



SHERWOOD MONTESSORI

Charter for the Renewal of Sherwood Montessori
A California Public School

Submitted to the Chico Unified School District

January, 2012

i. AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Russell Scott Shapiro, 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, 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). [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 and Improvement Act of 2004 (IDEIA).
- 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 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

Sherwood Montessori Petition

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 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 No Child Left Behind Act.
 6. Sherwood Montessori shall comply with the Public Records Act.
 7. Sherwood Montessori shall comply with the Family Educational Rights and Privacy Act.

Russell Scott Shapiro

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.

Table of Contents

i. AFFIRMATIONS/ASSURANCES	2
ii. MISSION STATEMENT	4
iii. CHARTER SCHOOL INTENT AND CHARTER ASSURANCES	5
1.0 EDUCATIONAL PROGRAM	9
1.1 Targeted School Populations	9
1.2 School Calendar	10
1.3 What Does it Mean to be an Educated Person in the 21st Century?	10
1.4 Curricular Goals and Alignment of Outcomes with State Standards and Common Core Standards	11
1.5 Educational Philosophy	11
1.6 Academic Overview Montessori Approach to Education	12
1.7 Classroom Structure	13
1.8 Curriculum and Instructional Design	14
1.10 Plan for Students who are Academically High Achieving	15
1.11 Plan for Students who are English Learners	15
1.12 Plan for Students with Special Education Needs/Section 504 of the Rehabilitation Act/ Americans with Disabilities Act	15
1.13 Special Education Services	16
1.14 School Based Intervention Team	16
2.0 MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA	16
2.1 Curricular Goals and Alignment of Outcomes with State Standards and Common Core Standards	16
2.2 Expectations of Exit Outcomes	17
2.3 Affirmations	17
3.0 ASSESSMENT OF STUDENT PROGRESS	17
3.1 Assessment Tools	17
3.2 Alignment of Assessment to the Mission Statement and Montessori Philosophy	18
3.3 English Learners (EL)	19
3.4 Assessment Summary	19
4.0 GOVERNANCE STRUCTURE OF SCHOOL	20
4.1 Relationship between Sherwood Montessori and the CUSD	21
4.2 Charter School Operations	21
4.3 Parent Involvement in the Sherwood Parent Organization	23
5.0 EMPLOYEE QUALIFICATIONS	24
5.1 Administration Qualifications	25
5.2 Instructor Qualifications	25
6.0 HEALTH AND SAFETY PROCEDURES	27
6.1 Safety Plan	27
6.2 Additional Health Policies	27
6.3 Safe Building Policies	28
7.0 MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE REFLECTIVE OF DISTRICT	28
7.1 Practices and Policies to Promote Diversity	28
8.0 ADMISSION REQUIREMENTS	29

8.1 Age Policy	29
8.2 Admission Requirements	30
8.3 Application Process and Preferences	30
9.0 FINANCIAL AND PROGRAMMATIC AUDIT	31
9.1 Fiscal Year and Reporting Deadlines	31
9.2 Contracting and Overseeing the Independent Audit	31
9.3 Qualifications of the Auditor	31
9.4 Scope of the Financial Audit	32
9.5 Programmatic Audit	32
10.0 PUPIL SUSPENSION AND EXPULSION/DUE PROCESS	32
10.1 Grounds for Suspension and Expulsion of Students	33
10.2 Enumerated Offenses	33
10.3 Suspension Procedure	35
10.4 Authority to Expel	35
10.5 Expulsion Procedures	35
10.6 Record of Hearing	36
10.7 Presentation of Evidence	36
10.8 Written Notice to Expel	37
10.9 Disciplinary Records	37
10.10 Expelled Pupils/Alternative Education	37
10.11 Rehabilitation Plans	37
10.12 Readmission	37
11.0 STAFF RETIREMENT SYSTEM	38
12.0 ATTENDANCE ALTERNATIVES	38
13.0 DESCRIPTION OF EMPLOYEE RIGHTS	38
13.1 Collective Bargaining Contracts of the Chico Unified School District	38
14.0 DISPUTE RESOLUTION	39
14.1 Public Comments	39
14.2 Disputes arising from within Sherwood Montessori	39
14.3 Disputes between Sherwood Montessori and the CUSD	39
14.4 Oversight, Reporting, Revocation, and Renewal	39
15.0 LABOR RELATIONS	40
16.0 SCHOOL CLOSURE	40
16.1 Closure Process	40
16.2 Final Audit and Maintenance and Transfer of Student Records	40
17.0 MEMBERS OF THE BOARD OF DIRECTORS	41
17.1 History of the Founding Board	41
17.2 Composition of the Founding Board	42
17.3 Current Board of Directors	43
18.0 LOCATION OF THE SCHOOL WITHIN CUSD BOUNDARIES	43
19.0 GRADE LEVELS SERVED	44
20.0 FINANCIAL AND ORGANIZATIONAL ACCOUNTABILITY	44
20.1 Procedure for the Development of the Annual Budget	44
20.2 Reporting of Annual Budget and Interim Reports	45
20.3 Legal Compliance of Budget	45
APPENDIX A1.0 FINANCIAL PLAN	46
A1.1 Budget Details	46
A1.2 Revenue Assumptions	46
A1.3 Expenditures Assumptions	47

