, all students in all grades who have not been picked up will be checked in to Extended Day and supervised by after school care staff.**
- **Students who do not have an Extended Day contract and are on campus before or after school will be sent to the office and a call home will be made.**

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

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.

Absences

Education Code Section 48260 defines a "truant" as any pupil absent without valid excuse 3 full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on 3 occasions in one school year, or any combination thereof. Education Code Section 48205 provides the following absences as "excused"- illness; quarantine; medical, dental, optometric, or chiropractic appointment; funeral services of a member of the immediate family; and for justifiable personal reasons. Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments outside of school hours. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations.

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

1. A temperature of more than 100ºF orally
2. Nausea or vomiting
3. Stomachache
4. Diarrhea
5. Persistent cough
6. Earache
7. Thick yellowish or greenish discharge from nose
8. Sore throat
9. Rash or infection of the skin
10. Red or pink eyes

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

Note: Sherwood will follow California Department of Public Health recommendations regarding isolation/quarantining for infectious diseases.

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

School Attendance Review Board (SARB)
Truancy, defined as unverified, unexcused or excessive excused absences and tardies, negatively affect students' education. Sherwood is required by law to monitor truancy and to report to authorities when there are problems. Not doing so would put the school in jeopardy and is therefore not an acceptable solution to the problem. We truly want to work with families to find solutions when attendance or timeliness is a problem and wish for all families to have a clear understanding of the legal process that is involved when students miss school. Please review the chart provided in Appendix D for clarity around the school's responsibilities as well as other agencies that may become involved in the event that truancy is an issue.

1. Four unexcused absences will generate a mandated, legally compliant initial attendance letter detailing the school attendance policy and the legal ramifications of excessive unexcused absences.

2. Five absences, excused or unexcused, will initiate an attendance conference held with the parents/guardians and the student, if appropriate. The purpose of this meeting is to communicate the attendance policies clearly to families to ensure maximum attendance for the remainder of the year.

3. Seven unexcused absences will generate another attendance letter referencing truancy guidelines and the school's expulsion policy. The Butte County Office of Education will be notified of the potential for a truancy referral at this time.

4. Ten unexcused absences will generate another attendance letter referencing truancy guidelines and requiring review under the school's expulsion policy for possible expulsion from the school for truancy. At this time the student will be referred to the Butte County Office of Education for truancy.

5. **Eight excused absences will generate a letter requiring third-party proof for excusing any future absences.** The intent is not to castigate or persecute families with frequently or seriously ill children. Discretion will be required by the Director in determining the facts of these situations. The intent is to reveal fraudulent claims of illness to avoid truancy and expulsion. *If your child is absent due to a visit to a physician, please pick up an excusal note while you are in the office, so we can excuse the absence and it will not count toward one of the eight allowed before such notes are required.*

Family vacations are not valid excuses for missing school. Please schedule your vacations during school vacation times. If an extended absence is unavoidable, please contact the office (not your child's teacher) at least two weeks' prior to the anticipated absence to see if an Independent Study Contract can be implemented. If an Independent Study is not possible, either due to a notice less than two weeks or other factors, absences will be recorded as unexcused.

Birthdays

Each child's birthday can be shared at school with a special celebration. Celebrations are unique to each classroom, changing at each level. Usually the child brings a treat for the celebrations. Please communicate with your child's teacher about allergies your child's classmates may have and about what types of treats are allowed. Food choices are a very personal and sensitive topic, and it can be challenging for a school to accommodate a diverse set of beliefs from the community. For children, the bottom line is that it is sad when they can't have a treat that is brought or if their treat cannot be served because of allergens or high sugar content.

Examples of treats not allowed include: cookies, cupcakes, candy, anything with chocolate. Examples of treats that are allowed include: any fruit, fruit kabobs, frozen fruit or smoothies. **Communication between the school and parents can eliminate these disappointments**. Teachers can give parents a list of ideas for low or no sugar refreshments for these occasions.

Birthday Party Invitations

If a child is having a birthday party outside of school, we ask that parents distribute invitations through the mail or email. **Not being invited to a birthday party can be devastating to a child and disruptive to the learning environment, therefore no birthday party invitations will be distributed at school unless the entire class is invited to the party**. If you are unable to obtain an address for a student in the class, you may ask the office for a list of contact information for the class. Some parents have opted out of sharing this information and we will be unable to give contact information for these students.

While we are aware that asking parents to send invitations is an inconvenience and an expense, the disruption of birthday party invitations at school is significant. Please honor our request and send invitations not intended for the whole class through the mail or email.

Bullying

Maria Montessori developed her approach to education with nothing short of world peace as its ultimate goal. At Sherwood Montessori, we uphold this high expectation by creating classrooms and a school as a whole that reflects our belief in this possibility. To achieve a climate of peace, joy, and respect, high expectations for positive behaviors will be the norm and problematic behaviors will be dealt with firmly and consistently.

Bullying may be relational and/or physical and demonstrates an observable **pattern of behaviors**. **Bullying will under no circumstances be tolerated by any person, adult or child, and will be dealt with decisively.** Relational bullying can include:

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

Instances of bullying behavior will be dealt with as they happen. Education and support will be

provided to all students involved in a short and empathic manner. If additional support is required, the teacher(s), Director, and parent(s)/guardian(s) will develop and implement a plan. However, by responding **proactively t**o these situations, the goal is to prevent unhealthy and conflictual dynamics between teacher, students, and parents.

Students at Sherwood are taught to recognize and stand up to bullying. The acronym "**POUR**" is used to help students understand the difference between relational conflicts and bullying.
"**P**" stands for "purposeful". The behavior is on purpose, not impulsive or reactive, or the result of not understanding appropriate social interactions.
"**O**" is for "one-sided". There is one person who is targeting the other, it is not a back-and-forth in a difficult relationship.
"**U**" is for "unfair". There is clearly an aggressor and a victim, the bully has the power.
"**R**" is for repeated, actions and words are recurring.

We empower students to "Give the bully the SLIP", with "**SLIP**" being another acronym that can help kids remember what to do if they are being bullied.
"**S**" is for "Stand up, speak up" Kids are encouraged to practice standing still and strong and saying clearly: "Stop!"
"**L**" is for "Label it." Say something like: "That's bullying, it's name-calling, it's a threat, it's leaving someone out." Name the behavior and label it as bullying.
"**I**" is for "I don't like it."
"**P**" is for "Please stop." Politely, with power and purpose.

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

Cell Phones

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

Clothing

It is recommended that children wear comfortable and washable clothing that will enable

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

Communication

Your child's classroom teacher will be the source of answers for many questions that may arise throughout the school year. Be sure to determine with him or her when the best times to address questions are. Generally, before school in the morning is the busiest time for a teacher to prepare for a successful day with the students. Please do not approach your child's classroom teacher without a pre-scheduled appointment in the mornings before school as this lost time can sabotage the day's plans for all students. Email is another way parents can communicate with school faculty. Lead teachers, office staff, and the director have email addresses: firstname@sherwoodmontessori.org

The Parent Square app is the platform used by the school to send many important announcements and information via email, voicemail, and text messaging according to parents' choice. Please download the app to your smart phone and/or computer to receive messages from the school. The friendly folks in the office are happy to help if you need help with the process.

Some of the ways we keep parents notified of activities going on at the school:

- Weekly School Announcements on Thursdays
- SMPO parent organization meetings
- Town Hall meetings
- Parent/teacher conferences
- Classroom newsletters
- Bulletin boards
- Events calendar on our website

When parents need to communicate regarding an issue that is happening at school, the appropriate individual needs to be identified. If the issue is a classroom related issue, the classroom teacher is the person with whom the communication needs to be addressed. All of Sherwood's teachers are committed to providing a high-quality Montessori education to each child. When there are problems, the teachers need them brought to their attention, so they can be solved. Open communication is essential for this process.

If the issue is a school related issue, the Director is the individual with whom the communication

should be addressed. Issues with school personnel, facilities, finances, and issues with other parents and family members are some examples. If a parent has first tried to resolve a problem with a teacher and is not satisfied with the outcome, then the Director is the appropriate person with whom to communicate. The Director can be reached via email or an appointment for a meeting with the Director can be made through the office.

The Sherwood Montessori Board of Directors is available if problems have been presented to but are not resolved by the School Director. Although our Board members have a commitment to helping Sherwood implement its mission, they are not involved in day to day operations and so are limited in their abilities to help with problem-solving. Please see the section on "Grievances" for more information.

Conferences (Fall & Spring)

Fall and spring parent/teacher conferences are held each year. These conferences offer parents the opportunity to speak individually with their child's teacher, to hear about the child's progress and the teacher's goals for their child. Conferences are an opportunity for parents to give teachers additional information about their child. For the 2024-2025 school year, fall conferences will be **October 14th-18th Monday through Friday of conference week, dismissal will be at 1:35 p.m. instead of the regular 2:50 or 2:55 p.m. dismissal.** Your child's teacher will post a schedule to sign up for conferences with more details about times available.

Spring conferences will be **April 7th -11th.** As in the fall, **dismissal will be at 1:35 p.m. Monday through Friday of conference week.**

Diversity

Developing and maintaining a diverse student population is a priority for Sherwood Montessori. Being a successful person in the twenty-first century means having an appreciation for a variety of perspectives. It means being able to shift one's concept of etiquette and assess the appropriateness of one's behavior, discourse style, non-verbal communication, and a host of other facets of social interaction. Sherwood strives to be a welcoming, inclusive environment to families from any background and all are welcome regardless of ethnic, racial, cultural, religious, sexual orientation, gender expression, and physical or mental/emotional ability. Sherwood Montessori is committed to Anti-Bias Anti-Racist education. All students and adults in our community are entitled to respect and racism and discrimination in any form will not be tolerated.

Extended Day

Sherwood Montessori provides childcare for one hour before school starts in the morning (7:30 a.m.-8:30 a.m.) and in the afternoon/evening after school until 5:30 p.m. at 1010 Cleveland Ave. The Extended Day staff also provides supervision for any student, on the playground, for no charge, for the

fifteen minutes before school starts (8:30 a.m.-8:45 a.m.). The Extended Day program includes healthy snack time, time to do homework/quietly look at books, outside time, and activities such as arts and crafts, and science explorations.

For the 2024-2025 school year, the school will be providing tutoring for an hour after school and childcare until 5:30 p.m. free of charge. The program is supported by grant funds provided by state and federal programs for COVID relief. Parents/guardians will need to fill application materials for the program to participate.

FERPA

General Guidance for Parents
FERPA is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the U. S. Department of Education. Parochial and private schools at the elementary school levels do not generally receive such funding and, therefore, are not subject to FERPA. The statute is found at 20 U.S.C. § 1232g and the Department's regulations are found at 34 CFR Part 99.

Under FERPA, schools must generally afford parents:
-access to their children's education records
-an opportunity to seek to have the records amended
-some control over the disclosure of information from the records.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

Access to Education Records

Schools are required by FERPA to:

- provide a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request
- provide a parent with copies of education records or otherwise make the records available to the parent if the parent, for instance, lives outside of commuting distance of the school
- edit the names and other personally identifiable information about other students that may be included in the child's education records.

Schools are not required by FERPA to:

- Create or maintain education records;
- Provide parents with calendars, notices, or other information which does not generally contain information directly related to the student;
- Respond to questions about the student.

Amendment of Education Records

Under FERPA, a school must:

- Consider a request from a parent to amend inaccurate or misleading information in the child's education records;
- Offer the parent a hearing on the matter if it decides not to amend the records in accordance with the request;
- Offer the parent a right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

A school is not required to consider requests for amendment under FERPA that:

- Seek to change a grade or disciplinary decision;
- Seek to change the opinions or reflections of a school official or other person reflected in an education record;
- Seek to change a determination with respect to a child's status under special education programs.

Disclosure of Education Records:

A school must:

- Have a parent's consent prior to the disclosure of education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

A school MAY disclose education records without consent when:

- The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents;
- The student is seeking or intending to enroll in another school;
- The disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
- The disclosure is pursuant to a lawfully issued court order or subpoena; and
- The information disclosed has been appropriately designated as directory information by the school.

Annual Notification

A school must annually notify parents of students in attendance that they must allow parents to:

- Inspect and review their children's education records;
- Seek amendment of inaccurate or misleading information in their children's education records;

- Consent to most disclosures of personally identifiable information from education records.

The annual notice must also include:

- Information for a parent to file a complaint of an alleged violation with the FPCO;
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that person;
- Information about who to contact to seek access or amendment of education records.

Means of notification:

- Can include local or student newspaper; calendar; student programs guide; rules handbook, or other means reasonable likely to inform parents;
- Notification does not have to be made individually to parents.

Complaints of Alleged Violations:

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901
Phone: (202) 260-3887

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
    - Relevant dates, such as the date of a request or a disclosure and the date the parent learned of the alleged violation;
    - Names and titles of those school officials and other third parties involved;
    - A specific description of the education record around which the alleged violation occurred;
    - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the parent and the school regarding the matter;
    - The name and address of the school, school district, and superintendent of the district;
    - Any additional evidence that would be helpful in the consideration of the complaint.

Field Trips

Excursions into the world beyond the classroom are an excellent way for Montessori students to extend and apply the learning they pursue in the classroom. Whole group field trips as well as smaller group excursions based on interest are encouraged. To drive on a field trip, drivers need to fill out a "Volunteer Driver Form" and attach a copy of proof of insurance. These are kept on file in the office for the school year. Each year a new form must be completed, but only one form per driver is needed regardless of how many children attend Sherwood. Parents attending field trips as chaperones are expected to actively supervise students, therefor are not permitted to bring children other than those students they are assigned to as this can create a distraction from chaperoning.

Fundraising

In an ideal world, public education would be well-funded and costs would be covered by our expertly handled tax dollars. Unfortunately, we have seen that this is not the case. We ask that Sherwood families participate, to the extent that they are capable, in our efforts to close the gap between the program we know is best for our kids and the program that is supported by public funds. The following gives an overview of fundraising at Sherwood:

Fundraising at Sherwood Montessori

Person/Group	Role in fundraising
SMPO	Support the school by volunteering to help out with fundraising.
Director	Solicits help from SMPO members. Writes grants for funds available through CDE, DE, foundations, corporations or other sources.
Classrooms	Run smaller scale fundraisers to generate money for trips/projects with approval from Director.
Board of Directors	Provides vision for the fundraising efforts of the school. Actively seeks major contributions from a variety of private and business sources. Builds an active group of financial supporters who regularly donate money to the charter school.

Calendar of Yearly Fundraising Events

When	What	Proceeds Support
Winter	Winter Performance	SMPO Events
Ongoing	Sherwood swag (t-shirts & sweatshirts), eScrip, Amazon Smile	General Fund
Ongoing	Various grants, Restaurant Takeovers	Targeted areas of need

Grievances

Differences and disagreements are a part of life and Sherwood Montessori recognizes the need for healthy communication and a positive and proactive way to handle grievances that is aligned with our Mission Statement. Please see the appendix for a helpful overview of our process to address these issues.

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

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

Guidance and Discipline

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

Positive Disicipline
Sherwood's Positive Discipline 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 *Positive Discipline Handbook* is a good source for reviewing all materials relevant to the 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 celebrations and recognitions. 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. Montessori schools typically adopt discipline programs that aligned with Montessori philosophies, including teaching Peace Education and supporting all

students' social-emotional needs, not just the children who stand out by having less developed coping skills. Montessori seeks to "establish justice" not merely "instate order", therefor culturally responsive teaching and inclusive practices for all students are essential components of Sherwood's program. Continuous improvement efforts are made to bring our response to behavior in alignment with Montessori philosophy. During the 2024-2025 school year, a team of teachers and school leadership will continue, for our third year, to take part in the Northern California Educational Leadership Consortium to focus on our schoolwide responses to behavior and supporting kids to make good choices.

Independence

Fostering independence in students is one of the pillars of the Montessori approach to education. Children are taught to be problem-solvers who can figure out solutions with resourcefulness, not being overly reliant on adults. This independence as a goal is considered when teachers plan lessons, set up their classrooms, and put classroom procedures in place.

Although independence is a goal for all students, Sherwood teachers understand that children come to school with a variety of skills and background experiences in being independent learners. High expectations are maintained for all learners, and appropriate, individualized scaffolds are put in place to ensure that these expectations are met. When a child is unable to meet the expectation, the blame is not put on the child. Accommodations will be made to help the child continue to approach the goal of independence.

To acknowledge that independence is a cornerstone of the Montessori method of education without also considering the value of interdependence would give a skewed picture of our work. Dr. Montessori valued interdependence highly; the multi-age classrooms are a testament to that. Dr. Montessori felt that older children would gain leadership skills and responsibility by being in mentor roles while younger children would gain motivation and resourcefulness. She also developed lessons in the cultural areas of the curriculum, particularly geography, to show the connectedness of all people. Thus, interdependence as well as independence has its place in our school.