Sherwood Montessori Petition

A1.4 Reserves	48
A1.5 Yearly Projections	49
APPENDIX A2.0 IMPACT STATEMENT	52
A2.1 Estimated Enrollment Model	52
A2.2 Lateral Transferability within CUSD	52
A2.3 Relationship with CUSD	52
A2.4 Civil Liability	53
A2.5 Risk Management	53
A2.6 Administrative Services	53
APPENDIX A3.0 SPECIAL EDUCATION	54
APPENDIX A4.0 ANNUAL REPORTS TO CUSD	54
APPENDIX A5.0 CURRICULUM EXAMPLES	55
APPENDIX A6.0 2011-2012 SCHOOL CALENDAR	63
APPENDIX A7.0 ARTICLES OF INCORPORATION	66
APPENDIX A8.0 SHERWOOD MONTESSORI BYLAWS	69
APPENDIX A9.0 2010-2011 STANDARDIZED TESTING DATA	84
APPENDIX A10.0 SHERWOOD MONTESSORI FAMILY HANDBOOK	92

1.0 EDUCATIONAL PROGRAM

1.1 Targeted School Populations

Sherwood Montessori intends to be a public charter school within the Chico Unified School District serving those students who will best learn through an open-structure style built upon the Montessori philosophy. Learning styles do not necessarily follow racial or financial categories, so we hope to build 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 155.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	18	18	18	18	18
1	18	18	18	18	18
2	19	18	18	18	18
3	16	19	18	18	18
4	12	16	19	18	18
5	13	12	16	19	18
6	14	13	12	16	19
7	15	14	13	12	16
8	11	15	15	13	12
Total	136	143	147	150	155

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 perform very high on annual standardized testing and reporting (STAR), scoring high in all subject areas relative to their host district.

Sherwood Montessori Petition

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 standardized tests (STAR) 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 Kindergarten, the day will begin at 8:30 and end at 11:50. The elementary and middle school classrooms will begin at 8:30 and end at 3:00 each day. Each day will include an hour-long lunch period and the teachers 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 will learn how to take care of their environment through class discussion and hands on activities in the garden at the school (chores) at all grade levels.

To be fully educated and active *participants* in the 21st century, our students will be 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 will follow the excellent 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 will 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 will also build listening skills through group engagement and mentoring practices. By creating an open-structured, multi-age classroom, the students will have to learn to respect each other in conversation and also formulate clear and concise arguments. Sherwood Montessori will continue the strong Montessori emphasis on Reading/Language Arts to achieve this strength.

Sherwood Montessori Petition

In addition to drawing attention to Critical Thinking and Communication, students at Sherwood Montessori will 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. will 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 and Common Core Standards

Sherwood Montessori will foster high academic standards through the thoughtful application of the state content requirements and Montessori standards. Sherwood Montessori standards will be fully aligned with the California State content standards and Common Core Standards. This alignment document, the Curriculum Guide, is attached as Appendix A5.0, and displays how the Montessori standards are congruent with the traditional state standards and vice versa. The Curriculum Guide offers an outline for each month in the academic calendar for each grade along with which Montessori and state content standard the teacher would cover in his/her class. Detailed academic content specific outcomes for language arts, mathematics, and sciences are addressed in the Curriculum Guide. Teachers at Sherwood Montessori will have the academic freedom to use the Guide as a touchstone rather than a prescription for achieving the California state standard and Common Core Standard goals. During this time of strict accountability by the Federal and State government pushing many schools into Program Improvement status, 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.

Sherwood Montessori Petition

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.

Sherwood Montessori Petition

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, remains 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 classrooms understand and 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 chemistry, human biology, and physical machines over a three-year period, emphasizing key concepts at each grade 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 environmental camp class trips. An expectation of community service affirms the sense of social interdependence emerging at this age. Students in this class 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 California content standards and Common Core Standards by offering a standards-aligned instructional program that utilizes state adopted curriculum delivered through the Montessori method. As stated, Appendix A5.0 outlines an example curriculum matrix for the 1-3 grades who will be served at Sherwood Montessori. This model is based on other successful Montessori charter schools in California.

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 will be diligent to recognize when students are having difficulties and use the School Based Intervention Team (SBIT) process (discussed below) to assist and intervene. In addition, the school will have Special Education staff through CUSD who will be available as a resource to students, parents, teachers and SBITs. Further explanation

Sherwood Montessori Petition

of Special Education services is included in section 1.12.

In addition to the SBIT process, access to additional academic support will be available during and outside the school day. Supplemental materials will be 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 will be 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 will allow students who are advanced in any subject matters 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 will 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 will be referred to the SBIT 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 will follow all State and Federal mandates regarding English Learners. As part of the enrollment process, students will be identified as an English Learner through the home survey. Students who are English learners attending Sherwood Montessori will have full access to the school's curriculum and all teachers of students who are English Learners will have English Learner authorization. Teachers will plan instruction for students that will 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 will be 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 CELDT 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 will comply with all applicable Federal and State Laws, including but not limited to Individuals with Disabilities Education and Improvement Act of 2004 (IDEIA), Section 504 of Rehabilitation Act (Section 504), The Americans Disabilities Act (ADA), and the California Education Code. Sherwood Montessori will also meet the requirement of Search and

Sherwood Montessori Petition

Serve/Child Find for Special Education services.

Sherwood Montessori will be deemed a public school within the chartering entity for the provisions of conformity with Education Code 47641(b), thus Sherwood Montessori would be 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

For the purposes of providing Special Education services, Sherwood Montessori will be part of CUSD's Local Education Area (LEA). As part of CUSD's LEA, CUSD and Sherwood Montessori will negotiate an MOU that will be consistent with the Butte County SELPA Local Plan. In addition, the MOU will specify the responsibilities regarding service delivery for referrals, assessment, instruction and Due Process as well as the fiscal allocation plan to include agreements describing allocation of actual and excess costs and Charter fiscal responsibilities for fair share of any contribution.

1.14 School Based Intervention Team

The School Based Intervention Team (SBIT) is a general education function and is composed of the SBIT Coordinator, student's teacher, parent and other school personnel, depending on the nature of the referral. The primary function of the SBIT 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 SBIT 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 SBIT. The SBIT 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 SBIT can review progress or continuing concerns, which will be held within at least 6 weeks.

If the identified strategies/interventions are not successful, the student may be referred for an assessment for special education services. However, anyone concerned with the student may request an assessment for special education at any time.

2.0 MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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

Sherwood Montessori will foster high academic standards through the thoughtful application of the state content requirements and Montessori standards. Sherwood Montessori standards will be fully aligned with the California State content standards as well as the Common Core Standards. To demonstrate this alignment, examples of the Curriculum Guide for Grades 1-3 is attached as Appendix A5.0, displays how the Montessori standards are congruent with the traditional state standards and *vice versa*. The Curriculum Guide outlines each month in the academic calendar for each grade along with which Montessori and state content standard the teacher will cover in his/her class. Detailed academic content specific outcomes for language

arts, mathematics, and sciences 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 who have been enrolled at Sherwood Montessori for at least three consecutive years will increase their California Standards Tests (CST) scores in English Language Arts (ELA). This objective will be demonstrated by CST data.
- The overall participation rate in STAR test will meet or exceed 95%. This objective will be measured using STAR participation data.
- Sherwood Montessori will demonstrate a minimum attendance rate of 90% with a goal of 95%. This data will be measured through daily attendance records.
- Sherwood Montessori will meet the API growth target for each year. This objective will be measured by API growth scores.
- Sherwood Montessori will meet AYP (Adequate Yearly Progress) requirements. It is the goal of Sherwood Montessori to make adequate yearly progress (AYP) as defined by the No Child Left Behind Act (NCLB). This objective will be measured by AYP determination.
- 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 will be taught in accordance with all State of California 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 will provide the instructional support necessary for English Learners to attain mastery of the EL state standards.