Independent Study

Although our first choice is always to have our students attend school on days we are in session, it may become unavoidable for a family to have their child miss school. If this is the case, the next best arrangement is to plan an Independent Study which involves the student's teacher creating a work plan that can be done while the student is out. If you know you will need to have your child out of school, *please see the office for an application for an independent study.* Teachers do not have the necessary paperwork and will not be able to determine if an Independent Study is possible. The Director will review the circumstances and see if it is possible (the law is stringent on these matters and it is not always allowable). **Please give at least two weeks' notice as teachers need time to create a quality work plan.**

If no application is filled two weeks prior to the start of the Independent Study, the application

will not be approved. This can be problematic on many levels: 1.) The resulting unexcused absences may trigger truancy procedures (these are legally mandated). 2.) The student who misses school will fall behind on schoolwork. 3.) The school will lose funding. The majority of our revenues are based on student attendance. In spite of these, it is unfair to expect a teacher to put together an independent study at the last minute. These programs can take 2-3 hours to put together, longer when the expected absence will be for several days.

For students who have been exposed to COVID-19 and need to isolate or quarantine immediately, providing a tailored workplan will not feasible. Plans provided will be average work for the student's grade. This is counter to our preferred method of individualizing instruction but is necessary for the functioning of the school as teachers will not be able to provide individualized work for home and plan for in-school students simultaneously. We ask parents to do the best they can with what is provided and thank you for your understanding.

Injuries

Sherwood staff has been trained in first aid and CPR. If your child is hurt at school, appropriate care will be given. If the injury will require follow up care at home, an injury report will be sent home to inform parents of the nature of the injury. If your child needs to be picked up from school for medical attention, school staff will call all numbers on the Emergency Form until an adult can be reached. *Please keep us updated regarding changes to phone numbers and contact information*. For serious injuries, staff will call 911 and see that the injured child is transported to the emergency room for treatment.

Lunch

Lunchtime will be at 12:35 p.m. in the cafeteria/multi-use room. Lunchtime rules are reviewed with all students and are posted in the cafeteria during mealtime and are included in the *Positive Discipline Handbook.* School lunches can be purchased through our school lunch provider. Families that qualify can receive free or reduced lunches by filling out an application, available in the office.
If you choose to send lunch from home, please remember to include an ice pack for days when the weather is hot. *Please do not pack candy or sweets in your child's lunch*. Caffeinated beverages are allowed only with authorization from your child's physician.

Medications at School

School staff is able to treat injuries that occur at school with ice, soap and water, and bandages. No other treatment is to be administered unless an "Authorization To Administer Medication" is on file. If your child needs medicine administered at school, please contact the office to receive this form which will need to be filled by a doctor. Children who need to take medication will come to the office where medication is kept in a locked cabinet.

Mental Health Resources in Butte County

Residents of Butte County can call 211 to reach a county employee who can refer the caller to support services for a mental health crisis. The call center is open 24 hours a day. Sherwood Montessori is committed to guiding and nurturing the whole child, academically, physically, and socially and emotionally. If a student is experiencing social or emotional needs, a Student Study Team (SST) may be called to assess the needs and identify appropriate supports. Teachers or parents may request an SST meeting for students struggling with social or emotional issues.

Observations

Parent observations in Montessori classrooms do not start before late fall, after the children have had an opportunity to establish community norms and a sense of ownership over the classroom. After this period of what Montessori called "normalization" occurs, parents are welcome and encouraged to observe. Please plan these observations in advance with your child's teacher and familiarize yourself with the observation guidelines.

Observation guidelines

- Sign in as a visitor in the school office.
- Limit your observation time to about 30 minutes.
- Remain quietly in the chair provided for you.
- If a child approaches you, answer any comment or question briefly. Please do not engage the children in conversation or ask them to demonstrate activities.
- Please keep in mind that your child can respond to your presence in a variety of ways. Therefore, do not expect this to be a typical day for your child, but rather a chance to see some of your child's activities and a view of how the classroom functions as a whole.
- Make note of any questions that arise during your observation and arrange a time to meet with your teacher to discuss your observations.

In order to make your visit more meaningful, here are some questions to consider as you observe your child:

What kinds of activities is your child choosing?
Does he/she choose activities independently?
Does he/she use the materials with care?
Does he/she complete the activity and return it to the shelf properly?
Is he/she working with focus and concentration?
Does he/she work through difficulties or do they frustrate easily?
Are her/his movements controlled and settled?
Does he/she seek help when needed?
How does he/she interact with the other children?
Does he/she respect the work of others?
Does he/she participate in group activities?
Does he/she work cooperatively with other children?

In addition to observing your child, take a few minutes to also observe the classroom

community as a whole. Look for:

- The variety of activities that are in use
- The interactions between the adults and the children
- The balance of individual and small group activities
- Instances of helpfulness, whether spontaneous or suggested by an adult
- Examples of leadership – children helping other children

Orientation for Parents of Students Attending School for the First Time

Most children want to come to school, but feeling anxious about new experiences is usually part of the emotions a child will experience. It can also be difficult for a parent to separate from his or her child for the first time. The following is meant as a help to ease the transition for both parents and children.

Readiness to Start School

Our teachers are focused on knowing your child as a whole, unique individual. Whether they are "academically ready" for kindergarten is not a primary concern. Knowing one's colors, numbers, letters, or shapes is not a prerequisite for starting school. We are prepared to meet your child wherever she or he is in terms of academic background knowledge. Avoid statements about academic preparedness that might induce anxiety such as, "You need to learn your shapes so you are ready for school." Teachers appreciate help in preparing the child to be successful socially and behaviorally. Children need to be ready to learn to share, to take turns, to solve problems peacefully, and to talk about their feelings. It is also helpful if they have had some help in being aware of their voice volume and body movements and the need to adapt these in indoor and outdoor environments.

Going to School

Here are some skills that your child will be developing right away:

1. Keeping track of belongings.
2. Understanding order. (Putting things back, having to take turns…you can encourage the same habits at home.)
3. Doing things for oneself. (Dressing oneself and taking care of personal hygiene etc., are skills which will come out of necessity in a classroom setting. Children are usually motivated to learn these and become more independent as they observe older children accomplishing them.)
4. Sharing an adult.
5. Inner controls related to environment. (Child learns to observe the limits and expected behaviors of the environment and the community because s/he wants to belong.)
6. Development of language. (New experiences will broaden your child's vocabulary.)
7. Desire to work. (School provides opportunities for social comparison which often translates to a desire to work to gain new skills.)

Being Aware of Your Feelings

Below are some feelings you may be experiencing.

1. Concern about being accepted and liked in the school community.

2. You may feel loss. Indeed, you are losing time with your child, but you are gaining the opportunity to broaden your child's world, and you will always be your child's first teacher.
3. You may feel anticipation for the adventures ahead.
Try to focus on #3 and downplay #1 & 2.

Some Handy Responses
If your child says: I want you to come into school and be with me.
You might say: This school is for children like you, it is not a school for grownups.
If your child says: The playground is scary.
You might say: Yes, when things are new they can be scary. Soon it won't be new, and it won't seem scary to you anymore.
If your child says: I don't want to go to school.
You might say: You are a big boy/girl. You need to go to school.

- Don't over-discuss ahead of time.
- If there is an issue upon arrival, don't be hesitant and don't give a choice. Remain firm, loving, and calm.

Also Important to Note

1. Children do not always express the wide range of feelings they have when starting school. When asked about how school is going, they often say nothing or focus on one or two negative incidents. Parents should not always be literal about what a child shares regarding school. Much more is happening than they are expressing.
2. Most children understand that school is different and behave differently at school than they do at home. They are becoming members of the classroom and school community and this takes a great deal of effort at first. Your child may come home overtired at first while they make this adjustment. She may exhibit behaviors aberrant to her usual self as she "lets her hair down" at home. Home is a safe place to blow off steam, and this should pass in time.
3. It takes some time for teachers to get to know your child as a learner. Expect that your child's teacher will focus on community building and teaching rules and procedures initially. This is time well spent that will ensure that more time can be used later to focus on individual academic plans. Your child's teacher will likely start with work that is very easy for him or her. Know that this is a wise teacher's move to build confidence in learners as more information about individual's skill levels is collected.

Parking

For drop off and pick up, please use the CARD parking lot, the lot at the end of Cleveland Ave., or the north end of the large parking lot closest to Sherwood's campus. To enter camus, use the side gate which opens next to the bike parking area from the CARD parking lot or one of the front entrances. There is one entry to the TK/K campus from the gate on the Cleveland Ave. Side. **If you use the 20th Street Park lot, please note this is not a drop off area, please pull into a parking space and park.** Stopping to drop off students at the pedestrian gate causes backups and is discourteous to others. It also creates a safety issue as some drivers attempt to navigate around the standing vehicle.

If the lot is not open, please use the Chapman parking lot nearest to Cleveland Ave. There is no parking in the front classrooms where 16th Street meets Cleveland Ave.; this is a fire lane. Parking here causes trouble with after school traffic, and it could create an issue for emergency personnel in the event of a fire or medical emergency.

There is also no parking on Cleveland Ave. along the stretch of road in front of 1010 Cleveland Ave. Illegal parking here in the past has forced children to walk in the roadway to get around the car blocking their path. There is a Parking Map in the appendices of this document for referral.

Recommended Reading on the Montessori Method

The books listed below are suggested for those interested in learning more about Dr. Maria Montessori, her method of learning, and the development of children. Some of these books are available at the school and parents are welcome to borrow these.

Books by Dr. Maria Montessori:

- *The Absorbent Mind* - Dr. Montessori's comprehensive book on early childhood.
- *The Discovery of the Child* - Montessori concepts of education and the teaching materials.
- *The Secret of Childhood* - The child's role in society with focus on the child's spirituality.
- *Education and Peace* - A collection of speeches and essays by Maria Montessori on world peace.
- *Education for a New World* - This book discusses preparing the child for tomorrow's world.
- *To Educate the Human Potential* - The cosmic view of education beyond age 6 is the focus of this book.
- *The Formation of Man* - Montessori philosophy and her approach to world literacy.
- *From Childhood to Adolescence* - An overview of the different states of development through adolescence; includes the Erdkinder concept.

Books by other authors:

- *Maria Montessori: Her Life and Work* by E. M. Standing - A detailed account of the Montessori Method in theory and in practice.
- *Montessori: A Modern Approach* by Paula Polk Lillard - A good introduction to Montessori for parents, educators and all professionals working with children.
- *Montessori: The Science behind the Genius* by Dr. Angeline Lillard, professor of psychology at the University of Virginia. An academic work that connects modern research with the Montessori method.
- *Positive Discipline* by Jane Nelson, licensed marriage, family, and child therapist provides proven strategies for establishing and maintaining respectful, nurturing relationships using positive techniques.
- *Beyond Discipline: From Compliance to Community* by Alfie Kohn describes a discipline approach used in classrooms that uses a positive and cooperative approach
- *Diverse Families, Desirable Schools: Public Montessori in the Era of School Choice* by Mira Debs examines the history of Montessori in the public realm and some of the issues that have arisen as Montessori reaches a broader range of families once

offered widely tuition-free.

Report Cards

Our report cards were created with input gathered from multiple sources to ultimately provide parents with a clear, informative picture of their child's performance at school. Academic skills that are evaluated are from the Common Core State Standards, specifically, the standards chosen by the teachers to have the most impact on students' future academic development. The Montessori philosophy seeks to educate the whole child and the reports are wider in scope than simply academics, therefor report cards contain information on social and emotional growth as well. Your child's teacher is the best source of information about the report cards and can answer any questions you may have.

Safe Storage of Firearms

The State of California has passed legislature requiring public schools to inform parents and guardians about safe storage of firearms. This section of the handbook is to inform and to remind parents and legal guardians of all students in Sherwood Montessori of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.[1]
    - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the

[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.[2]

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Safety

The safety of the children, staff, and visitors at Sherwood Montessori is of vital importance. If you are interested in being a member of the Safety Committee, please see the Director. The Safety Committee will work with the Director, the Board, and the school's insurance carriers to continually improve the Safety Plan for the school.

Some ways parents can help keep Sherwood a safe place include:

- Reviewing school rules with children
- Notifying the school of any changes in medical conditions
- Driving slowly and defensively near the school
- Keeping contagious children home from school
- Encouraging children to go to the adults at school when they have a conflict they need help resolving
- Pointing out malfunction in equipment or hazards on or near the school site

Safety from hate is as vitally important as physical safety. Teacher and staff are vigilant and listen for teasing or insults related to race, ethnicity, body size, physical abilities, religion, sexual orientation, clothing, appearance or socioeconomic status. Comments of this nature will not be ignored or tolerated but will be swiftly rebuked. Individuals, children and adults, will be taught why the remarks are inappropriate and restorative practices will be employed to address harm brought about by such remarks. If such actions are repeated, administrative remedy may include suspension or expulsion for students and termination of employment for staff or faculty.

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[2] *See* California Penal Code section 25100(c).
[3] *See* California Civil Code Section 29805.
[4] *See* California Civil Code Section 1714.3.

Specifically: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class will be tolerated.

Sherwood Montessori Board Meetings

Regular, special, and emergency Board meetings are open to the public and parents and community members are welcome to attend. There will also be a separate opportunity at Regular meetings for general public comment on all subjects relating to the school. In accordance with the Brown Act, agendas for regular meetings are posted 72 hours in advance and agendas for special meetings are posted 24 hours in advance of the meetings. Agendas are posted on the school website as well as physically at the school site. Meetings are usually held at the school; a change of venue will be posted if the location is changed. Currently, meetings are being held on Zoom. The meeting ID and password are published on the agenda (posted on the homepage of the website and on campus on the office bulletin board), on the school's Google calendar on the website and in the School Announcements.

Community members who attend are invited to make comments related to items posted on the agenda. These comments must be limited in length and the Board will usually not respond. This may feel strange as we are used to two-way communication in most other settings; Board meetings are regulated by the Brown Act and use Robert's Rules of Order. Occasionally, the Board may hold a closed session. These meetings are not open to the public but are limited to personnel issues, potential litigation, and real estate negotiations. Board members may not disclose details of what occurs in closed meetings.

SMPO

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 and teachers at Sherwood are de facto members of the SMPO. Active membership is encouraged and achieved by attending regularly scheduled SMPO meetings, either in person or via Zoom. SMPO meetings include announcements and updates, information about events and fundraisers, opportunities to volunteer for the school, and a Director's report. There is also an Open Forum for items not listed on the agenda to provide an opportunity to offer suggestions and feedback.
The SMPO has a shared leadership structure, which evolved from many times hearing the feedback: *I want to help, but I don't want to be in charge!* Our events and fundraisers are well-established, and the Sherwood administrative staff can guide a Leadership Team for each SMPO event. In this way, many hands make light work, and our community gets the benefit of having many invested volunteers work together to create events that become cherished memories for the kids!

Student Success Team (SST)

An SST will be convened to be a source of expertise whenever a student is not achieving up to her or his potential. Sherwood's SST may be comprised of the student's teacher, the student's parent/s, special education providers, and the Director of Multi-Tiered System of Support, although not every member of the team may be present at every meeting. The process of formally identifying a child for a modification in academic services can begin with a parent, teacher, or any staff member expressing a concern for a child. Concerns can be academic or emotional in their scope. Once the concern is expressed, the SST will meet to identify possible interventions for the student. After a determined amount of time with interventions in place, usually about six to eight weeks, the SST will meet again to evaluate the effectiveness of the interventions. Interventions will be modified as needed until the child is able to function in a way reflective of her or his potential.

Title 1

During the COVID emergency, Sherwood became a Title 1 School to take advantage of the federal funding provided to such schools. Typically, Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:

    - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

    - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

    - Is teaching in the field of discipline of the certification of the teacher.

2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Michelle Yezbick, the School Director, at 530-345-6600 or by email at michelle@sherwoodmontessori.org

Toys and Electronics

Children are encouraged to bring items from home that relate to the current academic themes, for example: books or current articles on topics of study, or special things responsibly collected from nature such as bird nests, unusual shells and rock specimens. *However, toys and electronics from home are not allowed at school*. If a child finds it hard to part with a particular toy, perhaps the toy can accompany the child to school and remain in the car to wait for the child's return at the end of the day. If a student is going to a friend's house after school and wants to have a toy or electronic for the after school visit, he or she may bring the item to the office to hold on to for

the school day, but the office is not responsible for any item that is lost or broken while there.