3.0 ASSESSMENT OF STUDENT PROGRESS

The pupil and school outcomes listed in Section 2 will be 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

Sherwood Montessori Petition

In order to assess each student's intellectual, physical and psychological progress, the following assessments will be 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 measuring progress in each strand of math aligned to Common Core and California State Standards for Mathematics
- Participation in community events such as the Chico News and Review poetry and story writing contests, the annual Chico State science fair
- 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

Information and observations will be gathered and reviewed by each teacher on an on-going basis in order to facilitate the optimal growth and potential for each student and will be summarized in each student's progress report 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 that is 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 will be 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 will guide 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 May. 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 will administer annual state testing assessments for all students in grade 2 through 8. The results will be used as one of many indicators of students' progress and will be helpful in the development of individual work plans for each student. Each spring Sherwood Montessori will participate in STAR (Standardized Testing and Reporting program).

Sherwood Montessori will provide to CUSD a Performance Audit/Report by October 1 of each year. The plan will include a description of achievement data and a strategic plan focusing on areas of improvement based on the achievement data based loosely on the idea of the Single School Plan for Student Achievement. By February 1 of each year, Sherwood Montessori will

Sherwood Montessori Petition

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 will plan instruction that will support EL students' process of becoming proficient in English. The CELDT (California English Language Development Test) will be administered to Kindergarten through 8th grade students as indicated through the home language survey. The CELDT 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 CELDT 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 CELDT:

- 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 CELDT scores to develop individual learning plans and to identify resources to support students as they become more proficient in the English Language. The CELDT 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 STAR tests
- Mastery of Montessori standards
- Competency in state grade level content and performance standards
- Competency in national Common Core 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 the Sherwood Montessori will be charged to a voluntary Board of Directors, composed of seven (7) directors. The Board shall be 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 already 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. In addition to the members of the Board, the Director of the school, one representative of the teaching staff, elected by the teaching staff (both certified and non-certified), and a representative of the Sherwood Montessori Parents Organization, unless prohibited by state law, will serve as non-voting members of the Board. The Chico Unified School District Board of Education may also appoint a representative to serve on the Board of Directors as a non-voting participant.

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 increase 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 will meet monthly 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 will be advertised and conducted in compliance with the California Brown Act. Additional Special Meetings shall be called when necessitated and will be publicized and conducted in a similar manner to monthly meetings. The April monthly meeting shall constitute the Annual Meeting of the Board of Directors.

Duties of the Board of Directors

As the overseeing board, the Board of Directors will be 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

Sherwood Montessori Petition

- 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. A list of current advisors and consultants is provided in Section 17. 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 shall be a public school, accredited by the state board, and shall be 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 Performance Audit/Report and 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

Sherwood Montessori Petition

Administrative Staff—Director and Administrative Assistant

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

Duties of the Director

The Director is responsible for, but not limited to, communicating with the Board and advising the board on programs, policies budget and other school matters. Specific duties include:

- Presents reports to the board on progress, programs and problems of school operations;
- Implement and communicate the school mission;
- Oversee curriculum and instruction;
- Communicate with the Chico Unified School District;
- Meet with parents as needed;
- Oversee the budget and purchasing;
- Hire, evaluate, promote and discipline teachers and staff;
- Negotiate salaries;
- Develop short and long range plans;
- Oversee the operations of a safe and productive school;
- Talks with student encountering problems and resolves problems.