Uniform Complaint Procedures Policy (UCP)

Every county office of education, school district, and charter school governing board are required to have established local complaint policies that describe procedures to be followed to resolve complaints. Federal and state laws and regulations specify which programs and activities lie within the UCP scope. These are described in the Uniform Complaint Policy and Procedures, available in the office and on the school website. These complaint procedures are to give a structure to addressing issues of non-compliance for required programs and for issues of harassment, intimidation or bullying. Whether you use a formal or informal procedure to have concerns addressed, please do communicate with us about matters that could negatively impact our community and/or our kids. We want to solve problems; we need to know about them to do so. If something is making you uncomfortable, please don't sit in that discomfort alone or hesitate to bring the concern to your child's teacher or the School Director.

Visitation Policy

Sherwood is a community-based school, and all community members' voices and input are valued and necessary. In order to run a school efficiently, procedures around visits and appointments are needed to ensure that input is received, and the business of the school is not disrupted. To meet with the Director, please make an appointment with the Administrative Assistant in the office. To visit a classroom please make arrangements through the office with at least 48 hours advance notice to allow communication with the classroom teacher, but not before the first six to eight weeks of school. This is to allow the children have had an opportunity to establish community norms and a sense of ownership over the classroom, a period of what Dr. Montessori called "normalization". To arrange a tour for a community member interested in Sherwood, please communicate with the office as well. For more details on the Visitation Policy, our board adopted policy is posted on our website on the Board of Directors/policies page.

Volunteering

Sherwood Montessori is committed to being a school in which collaboration and high family involvement is optimized to provide students with the best possible school experience. Seeing parents helping out at the school sends a positive lesson for children. It shows them that education is valued and it is important enough to work for and invest time in. Not every family has unlimited resources of time or skills to offer, but there are things that any and all of us can do. The SMPO offers a variety of tasks and projects in which parents and families can be involved. In addition, as each family gets to know the teachers and their child's program, parents can find other ways to help. Each family is encouraged to perform a **minimum of 40 hours** of involvement hours for the school each academic year. Part of these hours may be filled by attending school performances, attending Back to School Night and Parent Education Night, and participating in school functions. For families that are unable to extend themselves beyond

attendance at these types of events, a cash donation in lieu of work hours can be made to the school.

The California Department of Education asks us to provide a metric of our family involvement in our LCAP (Local Control Accountability Plan). That is one of the reasons we ask families to report volunteer hours. Another reason is that some grant applications ask for data showing volunteer power in our organization. A third reason is that it helps us in the office know who has experience with different volunteering options and who needs to find a way to volunteer, we can connect parents with this information.

The Parent Square App makes reporting volunteer hours easy! Please download Parent Square to keep up with communication from the school, to sign up to volunteer, to report volunteer hours, and to receive alerts from the school.

Note: Volunteers in the classroom must wait until the period of normalization is complete, after the first six to eight weeks of school. Volunteers who help in the classroom must refrain from any behavior that the teacher deems distracting from the classroom process, failure to do so will result in loss of the ability to volunteer in the classroom. Classroom volunteers will be asked to review the Parent Participation Policy for further guidance.

Some examples of ways parents might volunteer include:

<u>Classroom Environment</u>

- providing snack for the class
- laundering dish towels at home
- cleaning the classroom (vacuuming, dusting, wiping tables and surfaces)
- caring for class pets over breaks
- sharpening pencils
- making copies

<u>School Grounds</u>

- sweeping up outdoor areas of the campus
- working in the garden
- completing handyperson tasks
- directing traffic before or after school
- creating a parent committee to beautify the campus

<u>Educational Programs</u>

- assembling booklets for the classroom
- listening to student readers
- administering spelling tests
- planning field trips
- driving and chaperoning on field trips
- helping with special projects (e.g. puppet making, cooking and gardening, art)

- sharing expertise in the classroom as a visiting guide

Fundraising and Events Planning

- planning classroom fundraisers
- joining an SMPO fundraising committee
- joining an SMPO event planning committee
- volunteering at special events (e.g. International Day, Parade of Lights, Fall Festival, Winter Performance, Variety Show, Sherwood Music Festival)
- researching grant funding sources and helping to write applications

Marketing and Communications

- updating content on the school website
- developing Sherwood's social media presence (e.g. Facebook, Instagram)
- posting school reviews on Yelp, Google, Great Schools, Niche
- distributing flyers and brochures (e.g. grocery stores, farmer's market, library, cafes)

Leadership and Governance

- serving as an SMPO coordinator (fundraising, marketing, community)
- participating on the Local Control and Accountability Plan (LCAP) committee
- serving as a member of the Board of Directors
- joining a Board committee (e.g. Development, Finance, Strategic Planning)

Volunteering in the Classroom

- role that is predetermined with teacher input-will require communication with teacher
- care of the environment-cleaning and ordering materials and shelves
- work with students: listening to reading, giving spelling quizzes, practicing math facts e.g.
- may be curtailed if there are negative effects on student concentration

Appendices

A. Sherwood Referral Document
B. Thought Paper
C. Butte County Office of Education Child Welfare and Attendance Truancy Process and Responsibilities Overview
D. Parking
E. Resolving Conflicts at Sherwood Montessori

Sherwood Referral Form

Order, Coordination, Concentration, Independence

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

Student Name:_____

Date of incident: _____

Time of incident: _____

Grade: TK K 1 2 3 4 5 6 7 8

Referring Staff: _____

Location

choose only one

☐ Classroom ☐ Hallway
☐ Bathroom ☐ 20th Street Park
☐ Cafeteria ☐ 1010 Cleveland
☐ Playground ☐ Library
☐ Pick-up Areas ☐ Office
☐ Off Campus ☐ Other_____

Each referral can be only Minor or Major, not both.

Choose up to two, circle the primary behavior problem if choosing two.

Minor Problem Behavior

☐ Defiance
☐ Disrespect
☐ Disruption
☐ Inappropriate Language
☐ Physical Contact
☐ Property Misuse
☐ Technology Violation
☐Elopement
☐Other_____

Major Problem Behavior

☐ Abusive/ Inapp. Language ☐ Bullying
☐ Defiance ☐ Disrespect
☐ Disruption ☐ Fighting
☐Forgery/Theft/Plagiarism ☐ Harassment
☐ Lying/Cheating ☐ Property Damage
☐ Leaving Campus ☐ Physical Aggression
☐ Other

Perceived Motivation

choose only one

Obtain:
☐ Adult Attention
☐ Items/Activities
☐ Peer Attention

Avoid:
☐ Adult
☐ Task/Activity
☐ Peer

Action Taken *Choose up to two, circle the primary primary action taken if choosing two.*

☐ Reset ☐ Restitution ☐ Parent Contact by: _____
☐ Individualized Instruction ☐ Action Pending
☐ Loss of Privilege
☐ Conference with Student/Thought Paper ☐ Out-of-School Suspension (_____hours/days)
☐ Other _____

Others Involved

choose only one

☐ None ☐ Teacher ☐ Substitute ☐ Unknown
☐ Peers ☐ Staff ☐ Other _____

Other Comments:_____
_____

SHERWOOD MONTESSORI

Thought Paper

Date_____

What was the problem?

_____

_____

_____

How did your choices affect other people?

_____

_____

_____

What would have been a better choice?

_____

_____

_____

What is your plan to be sure this problem doesn't happen again?

_____

_____

_____

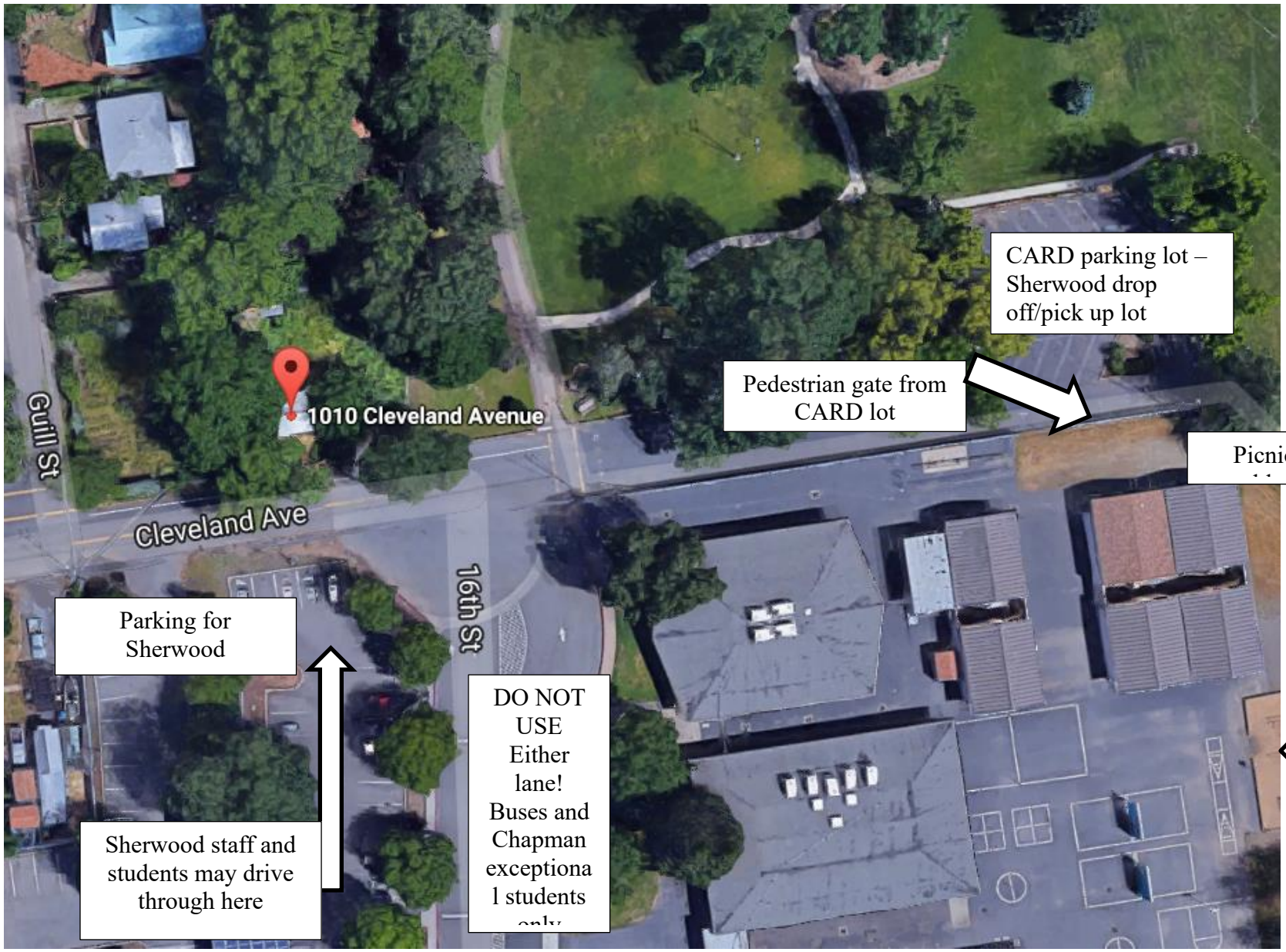
Teacher's Signature_____ Date _____

Student's Signature_____ Date _____

Parent's Signature _____ Date _____

Student/Family	School Site/District		BCOE Student Attendance
3+ Unexcused absences or truant tardies of 30 minutes	—Letter #1 sent to parent	—Utilize all site, district, and possible community resources to address barriers to attendance and support family and student throughout the process Document —Copies of letters DO NOT need to be forwarded to BCOE	—Consultation offered to schools throughout the process
Additional Unexcused absences or truant tardies	-Letter #2 sent to parent —May include District Attorney letter. Refer to DA Letter overview		
Additional Unexcused absences or truant tardies	-Letter #3 sent to parent		
Meeting with Site Administrator or designee	School Site Contract put in place. *School determines if these meetings will occur (consistently for all students) after the second or third truancy letter.	Site Admin meets with student/parent to discuss attendance barriers and supports with School Site Contract put in place	
Broken School Site Contract	-Referral to SARB SARB Chairperson reviews referral, schedules meeting or returns for further action		
SARB Hearing	—SARB members discuss attendance barriers, suggest supports and resources —Contract signed		-Participate on SARB
Broken SARB Contract	-Notify SARB Chairperson and provide necessary documents as requested		—Referral to Law Enforcement or return to SARB/school for further action
Truancy Court	—Provide requested attendance updates -Administrator present at court when requested		—Prepare/present court report -Reminder calls to parents —Provide outcome to Site Administrator and SARB

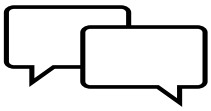
North



Please follow all traffic and parking guidelines. These have been created in collaboration with Chico Police Department and traffic violations may be issued for failing to comply with these guidelines.

Resolving Conflicts at Sherwood Montessori

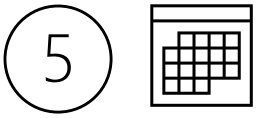
Step 1: Within 24-48 hours, address the problem with the person with whom you are in conflict. This can be in a meeting, or a request for a meeting (via email, by phone or written note



Step 2: If, after meeting with the individual, the conflict is unresolved, you may request formal paperwork to file a complaint from the office.



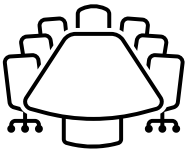
Step 3: The Director will meet with the complainant within 5 working days.



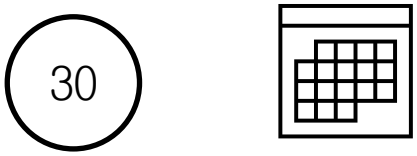
Step 4: The Director will respond in writing after the meeting within 10 working days.



Step 5: If the complainant is unsatisfied with the response, they can submit their complaint to the Board Chair.



Step 6: The Board will respond to the complainant within 30 days.



SHERWOOD MONTESSORI
wolfpack

Manual Familiar

Edicion de aniversario 15ª

2024-2025

Queridas familias,

Bienvenido a la edición de aniversario 15ª del Manual Familiar 2024-2025. En este documento, usted encontrara las respuestas a muchas de sus preguntas anticipadas. Aquí se incluye información sobre cómo participar en la escuela a través de la membresía de SMPO (ya es miembro si es padre o maestro) y cómo ser voluntario en la escuela. También hay información sobre cómo la escuela se comunica con los padres y las familias y se describe las oportunidades de educación para padres. También hay pautas sobre cómo observar en las aulas, una forma importante de entender el método de educación Montessori y las oportunidades de aprendizaje enriquecedoras a las que su hijo / a puede acceder a todos los días en la escuela.

Si ha sido padre en nuestra comunidad en el pasado, encontrara contenido que le resulta familiar y muchas nuevas adicciones. Por favor, revise la información en este manual y guárdelo en su casa para referencia futura. Si su copia está fuera de su alcance, siempre puede acceder a la edición electrónica que hemos publicado en el sitio web.

Gracias



Michelle Yezbick, Directora de la Escuela

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B. Documento de Reflexión
C. Oficina de Educación del Condado de Butte del Bienestar del Niño y asistencia, proceso de ausencia y visión general de responsabilidades D. Mapa del estacionamiento

Información de contacto de Sherwood Montessori

Oficina: (530) 345-6600
Número de Fax: (530) 345-6620
Dirección para coreo: 1010 Cleveland Ave., Chico, CA 95928

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Nuestra Misión

La misión de Sherwood Montessori es educar a los estudiantes K-8 del área de Chico, proporcionando educación Montessori dentro del contexto de **respeto mutuo y alegría**. El enfoque de la educación será la **participación en el pensamiento crítico y el fomento de la empatía**, y el desarrollo de las habilidades necesarias para convertirse en **ciudadanos competentes y responsables** que son **aprendices de por vida** y **solucionadores de problemas** hábiles. La escuela servirá a nuestra comunidad proporcionando un ambiente educativo rico y de apoyo para los niños basado en la filosofía de María Montessori que permite que cada niño alcance su propio potencial académico, personal y social y se concentre en **educar al niño entero intelectual, física y psicológicamente**. La metodología utilizada desarrollará una base sólida para los estudiantes, y hará hincapié en la **ética, la iniciativa, la persistencia y la confianza en sí mismo**. Esta misión se realizará mediante un **esfuerzo comunitario concertado** entre la escuela, los padres y el niño en particular.