Duties of the Administrative Assistant

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

- Compiles and files students grade and attendance reports, immunization and other school records;
- Greets visitors to the school, determines the nature of business, and directs visitors to destination;
- Answers telephone to provide information, takes messages, or transfer calls;
- Schedule appointments to talk with the Director or teachers and handles school communication;
- Inventory, order and dispense school supplies;
- Accept and deposit funds for student activities;
- Disburse funds, record financial transactions, and audit and balance student-organizations and other school-fund accounts;
- Maintain calendar of school events;
- Oversee student playground activities and monitor classroom during temporary absence of teacher;
- Assist the Director in all areas and be aware of what's going on at the school on a day-to-day basis;
- Maintains school attendance records for all students using attendance software;
- 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;
- Use appropriate software and hardware such as, but not limited to, word processing, school database, page layout, and spreadsheet.

Sherwood Montessori Petition

Business Manager

Financial operations will be carried out by a Business Manager. The Business Manager will fall under the supervision of the School Director and will also work with the Board Treasurer as needed. The Business Manager will report to the Board of Directors as needed with regards to projected changes in the budget including programmatic changes and allotment deferrals. The Business Manager will work 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: Verifies invoices, reimbursement requests, and deposits for accuracy (amount, SACS code, funding class); prints checks.
- Monthly: Creates payroll; monthly profit/loss statements and cash flow analysis; oversees 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: Prepares Annual Projected Budget, First and Second Interim Reports, and End of Year Expenses for Chico Unified School District; yearly accrual entries and balance restricted and unrestricted funds.
- In addition, the Business Manager may be called up to provide financial reports for grants and other requests from the CUSD, Butte County Office of Education, or California Department of Education as needed.

Based on the small size anticipated for Sherwood Montessori, it is believed that the shared governance of the school—Board of Directors, School Director, teachers and parent participation—will be based on a model of collaboration and accountability. As a Montessori school, the faculty and staff will 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 will establish a Sherwood Montessori Parent Organization (SMPO) that will support the mission of the school. Meetings will be regularly scheduled and all parents will be encouraged to be active participants in the organization. All meetings will be held in compliance with The Brown Act. The SMPO will be self-governed by an elected panel of three parents, serving staggering two-year terms, chosen through an open vote of all parents prior to the annual April Meeting of the Board of Directors. A representative of the SMPO will

Sherwood Montessori Petition

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 will be the organization of volunteer and service activities. Activities include fostering community spirit through outreach, helping to welcome new families, promoting the school in the greater community, fundraising and implementing parental educational programs. Volunteers will also be called upon to support the school with specialized tasks as needed, such as classroom support and maintenance on the school grounds. Each family shall strive to contribute 50 volunteer hours per year toward furthering the mission of the school in one or more of the examples listed above.

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

5.0 EMPLOYEE QUALIFICATIONS

All employees of Sherwood Montessori will be 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 will strive 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.

Sherwood Montessori Petition

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 will administer the recruitment, hiring, and background checks on the Director. The Director will be responsible for the recruitment, hiring, and background checks on all the staff. The Board of Directors 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 shall maintain 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 shall also maintain current Child First Aid/CPR certification and TB testing. All staff at Sherwood Montessori will agree to adhere to maintaining a drug, alcohol, and smoke-free work place.

5.1 Administration Qualifications

The administration of the school comprises 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 Bachelors 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.

Additionally, all Lead Teachers must demonstrate core academic subject matter competence. Elementary grade competence is undertaken through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of

Sherwood Montessori Petition

Education (HOUSSE). Middle school teachers will be expected to teach multiple subject areas and will be held to the same requirements. Should specific subject matter areas need to be met, those teachers will be held to the middle school requirements of No Child Left Behind (NCLB) legislation as follows:

- May pass a CCTC approved subject matter examination;
- Complete a coursework option (CCTC approved subject matter program; major or major equivalent comprising 32 semester units; or possess a graduate degree in the core academic subject area);
- Normal Board certification in the core academic subject taught;
- Complete the HOUSSE.

Sherwood Montessori will provide ongoing training to its teachers to ensure full understanding and compliance of NCLB regulations and timetables as well as developments in the Montessori philosophy as it applies to pedagogy.

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 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 will 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;
- Candidate must have completed a minimum of two years of post-secondary study (defined as 48 semester units or greater) or hold a minimum of an Associates 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:

Sherwood Montessori Petition

- If the subject is deemed academic by the school Director (e.g., Reading/Language Arts, Science, History, etc.), the candidate shall hold a minimum Bachelors 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 will recognize the importance of the proper handling of confidential materials and respect 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 will establish a Safety Committee to monitor and insure 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

- The 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 established one month prior to the opening of the school.
- 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 require that all instructional and administrative staff receive training in emergency response as appropriate.