Valores Fundamentales:

Para implementar y sostener con éxito esta misión, fundación de la escuela esta en los siguientes valores:

- Aplicar creativamente el método Montessori para alcanzar altos estándares académicos, al tiempo que enfatiza temas básicos
- Mantener una población escolar totalmente diversa a través de la educación mixta de edad,

Aulas que dan la bienvenida a todos los estudiantes

- Poner énfasis en la colaboración, la resolución de problemas y la fijación de objetivos auto dirigido para cada estudiante Montessori de acuerdo con la preparación para el desarrollo
- Fomentar un compromiso hacia la sostenibilidad y la conciencia ambiental local y

Globalmente, tanto en Chico como en el mundo

- Aplicar estándares firmes de conducta, enfatizando el respeto mutuo, la honestidad y la cortesía
- Emplear profesores creativos, apasionados y comprometidos que estén de acuerdo con la filosofía Montessori
- Promover la participación y la colaboración de los padres en todas las áreas de la educación y la gobernanza

Una breve historia de Sherwood Montessori

Sherwood Montessori se inició cuando un grupo de padres vieron la necesidad de un enfoque Montessori en la educación de la comunidad de Chico. Dr. Russell Shapiro, el primer presidente de la Mesa Directiva escribió la Petición de Carta de la escuela y fue aprobada por la Junta de Educación del Distrito Escolar

Unificado de Chico el 2 de diciembre de 2009. La apertura de la escuela comenzó inmediatamente y Sherwood abrió sus puertas a cerca de 100 estudiantes el 25 de agosto de 2010. Veinte meses más tarde, el 7 de marzo de 2012, nuestro contrato se renovó con éxito para los próximos cinco años. El 22 de marzo de 2017, fue renovado nuevamente por otros cinco años. La Misión mencionada arriba representa el sueño que hemos tenido y el privilegio de ver realizado. Nuestra historia está apenas comenzando, y nosotros, los educadores, padres, familias y miembros de la comunidad seremos los autores de el mismo. Con la guía de la declaración de la Misión y la inspiración que viene de querer un mundo mejor para nuestros niños, Sherwood se moldeará en el tipo de escuela de la que podemos decir: *Ojalá hubiera ido a una escuela como esa.*

El plan de estudios de transición de jardín de infantes / jardín de infantes

Sherwood Montessori ofrece un entorno de aprendizaje para estudiantes de 4 a 6 años inspirado en la Casa dei Bambini, o Casa de Niños, para niños de 3 a 6 años en la estructura tradicional de Montessori. Los niños que cumplirán 5 años entre el 2 de septiembre y el 2 de febrero son elegibles para inscribirse en el programa de kindergarten de transición. Nuestro salón de clases de tk / k incluye los materiales que encontraría en un ambiente tradicional de primaria Montessori, o Casa. Los materiales sensoriales y los materiales de la vida práctica, desarrollados por la Dra. Montessori, apoyan a los niños pequeños en su independencia, fomentan la autoestima, brindan preparación para el aprendizaje académico y promueven la propiedad de su entorno de aprendizaje. El hermoso salón de clases centrado en el niño también incluye materiales Montessori interesantes en artes del lenguaje, matemáticas, ciencias, arte y geografía.

Los niños en el aula de primaria aprenden y crecen a un ritmo asombroso con maestros cariñosos que brindan instrucción académica y socioemocional. Muchos estudiantes ingresan a la escuela por primera vez en nuestra clase de primaria y nuestros maestros son guías amables que los preparan para el éxito. Las actividades y lecciones son apropiadas para el desarrollo y responden a las necesidades de los niños pequeños. Después de su tiempo aprendiendo y creciendo en la clase tk / k, los estudiantes de Sherwood están ansiosos por pasar al nivel de primaria, donde les espera un trabajo intrigante y un aprendizaje en el siguiente nivel.

El Currículo de la Escuela Primaria

El plan de estudios elemental de Montessori en Sherwood incluye las lecciones Montessori tradicionales y la metodología complementada con el contenido necesario para que los estudiantes tengan éxito en el siglo XXI. La instrucción se adapta a cada alumno individual. Con múltiples grupos de edad, los niños son capaces de avanzar en áreas de fortaleza y recibir apoyo en áreas de necesidad, todo dentro de su ambiente de aprendizaje primario. El currículo a través de los sujetos se mueve de contenido y habilidad presentado y practicado primero en el ámbito concreto antes de moverse gradualmente hacia el dominio abstracto, apoyando y asegurando el dominio en cada etapa.

Los materiales en el aula han sido cuidadosamente diseñados para el éxito del alumno. Son atractivos y

acogedores, hechos de materiales naturales, y deliberadamente planeadas en su capacidad de crear un área de enfoque para el alumno a medida que él o ella construyen el entendimiento a través de múltiples modalidades sensoriales. Los materiales y el ambiente de aprendizaje han sido planificados con la perspectiva del estudiante en mente. Por lo tanto, son apropiados para el desarrollo, atractivo, en orden e incluyen el "control del error" que permite a los niños desarrollar independencia. No es necesario que un adulto señale errores; los materiales y el medio ambiental facilitan la capacidad del niño para autocorregirse. Se desarrolla un sentido de posesión de su trabajo y de su aula y el lugar de control se desplaza del adulto al niño. El resultado es una verdadera educación emancipadora y el fomento del aprendizaje permanente.

El plan de estudios de la escuela secundaria: Erdkinder

María Montessori describió un enfoque convincente para enseñar a los adolescentes que ella llamó "Erdkinder", en alemán es "Niños de la Tierra". Con el enfoque de Erdkinder, los niños se presentan con un mundo real en el que construyen su educación basada en el medio ambiente. Un entorno urbano podría encontrar a los estudiantes dirigiendo un supermercado o un lugar de hospedaje y desayuno. Un entorno rural probablemente sería una granja. En Sherwood, tenemos un programa de jardín para entablar el programa de mercadeo en el que los estudiantes cultivan alimentos, preparan comida y "venden" alimentos para recaudar donaciones en el Mercado de Agricultores. Usando este enfoque auténtico, el estudiante adolescente entiende el valor de las habilidades académicas como son necesarias para el éxito en el mundo real.

Al igual que con el currículo de Primaria, se hace hincapié en individualizar el programa para cada estudiante. La meta de cada estudiante en Sherwood Montessori es educarlos con la preparación para el éxito en la escuela secundaria y más allá. Nuestro trabajo no se limita a preparar al niño académicamente, aunque esto ciertamente es nuestra responsabilidad. También vemos nuestro trabajo como la preparación de los niños con todas las habilidades necesarias para tener éxito en el siglo XXI. Por favor vea los siguientes objetivos de nuestra visión general y de las habilidades y metas que están dentro del alcance de nuestro programa.

Objetivos Educativos Generales del Programa Montessori

Habilidades Físicas

- Desarrollar el control y el dominio del movimiento del cuerpo
- Desarrollar un estilo de vida saludable y una apreciación de mantener un cuerpo sano
- Desarrollar una coordinación de motor fina ***Metafísica***
- Aprender deportes y habilidades atléticas que se pueden disfrutar hasta la edad adulta
- Dominar una coordinación necesaria para la escritura y otras habilidades ***Habilidades Emocionales***
- Consiente de los propios sentimientos
- Comunicación de sus sentimientos asía los demás
- Capacidad para resolver conflictos pacíficamente ***Objetivos Emocionales***
- Desarrollar empatía

- Desarrollar confianza en sí mismo
- Desarrollar una autoestima sana
- Desarrollar una apreciación de conexión propia con los demás ***Habilidades intelectuales***
- El dominio de todas las habilidades académicas y de pensamiento necesario para el aprendizaje permanente de por vida ***Meta intelectual***
- Convertirse en un aprendiz independiente y auto dirigido

Asistencia

Sherwood Montessori está comprometido a ofrecer una educación Montessori auténtica de alta calidad juntamente con el esfuerzo comunitario entre la escuela, los padres y el niño. Las familias confían en nosotros para que cumpleaños este compromiso, así como confiamos en las familias que harán lo mismo. **La asistencia regular es esencial para que los niños tengan éxito en la escuela.** Un niño que está excesivamente ausente se perderá la construcción de la comunidad y las oportunidades sociales que no se pueden recrear. Las tardanzas excesivas pueden tener un efecto similar en la educación de un niño. La llegada tardía también perjudica la clase cuando los niños detienen sus actividades para preguntar por qué su compañero llego tarde. *Por favor llame a la escuela si sabe que su hijo faltará por cualquier motivo*. El personal de la oficina ha sido instruido a llamar a los padres de cualquier niño que no esté presente en la escuela, solo si no hemos recibido una llamada, o correo electrónico o nota enviada que nos notifique de la ausencia. La seguridad de los niños es primordial en Sherwood y estas llamadas a casa son para garantizar la seguridad.

Estos son algunos hechos sobre la asistencia y el logro que nos gustaría compartir que pueden sorprenderle:

- El ausentismo crónico es al faltar el 10 por ciento de los días escolares por cualquier motivo - excusado y no excusado, incluyendo suspensiones en la escuela. Basado en investigación, esto marca el inicio cuando los estudiantes comienzan a quedarse atrás académicamente porque han perdido demasiados días
  escolares.
- Sherwood Montessori, como la mayoría de las escuelas públicas de California, se encuentra actualmente en ATSI (Apoyo y Mejora Adicional Específico) por mala asistencia. Esto significa que estamos siendo monitoreados por nuestros esfuerzos para aumentar la asistencia de los estudiantes.
- Perdemos fondos por todas y cada una de las ausencias sin importar el motivo. California ha optado por financiar las escuelas de esta manera, a pesar del control limitado que tienen las escuelas sobre las ausencias. Practicamos un presupuesto fiscalmente responsable, lo que significa que no asumimos altas tasas de asistencia, ¡sino que preferimos asignar más dinero para gastar en la educación de los estudiantes! Actualmente, cada día de ausencia le cuesta a la escuela alrededor de $56/estudiante.
- La asistencia es importante desde el jardín de infantes/kínder. Los estudios muestran que muchos niños que faltan demasiados días en el jardín de infantes/kínder y en el primer grado pueden tener dificultades académicas en los siguientes últimos años. A menudo tienen problemas para dominar la lectura al final del tercer grado.

- Ausencias esporádicas, no son solamente los días consecutivos de clase que importan. Faltar uno o dos días al mes puede llegar a sumar hasta casi el 10 por ciento del año escolar.
- Sus hijos pueden sufrir académicamente si pierden el 10 por ciento del año escolar o 18 días. Eso puede ser sólo un día cada dos semanas, y eso puede suceder antes de que usted lo sepa
- *Esforzarse por cinco o menos ausencias para obtener los mejores resultados de aprendizaje para su hijo.*

Finalmente, la buena asistencia alivia a la escuela de la incómoda obligación de reportar el absentismo escolar a la agencia de Bienestar Infantil como lo requiere la ley. Los padres pueden estar sorprendidos al saber que tan poco como tres ausencias injustificadas o tardanzas de más de 30 minutos de registro desencadena el proceso de disciplina por absentismo en el Condado de Butte. El absentismo es un asunto legal y Sherwood está obligado a seguir todas las leyes en términos de reportar las ausencias a las autoridades apropiadas.

Llegada

El aula Montessori es un ambiente estructurado, con la primera parte del día reservada para organizar actividades y planificar el período de trabajo. **La llegada tardía interfiere con la comunidad en su conjunto y evita que el niño participe en experiencias de aprendizaje cooperativo.** Dé un tiempo suficiente para que su hijo llegue a la escuela y no se sienta apurado. La energía del niño al entrar a clase puede establecer el tono para todo el día.

Entre las 8:30 a.m. y 8:45 a.m., el personal de Sherwood Montessori está disponible para supervisar a los estudiantes a medida que llegan. Esto será en el asfalto al lado norte de la escuela. Por favor, vea el mapa de tráfico para obtener detalles sobre dónde estacionarse, y donde los niños pueden estar en la mañana antes de la escuela, y dónde caminar. Cualquier niño que llegue a la escuela antes de las 8:30 am debe registrarse en el programa Día Extendido. Si un niño llega a las 8:27 am, él o ella deben registrarse en el programa Día Extendido. Si un niño llega a las 8:29 a.m., él o ella deben registrarse en el programa Día Extendido.

Los niños que llegan después de las 8:45 a.m son marcados tardíos; Si el niño llega después de que las hojas de asistencia hayan sido recogidas, el estudiante tiene que ir a la oficina en la habitación 3 para reportar asistencia. Por favor, estaciónese y camine a su hijo para firmar en la oficina. A su hijo se le dará un recibo tardío que se lo dará al maestro como un medio de comunicar que los procedimientos de llegada tardía se siguieron. Esto no se utiliza como medida punitiva, sino para facilitar los procedimientos de seguridad. Cuando un niño no está presente en la escuela y los padres no han hecho ninguna llamada a la escuela para explicar la ausencia, el personal de la oficina hace una llamada a casa para determinar el paradero del niño. ¡Esta llamada puede ser muy alarmante para los padres si esperan que el niño está en la escuela! El personal de la oficina no tiene manera de saber si un niño llega tarde si no se siga el procedimiento anterior.

Procedimientos de Salida

- 2:50 p.m. es la hora normal de recoger a los estudiantes en los grados TK-3 todos los días. Los estudiantes en grados 4-8 salen a las 2:55pm
- Los estudiantes de Kindergarten y de kínder-transición pueden ser recojidos entre 12:05 – 2:50 cada día.
- Para los estudiantes en los grados TK-3, pedimos que los padres recojan a los niños en las aulas.
- Los estudiantes en los grados 4-8 son despedidos para caminar a casa, irse en bicicleta a casa, o caminar si los padres han firmado un formulario de permiso. Los estudiantes en los grados 4-8 pueden salir e irse con quien vino a recogerlos o esperar en las mesas de picnic.
- **A las 3:00 p.m., todos los estudiantes en todos los grados que no han sido recogidos serán registrados en el programa Día Extendido y supervisados por el personal de cuidado después de la escuela.**
- **Los estudiantes que no tienen un contrato del programa Día Extendido y están en la escuela antes o después de clase serán enviados a la oficina y se hará una llamada a casa**.

Estos procedimientos aseguran que todos los estudiantes estén bajo la supervisión de un adulto, ya sea un padre o un personal de cuidado de niños, en todo momento mientras estén en la escuela Sherwood.

Procedimientos de salida temprana

Cuando sea necesario sacar a su hijo de la escuela antes del tiempo de salida, por favor venga a la oficina para firmar la salida de su hijo. Se le dará una forma de salida temprana, usted se la puede dar el maestro o al asistente del maestro. Esto es para facilitar la comunicación que él alumno ha sido firmado de salida en la oficina.

Ausencias

El Código de Educación en la Sección 48260 define una "ausencia" cuando un alumno está ausente sin excusa válida 3 días completos en un año escolar o tarde o ausente más de 30 minutos durante el día escolar sin excusa válida por 3 ocasiones en un año escolar, O cualquier combinación de lo mismo. El Código de Educación en la Sección 48205 provee las siguientes ausencias como "excusado" - enfermedad; cuarentena; cita médica, dental, optométrico o quiropráctico; servicios funerarios de un miembro de la familia cercana; Y por razones personales justificables. La participación de clase es una parte integral de la experiencia de aprendizaje de los estudiantes. Se les anima a los padres / tutores y estudiantes a programar citas médicas fuera del horario escolar. La ausencia del estudiante por instrucción religiosa o la participación en ejercicios religiosos lejos de la propiedad de la escuela pueden ser considerados excusados sujetos a las regulaciones legales y administrativas.

La mayoría de los estudiantes tendrán tiempos en los que será necesario ausentarse de la escuela. Es importante que los niños enfermos se queden en casa para recuperarse. No estamos equipados para acomodar a niños con enfermedades mientras están convalecientes. A continuación, se presenta una lista de condiciones que justifican una ausencia por enfermedad:

1. Temperatura más de 100 º F oralmente
2. Nausea o vómitos
3. Dolor de estómago
4. Diarrea

5. Tos persistente
6. Dolor de oídos
7. Descarga amarillenta o verdosa gruesa de nariz
8. Dolor de garganta
9. Erupción o infección de la piel
10. Ojos rojos o rosados

Las siguientes pautas son para determinar cuándo es apropiado que un estudiante regrese a la escuela después de una enfermedad:

- Bronquitis: tomando antibióticos durante 24 horas o más
- Varicela: cuando las lesiones se forman costras (aproximadamente una semana)
- Los resfriados: no hay presencia de moco amarillo o verde, que pueden estar relacionados con una infección (puede volver si no hay una temperatura elevada, dolor de garganta o tos severa)
- Conjuntivitis: cuando la descarga de los ojos se ha detenido; para la conjuntivitis bacteriana, generalmente 24 horas después de comenzar colirio antibiótico; Consulte al médico con respecto a las infecciones virales
- Diarrea: libre de la diarrea durante 24 horas o más si es causado por la enfermedad y no la medicación
- Infección del Oído: tomando antibióticos durante 24 horas o más
- Fiebre: por lo menos 24 horas sin fiebre (generalmente la temperatura es más baja en la mañana)
- Inflamación de la garganta: después del tratamiento con antibióticos durante al menos 24 horas
- Vómitos: sin vómito durante 24 horas o más

Nota: Actualmente, cualquier síntoma que también sea síntoma de COVID requerirá que los estudiantes sean excluidos de la escuela hasta que se proporcione un resultado negativo de la prueba PCR COVID o hasta 10 días después del inicio de los síntomas.