6.2 Additional Health Policies

- All staff and enrolling 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 will be developed in accordance to state and federal law that emphasize prevention of contact with blood- and air-borne pathogens.
- Policies will be 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 will implement 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 will draft 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 and 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 is the firm belief of the Founding Board, that a charter school in the CUSD founded on a pedagogy based on the Montessori Philosophy will 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 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 Founding Board 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 meetings that will include prospective students and parents of all racial and ethnic backgrounds.
- The Administrative Assistant shall regularly monitor the race/ethnicity of the applicant

Sherwood Montessori Petition

pool, increasing targeted recruitment to any underrepresented group as reflected by the CUSD.

- The scheduling of School Tours, Montessori informational seminars, 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 ADMISSION REQUIREMENTS

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. The Founding 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 Kindergarten in the fall, a child must be five years old on or before December 2 of that year. The December 2 date will be used for determining subsequent grade levels for admission purposes. Beginning in the 2012-2013 school year, in compliance with Senate Bill (SB) 1381 (Chapter 705, Statutes of 2010) which amended California Education Code (Section 46300, 48000, and 48010) a transitional kindergarten program will be available for children who will be five years old between November 2nd and December 2nd. For the 2013–14 school year, transitional kindergarten will be available for children turning five between October 2 and December 2. For the 2014–15 school year and each school year thereafter, transitional kindergarten will be available for children turning five between September 2 and December 2. 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.

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 meetings. Following the presentation, parents will be able to apply. These meetings will focus on the Montessori philosophy, the mission of Sherwood Montessori, the details of how our school functions, and charter schools in general. The information will also be posted on our website as a downloadable packet 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. Parents who do not attend an informational meeting will be required to sign a statement that they understand the basic tenets of the Montessori philosophy and the mission of the school as provided in these materials. We will also strongly encourage parents to observe classes in session prior to completing an application packet.

The admissions process then comprises the following steps:

1. Submit the completed application forms in person by the published deadline. Verification of residence and date of birth 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) 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 during 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. Parents who intend to continue at Sherwood Montessori must notify the school Director by January of the current school year to remain as 'continuing students.' Children of current teaching staff and the Founding 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 of the teaching staff or the Founding 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 newspaper, internet, radio, and television outlets as well as informational flyers to be

Sherwood Montessori Petition

distributed at local libraries, open markets, and bulletin boards where potential parents might receive the information. The rationale for this early 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. Furthermore, an additional open enrollment may be held the first year at the same time as the majority of schools in the district to accommodate additional open spaces and establish a waiting list if necessary.

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 within four months of the close of the fiscal year and will be presented to the CUSD in completion by September 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 September 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 included 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 Assistant 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 misassignments of subject area and teaching of English learners;
- Percentage of classes taught by No Child Left Behind (NCLB) compliant 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 Standards Tests (CST) as appropriate per grade level;
- Student performance on the California Physical Fitness Test for grades 5 and 7;
- Academic Performance Index (API) rank as an indicator relative to other schools in the state;
- The progress the school is making on meeting adequate yearly goals.

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

Sherwood Montessori Petition

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 Student 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 (IDEIA) 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 (IDEIA), 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.

Sherwood Montessori Petition

- 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.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, Director, other school officials, or other school personnel engaged in the performance of their duties.
- 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

Sherwood Montessori Petition

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 retains the option for the Board of Directors to elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS). Any participation, as appropriate, will be coordinated with the Federal social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality of certificated and classified staff. 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. 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 develop 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

Sherwood Montessori Petition

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 report 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 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

Sherwood Montessori Petition

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 (as specified in Section 9) and programmatic audit within two months of the receipt of the annual review. 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

Sherwood Montessori Petition

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. Since May 2007, parents and educators in the greater Chico area have met informally to discuss the viability of a public Montessori-methods elementary school. The discussion focused on how the Montessori philosophy can 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 are 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*.

Sherwood Montessori Petition

The result of this intensive, community-based effort is the petition herein. It is our hope that the Chico Unified School District views this petition as a positive additional offering within the district.