Comité de Revisión de Asistencia Escolar (SARB)

Absentismo escolar, definido como no verificadas, ausencias injustificadas o excesivas, afectan negativamente a la educación de los estudiantes. Sherwood es requerido por ley controlar el absentismo escolar e informar a las autoridades cuando hay problemas. No hacerlo pondría en peligro a la escuela, y por lo tanto no es una solución aceptable para el problema. Nosotros realmente queremos trabajar con las familias para encontrar soluciones cuando la asistencia o puntualidad es un problema, y deseamos que todas las familias tengan una clara comprensión del proceso legal que está involucrado cuando los estudiantes faltan a la escuela. Por favor revise la tabla D que clarifica en torno las responsabilidades de la escuela, así como otras agencias que puedan intervenir en el caso de que el absentismo escolar sea un problema.

1. Cuatro ausencias injustificadas generará una carta bajo mandato, legalmente compatible que detalla la política de asistencia de la escuela y las ramificaciones legales de ausencias excesivas injustificadas.

2. Cinco ausencias, justificadas o injustificadas, iniciará una conferencia con los padres / tutores y el estudiante, si es apropiado. El propósito de esta reunión es para comunicar a las familias la garantizarían de la máxima asistencia para el resto del año.

3. Siete ausencias injustificadas generará otra carta de asistencia que hace referencia a las reglas de absentismo y la policía de expulsión de la escuela. La Oficina de Educación del Condado de Butte será notificada de la posibilidad de una remisión de absentismo escolar en este momento.

4. Diez ausencias injustificadas generará otra carta de asistencia que hace referencia a las reglas de absentismo y requerirá una revisión prevista de la policía escolar de expulsión para una posible expulsión de la escuela por absentismo. En este momento el estudiante será referido a la Oficina de Educación del Condado de Butte por absentismo escolar.

5. **Ocho ausencias justificadas generará una carta exigiendo comprobante para excusar cualquier futura ausencia.** La intención no es castigar o perseguir a las familias con ausencias frecuente o niños gravemente enfermos. La determinación de los hechos en estas situaciones será a la discreción de la directora. La intención es revelar si las excusas han sido falsas para evitar la ausencia y expulsión.

Las vacaciones familiares no son excusas válidas para faltar a la escuela. Por favor, programe sus vacaciones durante las vacaciones escolares. Si una ausencia prolongada es inevitable, comuníquese con la oficina (no al maestro del estudiante) por lo menos dos semanas antes de la ausencia prevista para ver si un Contrato de Estudio Independiente puede ser implementado. Si un Estudio Independiente no es posible, ya sea debido a un aviso de menos de dos semanas u otros factores, las ausencias se registrarán como injustificadas.

Cumpleaños

El cumpleaños de cada niño puede ser compartido en la escuela con una celebración especial. Las celebraciones son únicas en cada aula, cambiando en cada nivel. Por lo general el niño trae una botana para la celebración. Por favor, comuníquese con el maestro de su niño sobre las alergias que algunos compañeros de clase de su niño pueden tener y sobre los tipos de botanas que son permitidos. Las opciones de alimento son un tema muy personal y sensible, y puede ser desafiante para una escuela acomodar diferentes creencias en la comunidad. Para los niños, el punto fundamental es que se pongan triste cuando ellos no pueden comer de los que su compañero ha traído o lo que ellos han traído no puede ser servido por motivo de alergia o porque contiene mucha azúcar. La comunicación entre la escuela y los padres puede eliminar esta desilusión. Los maestros pueden dar a los padres una lista de ideas y sugerencias en el valor nutritivo de los convites.

Ejemplos de golosinas no permitidas incluyen: galletas, cupcakes, dulces, cualquier cosa con chocolate. Ejemplos de golosinas que se permiten incluyen: frutas, pinchos de frutas, frutas congeladas o batidos. **La comunicación entre la escuela y los padres puede eliminar estas decepciones.** Los maestros pueden dar a los padres una lista de ideas de refrescos con azúcar bajo o sin azúcar en estas ocasiones.

Invitaciones para fiesta de cumpleaños

Si un niño está teniendo una fiesta de cumpleaños fuera de la escuela, le pedimos que los padres distribuyan las invitaciones a través del correo o correo electrónico. **No ser invitado a una fiesta de cumpleaños puede ser devastador para un niño y perjudicial para el ambiente de aprendizaje, por lo tanto, no se distribuirán invitaciones de fiesta de cumpleaños en la escuela a menos que la clase entera sea invitada a la fiesta.** Si no puede obtener una dirección de un estudiante en la clase, usted puede pedir en la oficina una lista de información de contacto de la clase. Algunos padres han optado en no compartir esta información y no podremos proporcionar información de contacto de estos estudiantes.

Aunque somos conscientes de que pedir a los padres que envíen invitaciones es un inconveniente y un gasto, la interrupción de dar invitaciones de fiesta de cumpleaños en la escuela es significativa. Por favor respete nuestra demanda y envíe las invitaciones por correo o correo electrónico.

Intimidación/Acoso

María Montessori desarrolló su enfoque de la educación con nada menos que la paz mundial como su meta final. En Sherwood Montessori, mantenemos esta alta expectativa en creando aulas y una escuela en conjunto que refleja nuestra creencia en esta posibilidad.
Para lograr un ambiente de paz, alegría y respeto, las altas expectativas de comportamientos positivos será la norma y los comportamientos problemáticos serán tratados con firmeza y consistencia.

La intimidación o acoso puede ser relacional y/o físico y demuestra un patrón visible de comportamientos. La intimidación/acoso no será tolerada en ninguna circunstancia por cualquier persona, adulto o niño, y será tratada de manera decisivamente. La intimidación o acoso relacional puede incluir:

- Humillaciones verbales
- amenazas de exclusión
- acusando con los maestro o adulto
- jactarse y dibujar comparaciones despectivas
- intimidación en Internet
- amenazas de violencia física
- comportamientos no verbales, pero si amenazadores, como mirar a alguien deslumbrantemente
- usar el tamaño físico para intimidar
- empujando
- jalando

- pellizco
- empujando
- tropezar
- cualquier otro medio de ejercer poder y / o intimidación.

Los casos de comportamiento de intimidación/acoso se tratarán a medida que sucedan. Se proporcionará educación y apoyo a todos los estudiantes involucrados de manera breve y empática. Si se requiere apoyo adicional, el (los) maestro (s), el director y los padres / guardianes desarrollarán e implementarán un plan. Sin embargo, al responder proactivamente a estas situaciones, el objetivo es prevenir una dinámica enfermiza y conflictiva entre maestros, estudiantes y padres.

A los estudiantes de Sherwood se les enseña a reconocer y enfrentar el acoso escolar. El acrónimo "POUR" se utiliza para ayudar a los estudiantes a comprender la diferencia entre los conflictos relacionales y la intimidación.

"P" significa "intencionado". El comportamiento es a propósito, no impulsivo o reactivo, o el resultado de no entender las interacciones sociales apropiadas.
"O" es para "unilateral". Hay una persona que está apuntando a la otra, no es un ir y venir en una relación difícil.
"U" es para "injusto". Claramente hay un agresor y una víctima, el acosador tiene el poder.
"R" es para repetir, las acciones y las palabras son recurrentes.

Facultamos a los estudiantes para que "denle al acosador el SLIP", siendo "SLIP" otro acrónimo que puede ayudar a los niños a recordar qué hacer si están siendo intimidados.
"S" es para "Levántate, habla" Se alienta a los niños a practicar quedarse quietos y fuertes y decir claramente:
"¡Alto!"
"L" es para "Etiquetarlo". Diga algo como: "Eso es intimidación, insultos, es una amenaza, está dejando a alguien afuera". Nombre el comportamiento y etiquételo como intimidación.
"Yo" es para "No me gusta".
"P" es para "Por favor, detente". Cortésmente, con poder y propósito.

Se alienta a los estudiantes de Sherwood a que se defiendan unos a otros cuando notan intimidación y usan su "poder de espectadores" porque los acosadores son pocos y los espectadores son muchos. Estas son solo algunas de las lecciones que se les enseña a los estudiantes en el ámbito del manejo de conflictos y el aprendizaje socioemocional. Nuestra intención al compartir aquí en el Manual de la Familia es dar un lenguaje común usado en la escuela que pueda usarse en casa si los niños reportan un comportamiento problemático. Tener un lenguaje común reforzará a los niños que los adultos que se preocupan por ellos en la escuela y en el hogar los ayudarán a sobrellevar los conflictos y reconocer cuándo está ocurriendo la intimidación.

Teléfonos Celulares

Los niños pueden traer teléfonos celulares a la escuela siempre y cuando se apaguen y permanezcan fuera de las manos de los estudiantes hasta que la escuela haya sido despedida. La escuela no puede ser responsable por los teléfonos celulares que se pierden, sean robados o sean quebrados mientras están en la propiedad de la escuela. Los maestros tienen la autoridad de recoger teléfonos celulares durante el día de instrucción y devolverlos al final del día si es necesario. Recuerde apagar su celular cuando visite el aula de su hijo. En el caso de que se le olvide, intente no sentirse excesivamente mortificado cuando este en la clase, que eso les sucede a todos.

Vestimenta

Es recomendado que los niños lleven ropa cómoda y lavable y que permitan participar libremente en muchas actividades del día. Niños en la escuela elemental y los niveles de escuela secundaria deben llevar zapatos atléticos cómodos para su clase de Educación Física, no botas o sandalias. Para prevenir la pérdida de las chaquetas y las sudaderas por favor póngale una etiqueta con el nombre del niño. Hay un estante cerca de los baños para objetos perdidos y encontrados, aconsejamos a los padres mirar en ese lugar rutinariamente por los objetos perdidos de sus hijos. Los artículos perdidos y encontrados más pequeños están en la oficina, Sala 3. Los objetos perdidos y encontrados que no son recogidos serán enviados a una agencia caritativa durante las vacaciones de Acción de Gracias, al principio de primavera, y verano. Antes de hacer estas donaciones, los artículos serán mostrados a los padres al inicio del día y al terminar el día escolar.

Comunicación

El maestro de su hijo/ a será la fuente de respuestas para muchas preguntas que pueden surgir durante el año escolar. Asegúrese de determinar con él o ella cuando es el mejor momento para hacer las preguntas. El correo electrónico es otra forma en que los padres pueden comunicarse con los profesores de la escuela. Los maestros, el personal de oficina y la directora tienen direcciones de correo electrónico: primernomber@sherwoodmontessori.org

La aplicación Parent Square es la plataforma utilizada por la escuela para enviar muchos anuncios e información importantes por correo electrónico, correo de voz y mensajes de texto según la elección de los padres. Descargue la aplicación en su teléfono inteligente y / o computadora para recibir mensajes de la escuela. La amable gente de la oficina estará encantada de ayudarle si necesita ayuda con el proceso.

Estas son las formas de que los padres pueden recibir notificaciones de las actividades en la escuela:

- Los jueves se mandan los anuncios semanales de la escuela
- SMPO reuniones de la organización de padres
- Juntas de Ayuntamiento
- Las conferencias de padres/maestros
- Los boletines del salón de clases, el boletín cerca de la puerta del salón
- El calendario de eventos en nuestro sitio web

Cuando los padres necesitan comunicar sobre un tema que está sucediendo en la escuela, el individuo apropiado necesita ser identificado. Si el problema es un tema relacionado en el salón de clase, el maestro

es la persona con quien se debe dirigir la comunicación. Todos los maestros de Sherwood están comprometidos a proveer una educación Montessori de alta calidad a cada niño. Cuando hay problemas, los maestros necesitan que se les traiga a su atención para que puedan ser resueltos. La comunicación abierta es esencial para este proceso.

Si el asunto es un asunto relacionado con la escuela, la directora es el individuo con quien se debe dirigir la comunicación. Algunos ejemplos son asuntos relacionados con el personal escolar, las instalaciones, asuntos financieros y problemas con otros padres y/o miembros de la familia. Si un padre ha tratado primero de resolver un problema con un maestro y no está satisfecho con el resultado, entonces la directora es la persona apropiada con quien comunicarse. Las citas con la directora están disponibles a través de la oficina, haciendo una cita con la Asistente Administrativo.

La Junta Directiva de Sherwood Montessori está disponible solo si los problemas no son resueltos con la directora. Aunque nuestros miembros de la Junta tienen el compromiso de ayudar a Sherwood a implementar su misión, no están involucrados en las operaciones cotidianas y por lo tanto están limitados en sus habilidades para ayudar con la resolución de problemas. Por favor vea la sección sobre "Queja" para más información.

Conferencias (otoño y primavera)

Las conferencias de padres y maestros de otoño y primavera se llevan a cabo cada año. Estas conferencias ofrecen a los padres la oportunidad de hablar individualmente con el maestro de su hijo, para escuchar sobre el progreso del niño y las metas del maestro para su hijo. Las conferencias son una oportunidad para que los padres proporcionen a los maestros información adicional sobre su hijo. Para el año escolar 2024-2025, las conferencias de otoño serán del **14 al 18 de octubre. Durante la semana de conferencias, lunes a viernes la salida de clase será a la 1:35 pm en lugar del horario normal.** El/la maestro/a de su hijo/a publicará un horario detallando las horas disponibles para conferencias.

Las conferencias de primavera serán del 7 al 11 de abril. Como en el otoño, durante la semana de conferencias el despido será a la 1:35 p.m. lunes a viernes.

Diversidad

Desarrollar y mantener una población estudiantil diversa es una prioridad para Sherwood Montessori. Ser una persona exitosa en el siglo XXI significa tener un aprecio por una variedad de perspectivas. Significa ser capaz de cambiar el concepto de etiqueta y evaluar la conveniencia de la conducta, el estilo del discurso, la comunicación no verbal y una serie de otras facetas de la interacción social. Sherwood se esfuerza por ser un ambiente acogedor para las familias de diferentes culturas.

Día extendido

Sherwood Montessori provee cuidado infantil por una hora antes de que comience la escuela por la mañana (7:30 am-8: 30 am) y por la tarde después de la escuela hasta las 5:30 pm en el salón 10. El personal del programa también ofrece supervisión en el área de recreo a no costo durante los 15min (8:30 a 8:45) antes de empezar clase. El programa de Día Extendido incluye tiempo para bocadillos saludables, tiempo para hacer tareas / leer silenciosamente libros, tiempo afuera y actividades como artes y artesanías.

Para el año escolar 2024-2025, la escuela brindará tutoría durante una hora después de la escuela y cuidado de niños hasta las 5:30 p.m. gratis. El programa es apoyado por fondos de subvención proporcionados por programas estatales y federales para el alivio de COVID. Los padres / tutores deberán completar una solicitud para poder participar en el programa.

FERPA

Orientación general para los padres

FERPA es una ley federal que se aplica a agencias educativas e instituciones que reciben fondos bajo un programa administrado por el Departamento de Educación de los Estados Unidos. Las escuelas parroquiales y privadas en los niveles de la escuela primaria generalmente no reciben esa financiación y, por lo tanto, no están sujetas a FERPA. El estatuto se encuentra en 20 U.S.C. § 1232g y las regulaciones del Departamento se encuentran en 34 CFR Parte 99.

Bajo FERPA, las escuelas generalmente deben permitir a los padres:
-acceder a los registros de educación de sus hijos
-una oportunidad de tratar de hacer que los registros sean modificados -
alguno control sobre la divulgación de información de los registros.

Los padres pueden tener acceso, tratar de enmendar o consentir de la divulgación de los registros educativos de sus hijos, a menos que haya una orden judicial u otro documento legal especificando lo contrario. Cuando un estudiante cumple 18 años o asiste a una institución postsecundaria, el estudiante, y no los padres, puede tener acceso, buscar enmendar y consentir que se divulguen sus registros educativos.

Acceso a los registros educativos

FERPA requiere que las escuelas:

- proporcionen a los padres la oportunidad de inspeccionar y revisar los expedientes educativos de su hijo dentro de los 45 días a partir de cuándo la petición fue recibida.
- proporcionen a los padres copias de los expedientes educativos o poner los registros a disposición de los padres si el padre, por ejemplo, vive fuera de la distancia de desplazamiento de la escuela
- editen los nombres y otra información de identificación personal sobre otros estudiantes que puedan ser incluidos en los registros de educación del niño.

Las escuelas no están obligadas por la ley FERPA a:

- Crear o mantener los expedientes de educación;
- Proporcionar a los padres con los calendarios, avisos, o cualquier otra información que por lo general no contienen información directamente relacionada con el estudiante;
- Responder a las preguntas sobre el estudiante

Enmienda de los registros de educación

Bajo FERPA, una escuela debe:

- Considerar una solicitud de un padre para enmendar información inexacta o engañosa en los expedientes educativos del niño;
- Ofrecer al padre una audiencia sobre el asunto si la escuela decide no enmendar los registros de acuerdo con la solicitud;
- Ofrecer al padre el derecho de colocar una declaración para ser guardada y revelada con el registro si la escuela decide aun después de la audiencia no enmendar el registro.

Una escuela NO tiene que considere la solicitud de enmienda bajo FERPA que:

- Buscar cambiar un grado o decisión disciplinaria;
- Buscar cambiar las opiniones o reflexiones de un oficial de la escuela u otra persona reflejada en un expediente educativo;
- Buscar cambiar una determinación con respecto a la situación de un niño bajo programas de educación especial.

Divulgación de Registros Educativos:

Una escuela PUEDE divulgar expedientes educativos sin consentimiento cuando:

- La revelación es a oficiales de la escuela que han sido determinados a tener intereses educativos legítimos según lo establecido en la notificación anual del distrito escolar de los derechos a los padres;
- El estudiante está buscando o tiene la intención de inscribirse en otra escuela;
- La divulgación es a las autoridades educativas estatales o locales que auditan o evalúan programas federales o estatales de educación o que hacen cumplir las leyes federales relacionadas con esos programas;
- La divulgación se realiza de acuerdo con una orden judicial emitida legalmente o una citación judicial; y
- La información revelada ha sido debidamente designada como información de directorio por la escuela.

Notificación Anual

Una escuela debe notificar anualmente a los padres de los estudiantes que asisten que deben permitir a los padres:

- Inspeccionar y revisar los registros educativos de sus hijos;
- Buscar enmiendas de información inexacta o engañosa en los registros de educación de sus hijos;
- Consentimiento a la mayoría de las revelaciones de información de identificación personal de los registros educativos.

La notificación anual también debe incluir:

- Información para que los padres puedan presentar una queja de una presunta violación con la FPCO;

- Una descripción de quién es considerado un funcionario de la escuela y lo que se considera un interés educativo legítimo para que la información pueda ser compartida con esa persona;
- Información sobre a quién contactar para buscar acceso o enmienda de los expedientes de educación.

Medios de notificación:

- Puede incluir periódicos locales o estudiantiles; calendario; guía de programas para estudiantes; El manual de reglas u otros medios razonables que puedan informar a los padres; • La notificación no tiene que ser hecha individualmente a los padres.

Denuncias de presuntas Violaciones:

Denuncias de presuntas violaciones, puede ser dirigidas a:

Familia Policy Compliance Office
Departamento de Educación de EE.UU.
400 Maryland Avenue, SW
Washington, DC 20202-5901
Teléfono: (202) 260-3887

Las quejas deben:

- Ser presentadas a tiempo, no más tarde de 180 días a partir de la fecha en que se enteró de las circunstancias de la presunta violación
- Contener alegaciones concretas de hechos dando motivos razonables para creer que se ha producido una violación, incluyendo:

Las fechas pertinentes, como la fecha de la solicitud o la divulgación y la fecha en que el padre se enteró de la presunta violación;
Nombres y títulos de los funcionarios de la escuela y otros terceros involucrados;
Una descripción específica del expediente educativo en torno al cual ocurrió la supuesta violación; Una descripción de cualquier contacto con funcionarios de la escuela con respecto al asunto, incluyendo, fechas y horas estimadas de llamadas telefónicas y / o copias de cualquier correspondencia
intercambiada entre el padre y la escuela en relación con el asunto;
El nombre y dirección de la escuela, distrito escolar y superintendente del distrito;
Cualquier prueba adicional que pueda ser útil en el examen de la queja.

Si tiene alguna pregunta sobre sus derechos, por favor comuníquese con Michelle al 345-6600.

Viajes Escolares

Excursiones al mundo más allá del aula son una excelente manera para que los estudiantes Montessori

amplíen y apliquen el aprendizaje que buscan en el aula. Excursiones de grupo, así como excursiones de grupo más pequeñas basadas en el interés son alentadas. Para conducir en una excursión, los conductores deben llenar un "Formulario de Voluntario" y adjuntar una copia del comprobante de seguro. Estos se mantienen en archivo en la oficina para el año escolar. Cada año se debe completar un nuevo formulario, pero solo se necesita una forma por conductor, independientemente de cuántos niños asistan a Sherwood. Se espera que los padres que asisten a las excursiones como acompañantes supervisen activamente a los estudiantes, por lo que no se les permite traer niños que no sean los estudiantes a los que están asignados, ya que esto puede crear una distracción del acompañamiento.

Recaudación de fondos

En un mundo ideal, la educación pública estaría bien financiada y los costos estarían cubiertos por nuestros dólares de impuestos manejados por expertos. Desgraciadamente, hemos visto que no es así. Pedimos que las familias de Sherwood participen, en la medida en que sean capaces, en nuestros esfuerzos para cerrar la brecha entre el programa que sabemos que es mejor para nuestros niños y el programa que es apoyado por fondos públicos. A continuación, se ofrece un resumen de la recaudación de fondos en Sherwood:

Recaudación de fondos en Sherwood Montessori

Persona/Grupo	Función en Recaudación
SMPO	Apoye a la escuela ofreciéndose voluntariamente para ayudar con la recaudación de fondos.
Directora/Sherwood	Solicita ayuda a los miembros de SMPO. Escribe subvenciones para fondos disponibles a través de CDE, fundaciones, corporaciones u otras fuentes.
Salones	Ejecutar recaudaciones de fondos de menor escala para generar dinero para viajes / proyectos con la aprobación de la directora.
Junta Directiva	Proporciona visión para los esfuerzos de recaudación de fondos de la escuela. Busca activamente grandes contribuciones de variedades de fuentes privadas y de negocios. Construye un grupo activo de patrocinadores financieros que regularmente donan dinero a la escuela chárter. Crea un plan de desarrollo de fondos en el Comité de Desarrollo del Fondo.

Calendario de eventos anuales de recaudación de fondos Cuando Que Donde va el dinero

Invierno	Espectáculo de invierno	SMPO
Primavera	Sherwoodstock / Festival de Música de Sherwood	Fondo de desarrollo escolar
Continuo	camisetas y sudaderas, eScrip, Amazon	Fondo General
Continuo	Varias subvenciones	Aéreas específicas de necesidad

Quejas

Las diferencias y los desacuerdos son parte de la vida y Sherwood Montessori reconoce la necesidad de una comunicación saludable y una forma positiva y proactiva de manejar las quejas que está en línea con nuestra Misión Declarada.

Si los padres tienen una queja, pedimos que los padres reporten sus preocupaciones directamente al personal de la escuela involucrada, y discuta estas preocupaciones en una reunión privada, preferiblemente dentro de 24 a 48 horas. La directora de la escuela deberá ser informada de estas preocupaciones por los padres y/o la persona si el problema/queja no ha sido resuelto. Si, durante la discusión con la directora de la escuela, el padre desea presentar una queja formal, se le debe proporcionará el papeleo apropiado. La directora se reunirá con los solicitantes dentro de cinco días hábiles para revisar la queja. La directora trabajará con el padre o tutor, estudiante, maestro, ayudantes u otros empleados cuya participación es relevante para resolver la situación. La directora proporcionará dentro de 10 días hábiles una respuesta por escrito de la reunión. Si el padre o tutor no está satisfecho con el resultado o decisión de la directora con respecto a la queja, tiene el derecho de presentar una apelación por escrito con la directora dentro de los cinco días de recibir la respuesta. La Junta Directiva servirá como el gabinete de apelación si no se resuelve la queja. La Junta responderá dentro de los 30 días de recibir la apelación. Si un padre tiene una queja con la directora de la escuela, una carta sería enviada a la Junta Directiva para el procedimiento administrativo que se debe seguir.

La Junta Directiva prohíbe las represalias contra los reclamantes. El Consejo de Administración no investigará quejas anónimas a menos que así lo desee. Los pasos anteriores describen el proceso para presentar una queja y se espera que los padres sigan todos los pasos de este recurso administrativo antes de llevar a cabo otra acción.

Orientación y Disciplina

Guía

El aula Montessori ofrece una variedad de actividades para elegir. Una vez que un niño se acople al salón de clases, su concentración en las tareas absorbentes le permite al maestro mantener un cómodo zumbido de actividad. Una combinación de atención individual y en grupo es posible. Los niños son libres de moverse por el ambiente siempre y cuando siguen la filosofía de Sherwood de respeto mutuo que incluye

el respeto por uno mismo, el respeto por los demás y el respeto por el medio ambiente. En ocasiones, un niño puede interrumpir la atmósfera normalizada; Cuando esto ocurre, el maestro es responsable de reorientar el comportamiento del niño de una manera positiva. Si continúa el comportamiento inaceptable, se tomarán las siguientes medidas:

Observe - El maestro hará todo lo posible para ver la situación desde el punto de vista del niño. En este punto, el maestro hará preguntas al niño para tratar de resolver el conflicto. El maestro siempre implicará los sentimientos del niño al intentar encontrar una solución.
Discutir - Dr. Montessori creyó que un niño era capaz de razonar a una edad temprana. El maestro intentará averiguar la causa de la actitud del niño. En ocasiones, un padre puede recibir un Informe de Incidentes, el cual tiene la intención de mantenerlo informado de cualquier situación que haya ocurrido. Ciertas situaciones, como las peleas deliberadas, requerirán que un padre sea llamado a venir a la escuela para llevar al niño a casa por el resto del día. Por lo general, una conferencia seguirá estas medidas.
Conferencia - interrupción continua requerirá una discusión acerca de la naturaleza de la mala conducta. La comunicación entre padres, maestros y niños es esencial. El objetivo de estas conferencias es encontrar las mejores maneras de abordar el comportamiento y obtener la cooperación del niño. La información compartida en estas conferencias ayudará a entender mejor la percepción del niño.
Referencia- Cuando las conferencias de padres no logran resolver con éxito la situación, podemos recomendar a un profesional apropiado en una base privada o dirigirlos a los servicios ofrecidos por nuestro programa de intervención. Estos profesionales incluyen, pero no se limitan a, los siguientes: terapeuta del habla, especialista en recursos escolares y psicólogo infantil escolar.
Despido - Cuando todos los esfuerzos que fueron indicados anteriormente no han tenido éxito y creemos sinceramente que nuestro programa no puede satisfacer las necesidades del niño, podemos requerir que un niño sea despedido de la escuela. Por favor entienda que el bienestar de su hijo, así como de sus compañeros de clase, es nuestra preocupación principal. Se hará todo lo posible para evitar esta medida final. Los padres tienen el derecho legal de apelar la decisión de expulsar a un estudiante y los detalles se pueden leer en nuestra Carta.

Intervenciones y Apoyos de Conducta Positiva (PBIS)

El programa PBIS de Sherwood está diseñado con el marco Montessori para ayudar a los estudiantes a tomar decisiones de comportamiento positivas. Se comunican claras expectativas de comportamiento en todas las áreas de la escuela, y se publican donde los estudiantes, padres, maestros y el personal pueden verlos. Las reglas y expectativas se publican y revisan en lecciones para todos los estudiantes. El Manual de PBIS es una buena fuente para revisar todos los materiales relevantes para el programa PBIS y cada familia debe tener una copia. Familiarícese con los materiales de este manual para que pueda reforzar las expectativas que tenemos en la escuela. El énfasis está en "Positivo", y celebraremos los actos de bondad y buenas elecciones con celebraciones y reconocimientos. La filosofía Montessori tradicional no "recompensa" el comportamiento positivo o deseado debido a la tendencia a que las recompensas disminuyan la motivación intrínseca, pero las celebraciones para crear una comunidad positiva juntas no ponen en peligro la motivación intrínseca.

El cambio es sutil, pero importante. Las escuelas Montessori de todo el país están adoptando PBIS con cambios para alinear el programa más de cerca con las filosofías Montessori, incluida la enseñanza de Educación para la paz y el apoyo a las necesidades socioemocionales de todos los estudiantes, no solo a los niños que se destacan por tener habilidades de afrontamiento menos desarrolladas. Montessori busca

"establecer justicia" y no simplemente "establecer orden", por lo tanto, la enseñanza culturalmente sensible y las prácticas inclusivas para todos los estudiantes son componentes esenciales del programa PBIS de Sherwood. Se realizan esfuerzos de mejora continua para alinear nuestra respuesta al comportamiento con la filosofía Montessori. Durante el año escolar 2024-2025, un equipo de maestros y líderes escolares continuarán, por segundo año, participando en el Consorcio de Liderazgo Educativo del Norte de California para enfocarse en nuestras respuestas escolares al comportamiento y apoyar a los niños para que tomen buenas decisiones.

Independiente

Fomentar la independencia de los estudiantes es uno de los pilares de enfoque de la educación Montessori. A los niños se les enseña a ser solucionadores ingeniosos para resolver los problemas que pueden encontrar, no depender demasiado en los adultos. Esta independencia se considera cuando los maestros planifican lecciones, preparan sus aulas y ponen en práctica los procedimientos de la clase.

Aunque la independencia es una meta para todos los estudiantes, los maestros de Sherwood entienden que los niños ya vienen a la escuela con una variedad de habilidades y experiencias de ser aprendices independientes. Se mantienen altas expectativas para todos los alumnos y se establecen andamios apropiados e individualizados para asegurar que se cumplan estas expectativas. Cuando un niño es incapaz de cumplir con la expectativa, la culpa no se pone en el niño. Se harán arreglos para ayudar al niño a seguir acercándose al objetivo de la independencia.

Hay que reconocer que la independencia es un pilar del método educacional Montessori sin considerar también el valor de la interdependencia daría una imagen sesgada de nuestro trabajo. Dr. Montessori valoró la interdependencia altamente; Las aulas con variación de edades son un testimonio de eso. Dr. Montessori sentía que los niños mayores tendrían habilidades de liderazgo y responsabilidad al estar en roles de mentor mientras que los niños más pequeños ganaban motivación e ingenio. También desarrolló lecciones en las áreas culturales del currículo, en particular la geografía, para mostrar la conexión de todas las personas. Así, la interdependencia, así como la independencia tienen su lugar en nuestra escuela.

Estudio independiente

Aunque nuestra primera opción es siempre que nuestros estudiantes asistan a la escuela los días que estamos en sesión, pero avece puede ser inevitable que una familia haga que su hijo falte a la escuela. Si este es el caso, el siguiente mejor arreglo es planear un Estudio Independiente que involucre al maestro del estudiante creando un plan de trabajo que se puede hacer mientras el estudiante está fuera. Si usted sabe que necesitará tener a su hijo fuera de la escuela, *por favor vaya a la oficina por una solicitud de estudio independiente*. Los maestros no tienen la forma apropiada y no pueden determinar si un estudio independiente es posible. La directora revisará las circunstancias y verá si es posible (la ley es estricta en estos asuntos y no siempre es permisible). **Por favor dé aviso de por lo menos dos semanas, ya que los maestros necesitan tiempo para crear un plan de trabajo de calidad.**

Si no se llena ninguna solicitud dos semanas antes del inicio del Estudio Independiente, la solicitud no será aprobada. Esto puede ser problemático en muchos niveles:

1.) Las ausencias injustificadas resultantes pueden desencadenar el procedimiento de ausencia escolar (estos son legalmente obligatorios).
2.) El estudiante que falta la escuela se quedará atrás en trabajos escolares.
3.) La escuela perderá fondos. La mayoría de nuestros ingresos están basados en la asistencia de los estudiantes. A pesar de esto, es injusto esperar que un profesor prepare un estudio independiente en el último minuto. Estos programas pueden tomar 2-3 horas para poner juntos, más largo cuando la ausencia prevista será por varios días.

Para los estudiantes que han estado expuestos a COVID-19 y necesitan aislarse o ponerse en cuarentena de inmediato, no será factible proporcionar un plan de trabajo personalizado. Los planes proporcionados serán un trabajo dependiendo del año escolar del estudiante. Esto es contrario a nuestro método preferido de individualizar la instrucción, pero es necesario para el funcionamiento de la escuela, ya que los maestros no podrán proporcionar trabajo individualizado para el hogar y planificar para los estudiantes en la escuela simultáneamente. Les pedimos a los padres que hagan lo mejor que puedan con lo que se proporciona y les agradecemos su comprensión.

Lesiones

El personal de Sherwood ha sido entrenado en primeros auxilios y RCP. Si su hijo es herido en la escuela, se le dará el cuidado apropiado. Si la lesión requiere atención de seguimiento en el hogar, se enviará un informe de lesiones a casa para informar a los padres de la naturaleza de la lesión. Si su hijo necesita que lo recojan de la escuela para recibir atención médica, el personal de la escuela llamará a todos los números en el formulario de emergencia hasta que un adulto pueda ser contactado. *Por favor, manténganos al tanto de los cambios en los números de teléfono e información de contacto*. Para las lesiones graves, el personal llamará al 911 y verá que el niño lesionado es transportado a la sala de emergencias para recibir tratamiento.

Almuerzo

La hora del almuerzo será a las 12:35 p.m. en la cafetería / sala multiusos. Las reglas para el almuerzo se repasan con todos los estudiantes y también están detalladamente en el manual de PBIS. Los almuerzos escolares se pueden comprar a través de nuestro proveedor de almuerzo escolar. Las familias que califican pueden recibir almuerzos gratuitos o reducidos llenando una solicitud, disponible en la oficina. Si decide enviar el almuerzo de su casa, por favor recuerde incluir un paquete de hielo para días cuando el clima es caluroso. *Por favor, no empacar caramelos o dulces en el almuerzo de su hijo*. Las bebidas con cafeína sólo se permiten con la autorización del médico de su hijo.

Medicamentos en la escuela

El personal de la escuela es capaz de tratar lesiones que ocurren en la escuela con hielo, jabón y agua, y vendajes. No se administrarán otros medicamentos a menos que se encuentre en el archivo la forma "Autorización para administrar medicamentos". Si su hijo necesita medicina administrada en la escuela, por favor comuníquese con la oficina para recibir esta forma que deberá ser llenado por un médico. Los niños que necesitan tomar medicamentos vendrán a la oficina donde se mantiene la medicina en un armario cerrado bajo llave.

Recursos de salud mental en el condado de Butte

Los residentes del condado de Butte pueden llamar al 211 para comunicarse con un empleado del condado que puede referir a la persona que llama a los servicios de apoyo para una crisis de salud mental. El centro de llamadas está abierto las 24 horas. Sherwood Montessori se compromete a guiar y nutrir a todo el niño, académica, física, social y emocionalmente. Si un estudiante tiene necesidades sociales o emocionales, se puede llamar a un equipo de estudio para evaluar las necesidades e identificar los apoyos adecuados. Los maestros o los padres pueden solicitar una reunión SST para estudiantes que luchan con problemas sociales o emocionales.

Observaciones

Las observaciones de los padres en las aulas de Montessori suelen comenzar en finales del otoño, después de que los niños hayan tenido la oportunidad de establecerse y que tengan un sentido de posesión sobre el aula. Después de este período de lo que Montessori llamó "normalización", los padres son bienvenidos y animados a observar. Por favor, planifique estas observaciones por adelantado con el maestro de su hijo y familiarícese con las pautas de observación.

Pautas de observación

- Firme entrada como visitante en la oficina de la escuela.
- Limite su tiempo de observación a unos 30 minutos.
- Permanezca en silencio en la silla que se le proporcionara.
- Si un niño se acerca a usted, conteste brevemente cualquier comentario o pregunta. Por favor no comprometa a los niños en una conversación o pedirles que le demuestren algunas actividades.
- Tenga en cuenta que su hijo puede responder a su presencia en una variedad de maneras. Por lo tanto, no espere que este sea un día típico para su hijo, sino una oportunidad de ver algunas de las actividades de su hijo y una vista de cómo funciona el salón en su totalidad.
- Tome nota de cualquier pregunta que surja durante su observación y disponga un tiempo para reunirse con su maestro para discutir sus observaciones.

Con el fin de hacer su visita más significativa, aquí hay algunas preguntas a tener en cuenta al observar a su hijo:

¿Qué tipo de actividades está eligiendo su hijo?
¿Elige actividades de forma independiente?
¿Utiliza los materiales con cuidado?
¿Él/ella completa la actividad y la devuelve al estante correctamente?
¿Está trabajando con atención y concentración?
¿Resuelve las dificultades o se frustra fácilmente?
¿Están controlados y asentados sus movimientos?
¿Busca ayuda cuando la necesita?
¿Cómo interactúa con los otros niños?
¿Respeta el trabajo de los demás?
¿Participa en actividades grupales?
¿Trabaja en cooperación con otros niños?

Además de observar a su hijo, tome unos minutos para observar también la clase en su totalidad. Buscar:

- La variedad de actividades que están en uso
- Las interacciones entre los adultos y los niños
- El balance de las actividades individuales y de grupos pequeños
- Momentos de ayuda, ya sean espontáneas o sugeridas por un adulto
- Ejemplos de liderazgo - niños que ayudan a otros niños

Orientación para los padres de los estudiantes que asisten a la escuela por primera vez

La mayoría de los niños quieren venir a la escuela, pero ansiedad por las nuevas experiencias suele ser parte de las emociones que experimentará el niño. También puede ser difícil para un padre separarse de su hijo por primera vez. Lo siguiente se entiende como una ayuda para facilitar la transición para padres e hijos.

Preparación para empezar la escuela

Nuestros maestros se centran en el conocimiento de que su hijo en su totalidad, individuo único. Ya sean " académicamente preparado" para los de kínder no es una preocupación primordial. Sabiendo los colores, números, letras o formas no es un requisito previo para el inicio de la escuela. Estamos preparados para atender a su hijo siempre que él o ella este en términos de los conocimientos académicos. Evite las declaraciones sobre la preparación académica que pueden inducir a la ansiedad, tales como, " Tienes que aprender tus formas para que estés listo para la escuela". Los Maestros agradecen la ayuda en la preparación del niño para tener éxito socialmente y de comportamiento. Los niños necesitan estar preparados para aprender a compartir, a esperar su turno, a resolver los problemas pacíficamente, y para hablar de sus sentimientos. Es también útil si han tenido un poco de ayuda en ser conscientes del volumen de la voz y los movimientos del cuerpo y de la necesidad de adaptar estos en ambientes interiores y exteriores.

Ir a la escuela

Estas son algunas habilidades cuyo hijo va a desarrollar de inmediato:

1. Mantenerse al tanto de las pertenencias.
2. Comprensión de la orden. (Poniendo las cosas de vuelta, tener que tomar turnos... se puede alentar el mismo hábito en casa.)

3. Hacer las cosas por uno mismo. (Vestirse a sí mismo y cuidar de la higiene personal, etc., son habilidades que saldrán a la necesidad en un entorno en clase. Los niños suelen estar motivados para aprender esto y ser más independientes, ya que observan a los niños mayores en lograrlos.
4. Compartir a un adulto.
5. Control interno relacionados con el medio ambiente. (El niño aprende a observar los límites y comportamiento esperado del medio ambiente y de la comunidad a la que quiere pertenecer).
6. Desarrollo del lenguaje. (Las nuevas experiencias ampliarán el vocabulario de su hijo.)
7. Deseo de trabajar. (La escuela ofrece oportunidades para la comparación social que a menudo se traduce en un deseo de trabajar para obtener nuevas habilidades).

Ser consciente de sus sentimientos

A continuación, se presentan algunos sentimientos que pueden estar experimentando.

1. La preocupación de ser aceptado y querido en la comunidad escolar.
2. Se pueden sentir perdidos. De hecho, usted está perdiendo el tiempo con su hijo, pero están ganando la oportunidad de ampliar el mundo de su hijo, y usted siempre es el primer maestro de su hijo.
3. Usted puede sentir la anticipación de las aventuras por venir. Trate de enfocarse en el # 3 y minimice el # 1 y 2.

Algunas respuestas prácticas

Si su niño dice: Quiero que usted venga a la escuela y esté conmigo.
Usted podría decir: Esta escuela es para niños como tú, no es una escuela para adultos.
Si su hijo dice: El patio de recreo me da miedo.
Usted podría decir: Sí, cuando las cosas son nuevas a veces da miedo. Pronto no será nuevo,
y no Ya no tendrás miedo.
Si su hijo dice: No quiero ir a la escuela.
Usted podría decir: Tú eres un niño/niña grande. Tienes que ir a la escuela.

- No discuta con mucha anticipación.
- Si hay un problema a su llegada, no titube y no le dé opción. Manténgase firme, cariñoso y tranquilo.

También es importante anotar

1. Los niños no siempre expresan los diferentes sentimientos que tienen al comenzar la escuela.

Cuando se les pregunta sobre cómo va la escuela, a menudo no dicen nada o se enfocan en uno o dos incidentes negativos. Los padres no siempre deben ser literales acerca de lo que un niño comparte con respecto a la escuela.
Mucho más está sucediendo de lo que están expresando.

2. La mayoría de los niños entienden que la escuela es diferente y se comportan diferente en la escuela que en casa. Se están convirtiendo en miembros de la comunidad escolar y de la escuela y esto requiere un gran esfuerzo al principio. Su hijo puede volver a casa cansado al principio mientras hacen esta transición. Ella puede tener un comportamiento irregular a lo normal mientras que ella "deje su cabello suelto" en casa. El hogar es un lugar seguro para desaojarse, y esto pasara con tiempo.
3. Lleva algún tiempo para que los maestros conozcan a su hijo como alumno. El maestro de su hijo se enfocara

en las reglas y procedimientos de construcción y enseñanza de la comunidad. Este es un tiempo muy bien

empleado que garantizará el uso de más tiempo para enfocarse en planes académicos individuales. Es probable que el maestro de su hijo empiece con un trabajo que sea muy fácil para él o ella. Sepa que este es el plan de un maestro sabio para crear confianza en los estudiantes a medida que se recopila más información sobre los niveles de habilidad del individuo.

Estacionamiento

Para dejar y recoger, por favor use el estacionamiento de CARD, el lote al final de Cleveland Ave., y use la puerta lateral que se abre al lado del área de estacionamiento de bicicletas. **Esta no es el área de dejar a sus hijos/as, por favor estaciónese a un estacionamiento.** Dejar a los estudiantes en la puerta peatonal causa problemas de seguridad y es descortés para los demás. Crea un problema de seguridad ya que algunos conductores intentan navegar alrededor del vehículo parado.

Si el lote no está abierto, utilice el estacionamiento de Chapman más cercano a Cleveland Ave. No hay estacionamiento en las aulas del frente donde la calle 16 se encuentra con la avenida Cleveland; este es un carril de fuego. Estacionarse ahí causa problemas con el tráfico después de la escuela, y podría crear un problema para el personal de emergencia en caso de un incendio o emergencia médica.

Tampoco hay estacionamiento en Cleveland Ave. a lo largo del tramo de carretera frente a la casita. El estacionamiento ilegal aquí ha obligado a los niños que van al programa de Dia Extendido a caminar por la carretera para rodear el auto que les bloquea el paso.

Por favor, estacione su automóvil en un lugar de estacionamiento designado en uno de los estacionamientos. La otra alternativa es utilizar los carriles en la calle 16 que están destinados para dejar a los niños, a lo largo de la cerca con cadena y la mediana del cemento. Para referencia hay un Mapa de Estacionamiento en los apéndices de este documento.

Lectura recomendada sobre el método Montessori

Los libros que se enumeran a continuación se sugieren para aquellos interesados en aprender más sobre la Dra. María Montessori, su método de aprendizaje y el desarrollo de los niños. Algunos de estos libros están disponibles para ser prestados en la biblioteca de la escuela en la oficina. Los padres son bienvenidos a pedir prestado estos libros de la escuela.

Libros de la Dr. María Montessori:

- La Mente Absorbente - el libro completo del Dr. Montessori sobre la primera infancia.
- El Descubrimiento del Niño - Conceptos Montessori de educación y los materiales didácticos.
- El secreto de la infancia - El papel del niño en la sociedad con énfasis en la espiritualidad del niño.
- Educación y Paz - Una colección de discursos y enseñanzas de María Montessori sobre la paz mundial.
- Educación para un Nuevo Mundo - Este libro discute la preparación del niño para el mundo de mañana.
- Para educar al potencial humano - La visión cósmica de la educación después de los 6 años es el enfoque de este libro.
- La Formación de la filosofía del hombre - Montessori y su enfoque de la alfabetización mundial.

- De la infancia a la adolescencia - Una visión general de los diferentes estados de desarrollo a través de la adolescencia; Incluye el concepto Erdkinder.

Libros de otros autores:

- María Montessori: Su Vida y Trabajo por E. M. Standing - Una descripción detallada del método Montessori en teoría y en la práctica.
- Montessori: Un enfoque moderno por Paula Polk Lillard - Una buena introducción a Montessori para padres, educadores y todos los profesionales que trabajan con niños.
- Montessori: La ciencia detrás del genio por la Dra. Angeline Lillard, profesora de psicología en la Universidad de Virginia. Un trabajo académico que conecta la investigación moderna con el método Montessori.
- La Disciplina Positiva por Jane Nelson, licenciada en matrimonio, familia y terapeuta infantil provee estrategias probadas para establecer y mantener relaciones respetuosas y cariñosas usando técnicas positivas.
- Más allá de la disciplina: Desde el cumplimiento hasta la comunidad por Alfie Kohn describe un enfoque de disciplina utilizado en las aulas que utiliza un enfoque positivo y cooperativo

Las boletas de calificaciones

Nuestras boletas de calificaciones fueron creadas con aportación múltiple de varias fuentes para proveer a los padres una imagen clara e informativa del desempeño de sus hijos en la escuela. Las habilidades académicas que se evalúan son de los Estándares del Estado Central Común, específicamente, los estándares elegidos por los maestros para tener el mayor impacto en el desarrollo académico futuro de los estudiantes. La filosofía
Montessori busca educar al niño en su totalidad y los informes son más amplios en su alcance que lo académico, por lo que las boletas de calificaciones también contienen información sobre el crecimiento social y emocional. El maestro de su hijo es la mejor fuente de información acerca de las calificaciones y puede contestar cualquier pregunta que pueda tener.

Almacenamiento seguro de armas de fuego

El estado de California aprobó una ley que exige que las escuelas públicas informen a los padres y tutores sobre el almacenamiento seguro de armas de fuego. Esta sección del manual es para informar y recordar a los padres y tutores legales de todos los estudiantes de Sherwood Montessori sobre sus responsabilidades de mantener las armas de fuego fuera del alcance de los niños según lo exige la ley de California. Ha habido muchos informes noticiosos de niños que traen armas de fuego a la escuela. En muchos casos, el niño obtuvo las armas de fuego de su casa. Estos incidentes se pueden prevenir fácilmente almacenando las armas de fuego de manera segura, incluso manteniéndolas bajo llave cuando no estén en uso y almacenándolas por separado de las municiones.
Para ayudar a todos a comprender sus responsabilidades legales, este memorando detalla la ley de California con respecto al almacenamiento de armas de fuego. Tómese un tiempo para revisar este memorándum y evaluar sus propias prácticas personales para asegurarse de que usted y su familia cumplan con la ley de California.

- Con excepciones muy limitadas, California responsabiliza penalmente a una persona por mantener cualquier arma de fuego, cargada o descargada, dentro de cualquier establecimiento que esté bajo su

custodia y control donde esa persona sabe o debería saber razonablemente que es probable que un niño tenga acceso al arma de fuego. sin el permiso del padre o tutor legal del niño, y el niño obtiene acceso al arma de fuego y por lo tanto (1) causa la muerte o lesiones al niño o a cualquier otra persona; (2) lleva el arma de fuego fuera de las instalaciones o a un lugar público, incluidos los grados preescolares o escolares desde jardín de infantes hasta el grado doce, o cualquier evento, actividad o actuación patrocinados por la escuela; o (3) blande ilegalmente el arma de fuego a otros.

Nota: La sanción penal puede ser significativamente mayor si alguien muere o sufre lesiones corporales
graves como resultado del acceso del niño al arma de fuego.

- Con excepciones muy limitadas, California también tipifica como delito que una persona almacene o deje por negligencia cualquier arma de fuego, cargada o descargada, en sus instalaciones en un lugar donde la persona sabe o debería saber razonablemente que es probable que un niño tenga acceso a ella. sin el permiso del padre o tutor legal del niño, a menos que se tomen medidas razonables para asegurar el arma de fuego contra el acceso del niño, incluso cuando un menor nunca acceda al arma de fuego.

- Además de posibles multas y penas de prisión, a partir del 1 de enero de 2020, el propietario de un arma declarado responsable penalmente en virtud de estas leyes de California enfrenta la prohibición de poseer, controlar, poseer, recibir o comprar un arma de fuego durante 10 años.

- Finalmente, un padre o tutor también puede ser civilmente responsable por los daños resultantes del disparo de un arma de fuego por parte del hijo o pupilo de esa persona.

Nota: Su condado o ciudad puede tener restricciones adicionales con respecto al almacenamiento seguro de armas de fuego.

Gracias por ayudar a mantener seguros a nuestros niños y escuelas. Recuerde que la manera más fácil y segura de cumplir con la ley es mantener las armas de fuego en un contenedor cerrado con llave o aseguradas con un dispositivo de bloqueo que inutilice el arma de fuego.

1. Consulte las secciones 25100 a 25125 y 25200 a 25220 del Código Penal de California.
2. Consulte la sección 25100(c) del Código Penal de California.
3. Consulte la Sección 29805 del Código Civil de California.
4. Consulte la Sección 1714.3 del Código Civil de California.

La seguridad

La seguridad de los niños, el personal y los visitantes en Sherwood Montessori es de vital importancia. Si está interesado en ser miembro del Comité de Seguridad, consulte a la directora. El Comité de Seguridad trabajará con la directora, la Junta Directiva y la compañía de seguros de la escuela para mejorar continuamente el Plan de Seguridad de la escuela.

Algunas maneras en que los padres pueden ayudar a mantener a Sherwood en un lugar seguro incluyen:
- Repasar las reglas de la escuela con los niños
- Notificar a la escuela de cualquier cambio en las condiciones médicas

- Conducir lentamente y con precaución cerca de la escuela
- Mantener a los niños contagiosos fuera de la escuela
- Alentar a los niños en ir con un adulto en la escuela cuando tengan un conflicto y necesitan ayuda en resolverlo • Avisar cuando algún equipo de la escuela está funcionando mal o un peligro en o cerca del sitio escolar

La seguridad contra el odio es tan importante como la seguridad física. El maestro y el personal están atentos y atentos a las burlas o los insultos relacionados con la raza, el origen étnico, el tamaño del cuerpo, las habilidades físicas, la religión, la orientación sexual, la vestimenta, la apariencia o el nivel socioeconómico. Los comentarios de esta naturaleza no serán ignorados ni tolerados, pero serán rápidamente reprendidos. A las personas, niños y adultos, se les enseñará por qué los comentarios son inapropiados y se emplearán prácticas restaurativas para abordar el daño causado por tales comentarios. Si tales acciones se repiten, el remedio administrativo puede incluir la suspensión o expulsión de los estudiantes y la terminación del empleo del personal o la facultad.

Específicamente: no se tolerarán insultos relacionados con la capacidad, la apariencia, la cultura, el género, el idioma del hogar, la raza, el origen étnico, la religión, la orientación sexual o la clase social.

Reuniones del Consejo Directivo de Sherwood Montessori

Las reuniones regulares, especiales y de emergencia están abiertas al público, a los padres y miembros de la comunidad están invitados a asistir. También habrá una oportunidad separada en las reuniones regulares para el comentario del público en general sobre todas las materias relacionadas con la escuela excepto el personal o cuestiones de responsabilidad. De conformidad con la Ley Brown, las agendas de las reuniones se publicarán 2472 horas antes de las reuniones. Las agendas se publican en el sitio web de la escuela, así como en la escuela. Las reuniones suelen celebrarse en la escuela; Un cambio de lugar será publicado si se cambia la ubicación. *Durante COVID, se han realizado reuniones sobre Zoom. La identificación y la contraseña de la reunión se publican en la agenda y en los anuncios de la escuela.*

Los miembros de la comunidad que asisten son invitados a hacer comentarios relacionados con la agenda. Estos comentarios deben ser de duración limitada y la mesa directiva usualmente no va a responder. Esto puede parecer extraño ya que estamos acostumbrados a la comunicación mutua en la mayoría de los otros entornos; Las reuniones de la Junta Directiva están reguladas por la Ley Brown y usan las Reglas de Orden de Robert.
Ocasionalmente, la Junta Directiva podrá tener una sesión a puerta cerrada. Estas reuniones no están abiertas al público, pero se limitan a asuntos del personal y litigios potenciales. Los miembros de la Junta no pueden revelar detalles de lo que ocurre en las reuniones cerradas.

SMPO

La participación de los padres es vital para el éxito de Sherwood Montessori. Además de brindar oportunidades de voluntariado que enriquecen nuestro programa, con la participación, los padres hacen una declaración poderosa a los niños de que la escuela es importante y la educación es valorada por la familia. La SMPO brinda a los padres una vía para una participación efectiva en las operaciones de la

escuela. Todos los padres y maestros de Sherwood son miembros de facto de SMPO. La membresía activa se fomenta y se logra asistiendo a reuniones de SMPO programadas regularmente, ya sea en persona o a través de Zoom. Las reuniones de SMPO incluyen anuncios y actualizaciones, información sobre eventos y recaudaciones de fondos, oportunidades para ser voluntario de la escuela y un informe del director. También hay un foro abierto para los temas que no figuran en la agenda para brindar la oportunidad de ofrecer sugerencias y comentarios.

SMPO tiene una estructura de liderazgo compartida, que evolucionó a partir de muchas veces escuchando los comentarios: ¡Quiero ayudar, pero no quiero estar a cargo! Nuestros eventos y eventos para recaudar fondos están bien establecidos y el personal administrativo de Sherwood puede guiar a un equipo de liderazgo para cada evento de SMPO. De esta manera, muchas manos hacen que el trabajo sea más liviano y nuestra comunidad se beneficia de que muchos voluntarios comprometidos trabajen juntos para crear eventos que se conviertan en recuerdos preciados para los niños.

Equipo de Éxito Estudiantil (SST)

Se convocará una junta de SST para que sea una fuente de conocimiento siempre que un alumno no esté logrando su potencial. El SST de Sherwood está compuesto por el maestro del alumno, los padres del alumno, los proveedores de educación especial y el director de sistemas de apoyo multinivel, aunque no todos los miembros del equipo pueden estar presentes en cada reunión. El proceso de identificación formal de un niño para una modificación en los servicios académicos puede comenzar con un padre, maestro o cualquier miembro del personal que exprese una preocupación por un niño. Las preocupaciones pueden ser el en ámbito académicas o emocionales. Una vez que se expresa la preocupación, el grupo de SST se reunirá para identificar posibles intervenciones para el alumno. Después de una cantidad determinada de tiempo con intervenciones en el lugar, por lo general de seis a ocho semanas, el grupo de SST se reunirá de nuevo para evaluar la efectividad de las intervenciones. Las intervenciones se modificarán según sea necesario hasta que el niño pueda funcionar de manera que refleje su potencial.

Título 1

Durante la emergencia de COVID, Sherwood se convirtió en una escuela de Título 1 para aprovechar los fondos federales proporcionados a dichas escuelas. Por lo general, los fondos federales del Título I a través de la Ley de Educación Primaria y Secundaria (ESEA). Al comienzo de cada año escolar, las agencias educativas locales que reciben fondos del Título I deben notificar a los padres cuyos estudiantes asisten a una escuela del Título I que pueden solicitar, y la agencia les proporcionará a los padres si lo solicitan (y de manera oportuna).), información sobre las cualificaciones profesionales de los profesores del aula del alumno, que incluya como mínimo:

1. Si el maestro del estudiante:
   - Ha cumplido con los criterios de calificación y licencia del Estado para los niveles de grado y las materias en las que el maestro imparte instrucción;
   - Está enseñando bajo estado de emergencia u otro estado provisional a través del cual se ha renunciado a los criterios de calificación o licencia del Estado; y

- Es docente en el campo de la disciplina de la certificación del maestro.

2. Si el niño recibe servicios de para profesionales y, de ser así, sus calificaciones.

Si desea esta información, comuníquese con Michelle Yezbick, directora de la escuela, al 530-345-6600 o por correo electrónico a michelle@sherwoodmontessori.org

Juguetes y Aparatos Electrónicos

Se anima a los niños a traer artículos de la casa que se relacionan con los temas académicos actuales. Cosas recogidas de forma responsable de la naturaleza como nidos de aves, conchas inusuales y especímenes de roca son bienvenidos. *Sin embargo, los juguetes y los aparatos electrónicos de la casa no están permitidos en la escuela*. Si a un niño le resulta difícil separarse de un juguete en particular, tal vez el juguete pueda acompañar al niño a la escuela y permanecer en el vehículo y esperar el regreso del niño al final del día. Si el estudiante va a ir a la casa de un amigo después de la escuela y quiere llevar su juguete o juego electrónico a la casa de su amigo, él o ella puede traer el artículo a la oficina y guardarlo allí por el resto del día escolar, pero la oficina no es responsable por cualquier artículo que se pierde o sea quebrado mientras que este allí.

Política de Visitación

Sherwood es una escuela comunitaria, y todas las voces y aportes de los miembros de la comunidad son valiosos y necesarios. Con el fin de tener una escuela eficiente, el procedimiento de visitas y de citas es necesario para asegurar que aporte sea recibida y la escuela no sea interrumpida.
Para reunirse con la directora, haga una cita con la Asistente Administrativo en la oficina.
Para visitar un salón de clases, haga arreglos a través de la oficina con al menos 48 horas de anticipación para permitir la comunicación con el maestro de la clase. También, para organizar un recorrido de la escuela para un futuro miembro de la comunidad interesado en Sherwood, comuníquese con la oficina.
Para obtener más detalles sobre la Política de visitas, nuestra junta directiva adoptó la política que esta publicada en nuestro sitio web en la página de la Junta Directiva/ póliza.

Trabajar como voluntario

Sherwood Montessori se ha comprometido a ser una escuela en la que la colaboración y la alta participación de la familia son optimizadas para proporcionar a los estudiantes la mejor experiencia posible de la escuela. Ver a los padres ayudar en la escuela es una lección positiva para los niños. Esto les muestra que la educación es valorada y es muy importante como para trabajar e invertir tiempo. No todas las familias tienen recursos ilimitados de tiempo o habilidades para ofrecer, pero hay cosas que todos y cada uno de nosotros podemos hacer. El SMPO ofrece una variedad de tareas y proyectos en los que los padres y las familias pueden estar involucrados. Además, a medida que cada familia conoce a los maestros y al programa de sus hijos, los padres pueden encontrar otras maneras de ayudar. Se le anima a cada familia a realizar un **mínimo de 40 horas** de participación en la escuela cada año académico. Parte de estas horas pueden ser cumplidas asistiendo a presentaciones escolares, asistiendo a Noche de Regreso a la Escuela y Noche de Educación de Padres, y participando en funciones escolares. Para las familias que no pueden asistir a estos tipos de eventos, pueden hacer una donación en efectivo en lugar de horas de

trabajo a la escuela.

El Departamento de Educación de California nos pide que proporcionemos una métrica de la participación de nuestras familias en nuestro LCAP (Plan de responsabilidad de control local). Esa es una de las razones por las que pedimos a las familias que informen las horas de voluntario. Otra razón es que algunas solicitudes de subvención solicitan datos que muestren el poder voluntario en nuestra organización. Una tercera razón es que nos ayuda en la oficina a saber quién tiene experiencia con diferentes opciones de voluntario y quién necesita encontrar una manera de ser voluntario, podemos conectar a los padres con esta información.

¡La aplicación Parent Square hace que informar las horas de voluntario sea fácil! Descargue Parent Square para mantenerse al día con la comunicación de la escuela, para registrarse como voluntario, para informar las horas de voluntariado y para recibir alertas de la escuela.

Algunos ejemplos de cómo los padres pueden ser voluntarios incluyen:

Ambiente en el aula

- Proporcionar bocadillos para la clase
- Lavar las toallas en casa
- Limpieza del aula (aspirar, limpiar el polvo, limpiar mesas y superficies)
- Cuidar a las mascotas durante los descansos
- Sacar punta a los lápices del salón
- Haciendo copias

Alrededor de la escuela

- Barriendo zonas exteriores de la escuela
- Trabajando en el jardín
- Completar tareas de mantenimiento
- Dirigir el tráfico antes o después de la escuela
- Crear un comité de padres para embellecer la escuela

Programas educativos

- Montaje de folletos para el aula
- Escuchando a los lectores estudiantiles
- Administrando pruebas de ortografía
- Planificando viajes
- Conducir y acompañar en excursiones
- Ayudar con proyectos especiales (por ejemplo, fabricación de títeres, cocina y jardinería, arte)
- Compartir experiencias en el aula como guía al visitante

Recaudación de fondos y planificación de eventos

- Planificación de recaudación de fondos en el aula
- Unirse a un comité de recaudación de fondos de SMPO

- Unirse a un comité de planificación de eventos de SMPO
- Voluntario en eventos especiales (por ejemplo, Día Internacional, Desfile de luces, Festival de otoño, Actuación de invierno, Espectáculo de variedades, Festival de música Sherwood)
- Investigar fuentes de fondos de subvenciones y ayudando a escribir solicitudes

Mercadeo y Comunicaciones

- Actualizar contenido en el sitio web de la escuela
- Desarrollar la presencia en las redes sociales de Sherwood (por ejemplo, Facebook, Instagram)
- Publicar comentarios escolares en Yelp, Google, Great Schools, Niche
- Distribución de volantes y folletos (por ejemplo, supermercados, mercado de agricultores, biblioteca, cafeterías)

Liderazgo y Gobernanza

- Servir como coordinador de SMPO (recaudación de fondos, mercadeo, comunidad)
- Participando en el comité local del Plan de Control y Responsabilidad (LCAP)
- Sirviendo como miembro de la Junta de directores
- Unirse a un comité de la Junta (por ejemplo, desarrollo, finanzas, planificación estratégica)

Sherwood Referral Form

Order, Coordination, Concentration, Independence

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

Student Name: _____

Date of incident: _____

Time of incident: _____

Grade: TK K 1 2 3 4 5 6 7 8

Referring Staff: _____

Location
choose only one

□ Classroom □ Hallway
□ Bathroom □ 20th Street Park
□ Cafeteria □ 1010 Cleveland
□ Playground □ Library
□ Pick-up Areas □ Office
□ Off Campus □Other_____

Each referral can be only Minor or Major, not both.

Choose up to two, circle the primary behavior problem if choosing two.

Perceived Motivation
choose only one

Minor Problem Behavior	Major Problem Behavior	Obtain:
□ Defiance	□ Abusive/ Inapp. Language □ Bullying	□ Adult Attention
□ Disrespect	□ Defiance □ Disrespect	□ Items/Activities
□ Disruption	□ Disruption □ Fighting	□ Peer Attention
□ Inappropriate Language	□Forgery/Theft/Plagiarism □ Harassment	**Avoid:**
□ Physical Contact	□ Lying/Cheating □ Property Damage	□ Adult
□ Property Misuse	□ Leaving Campus □ Physical Aggression	□ Task/Activity
□ Technology Violation	□ Other	□ Peer
□Elopement		
□Other_____		

Action Taken *Choose up to two, circle the primary action taken if choosing two.*

□ Reset □ Restitution □ Parent Contact □ Individualized Instruction □ Action Pending □ Loss of Privilege □ Conference with Student/Thought Paper □ Out-of-School Suspension (_____hours/days) □ Other _____	
Others Involved *only one* □ Other	□ None □ Teacher □ Substitute □ Unknown □ Peers □ Staff *choose* _____
Other Comments: _____ _____ __	



Documento de Reflexión

Fecha_____

¿Cuál fue el problema?

_____

_____

_____

¿Como afectan tus decisiones a otras personas?

_____

_____

_____

¿Qué otra opción hubiese sido mejor?

_____

_____

_____

¿Que plan tienes para asegurarte que este problema no vuelva a ocurrir?

_____

_____

_____

Firma del Maestro: _____ **Fecha: _____**

Firma del estudiante: _____ **Fecha: _____**

Firma de los padres: _____ **Fecha**: _____

Estudiante/Familia	Sitio Escolar / Distrito		Asistencia Estudiantil BCOE
3+ ausencias injustificadas o tardanzas de 30 minutos AUSENTE	**Carta #1 -** A los padres	-Utilizar todo el sitio, el distrito y los posibles recursos de la comunidad para abordar las barreras de asistencia y apoyar a la familia y al estudiante durante todo el proceso. -NO es necesario enviar copias de cartas a BCOE	- Consultas ofrecidas a las escuelas durante todo el proceso
Ausencias o tardanzas adicionales injustificadas	**Carta #2** - A los padres - Puede incluir una carta del fiscal de distrito. Consulte la descripción general de la carta DA		
Ausencias o tardanzas adicionales injustificadas	**Carta #3 -** A los padres		
Reunirse con el Administrador de la escuela o con la persona designada	Contrato escolar establecido en vigencia. *La escuela determina si estas reuniones ocurrirán (consistentemente para todos los estudiantes) después de la segunda o tercera carta de absentismo escolar	-El administrador del sitio se reúne con el/la estudiante / padres para discutir las barreras de asistencia y los apoya con el contrato del sitio escolar establecido	
Contrato quebrantado con la escuela	-Referencia a SARB El presidente de SARB revisa la derivación, programa reuniones o regresa para tomar más medidas		
SARB/Arbitraje de ausencia con Audiencia	- Miembros de SARB discuten barreras de asistencia, sugieren apoyos y busca recursos - Contrato firmado		-Participar en SARB
Contrato de SARB quebrantado	- Notificar al presidente de SARB y proporcione los documentos necesarios según lo solicitado		-Remisión a la policía o regreso a SARB / escuela para acciones adicionales
Tribunal de Ausentismo	-Proporcionar actualizaciones de asistencia solicitadas -El Administrador presentarse en la corte cuando se le solicite		-Preparar / presentar informe judicial -Llamadas de recordatorio a los padres -Proporcionar resultados al administrador del sitio y SARB

Mapa de Estacionamiento



Sherwood Montessori Petition