17.2 Composition of the Founding Board

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

Dr. Shapiro has had over 15 years experience with grant and policy writing, education (Elementary, Secondary, post-Secondary), and grant review. He has recently served on grant panels at both the local (CSU Chico Foundation) and national (NASA, National Science Foundation) levels. He has also helped develop Earth Science curriculum for Elementary and Middle schools and standards for the Community College system.

Jill Bailey, Governance Specialist

Jill has 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. A Chico resident for the past 20 years and mother of two young boys, Jill is passionate about bringing quality, affordable education to the children of our community.

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

Joseph has worked for local government and non-profit organizations for over 10 years. He has successfully written and administered federal, state and local grants. He has 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 has 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 teaches at CSU Chico in the Psychology Department and will be working in the area of Psychological Clinical Assessment prior to resuming her private practice as a Psychologist in Chico.

Sherwood Montessori Petition

Harvey Rappaport, Education Specialist

Harvey has 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 recently has 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 is currently continuing her studies in speech pathology.

17.3 Current Board of Directors

Dr. Russell Shapiro, Chair. Professor of Geology, California State University, Chico. Term ends 2013.

David Green, Vice-Chair. Financial Advisor, Edward Jones. Term ends 2012.

Rae Morrison, Treasurer. Non-Profit Financial and Human Resource Manager, Retired. Term ends 2014.

Stephen Lucas, Secretary. Executive Officer, Butte Local Agency Formation Commission. Term ends 2014.

Harvey Rappaport. Educational Specialist, Retired. Term ends 2012.

Jill Bailey. Governance Specialist, Parent Member. Term ends 2013.

Erwin William. Attorney, McKernan, Lanam, Bakke, & Williams LLP. Term ends 2014.

18.0 LOCATION OF THE SCHOOL WITHIN CUSD BOUNDARIES

It is the intention of the Board of Directors to rent or lease a facility 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 separate Kindergarten classroom, and a minimum of four (4) 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 965 sq. ft for 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

Sherwood Montessori Petition

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:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	18	18	18	18	18
1	18	18	18	18	18
2	19	18	18	18	18
3	16	19	18	18	18
4	12	16	19	18	18
5	13	12	16	19	18
6	14	13	12	16	19
7	15	14	13	12	16
8	11	15	15	13	12
Total	136	143	147	150	155

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

Sherwood Montessori Petition

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 September 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:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	18	18	18	18	18
1	18	18	18	18	18
2	19	18	18	18	18
3	16	19	18	18	18
4	12	16	19	18	18
5	13	12	16	19	18
6	14	13	12	16	19
7	15	14	13	12	16
8	11	15	15	13	12
Total	136	143	147	150	155

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. The Kindergarten Lead teacher is a 0.5 FTE position; the other classrooms are 1.0 FTE. In addition, the school will hire one or more 0.5 FTE Specialty Teacher on an as-needed basis to expand offerings in Reading/Language Arts, Music, Visual and Performing Arts, and other subjects as required. In 2011-12, the school adopted a model of an independent Kindergarten, two grades 1-3 classrooms, one grades 4-5 classroom, and one grade 6-8 middle school with two certificated teachers. Based on the model above, the school will change to two 4-6 and one 7-8 middle school classroom during the 2013-2014 school year.

A1.2 Revenue Assumptions

Because of the current uncertainties in the state budget, the five-year budget presented herein shows no increase in revenue multipliers between years. For the General Purpose Entitlement and Charter School Categorical Block Grant, the budget uses the current 2011-2012 SSC Dartboard estimates and state reductions. In Lieu Property tax is estimated at \$1,500 per ADA. Monies from the Economic Impact aid are estimated based on the 2010-2011 values as current

Sherwood Montessori Petition

numbers were not available at the time of building the budget. Child Nutrition and the Food Program revenues are based on 2011-2012 averages. Additional details are presented below:

8015-General Purpose Entitlement (State)	Based on 2011-12 SSC Dartboard: K-3 \$5,077; 4-6 \$5,153; 7-8 \$5,306
8096-In Lieu of Property Taxes (Local)	Estimated at \$1,500 / ADA
8290-Economic Impact Aid	Estimated at \$318 / student and assumes 15% need.
8480-Categorical Block Grant	Estimated at \$539.18/ADA = (\$500 X .8243612194)+\$127
8520-Child Nutrition State	Based on current average revenue from state and federal sources
8560-State Lottery	Estimated at \$125 / ADA
8660-Interest Income from Banks	Estimated at conservative \$100 / annual
8673-Afterschool Program	Estimated at \$1,600 per month for 10 months
8673-Food Program	Estimated @ \$2.75 X 8 meals per day X 180 school days
8699-Fundraising	Estimated at 5% of state revenues

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 will be used for all subsequent years. Classified salaries and benefits will be reviewed annually by the Budget Committee. Substitute teaching salary is based on 4% of the sum of the teaching salaries. An additional 1.0 FTE multiple subjects teacher and aide will be added with the addition of the 4-6 classroom in 2013-14.

<i>1000 Certificated Salaries</i>	
1100-Certificated Teachers' Salaries	Additional position in 2013-2014; 2% increase yearly
1200-Certificated Pupil Support Salaries	2% increase yearly
1900-Other Certificated Salaries	2% increase yearly
<i>2000 Non-certificated Salaries</i>	
2100-Non-certificated Instructional Aides' Salaries	Additional aide in 2013-14; 2% increase yearly
2200-Non-certificated Support Salaries	2% increase yearly
2300-Non-certificated Administrators' Salaries	2% increase yearly
2400-Clerical and Office Salaries	2% increase yearly
<i>3000 Employee Benefits</i>	
3101-STRS	Only for Certificated Staff; 1% annual increase
3201-PERS	Only for Classified Staff; 1% annual increase
3301/2-OASDI / Medicare / Alternative	1% annual increase
3401-Health and Welfare Benefits	Health Benefits anticipated to increase 5% yearly
3501-Unemployment Insurance	1% annual increase
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

Sherwood Montessori Petition

the current Blue Shield group plan. Sherwood Montessori will pay 100% of employee costs and 50% of dependent coverage. The Health Benefits also includes coverage for Dental (Premier Access) and Vision (Medical Eye Services). The STRS and PERS costs as well as OASDI, Medicare, Unemployment Insurance, and Worker’s Compensation are budgeted to increase 1% annually and the Health Benefits by 5%.

Materials and Supplies

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

<i>4000 Books and Supplies</i>	
4100-Approved Textbooks and Core Curricula	Monies for new state-approved textbooks. In 2013-14, textbooks will be for an additional 4-6 grade classroom.
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.

<i>5000 Services and Other Operating Expenditures</i>	
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 2011-2012 rates.
5500-Operations and Housekeeping Services	Contracted services and utilities.
5600-Rentals, Leases, Repairs	Based on current lease at \$1.00 per square foot additional classroom; also rental of halls for performances.
5800-Professional/Consulting Services	Costs for advertising, off-site duplication, internet filtering, Business Manager, audit, legal services, and food service.
5900-Communications	1.5% increase annually

Other Outgo

Sherwood Montessori will continue to lease property so there are no anticipated 6000 series expenses. The school is also anticipated to continue contracting with Chico Unified School District as the LEA for Special Education. For budgetary purposes, the encroachment cost is estimated at \$675 per ADA. The decrease reflects a greater number of students throughout CUSD, including new charter schools.

A1.4 Reserves

Sherwood Montessori Petition

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 or \$25,000. While this is higher than the CUSD recommended rate of 2%, we believe it would be prudent to strive toward a higher fiscal security. At the end of the 2011-2012 school year, Sherwood Montessori is projected to maintain a reserve of \$121,627.

Furthermore, as a precautionary step toward maintaining positive monthly cash flow, the school has secured a \$100,000 line of credit through Northern California National Bank. Interest to serve monthly debts is included in the 7000 series.

A1.5 Yearly Projections

SHERWOOD MONTESSORI PROJECTED 5-YEAR BUDGET

	2012-13	2013-14	2014-15	2015-16	2016-17
Projected Enrollment	136	143	147	150	155
Enrollment at 95% ADA	129.2	135.85	139.65	142.5	147.25
REVENUES					
8015-General Purpose Entitlement (State)	470,621	495,205	509,013	518,988	536,776
8096-In Lieu of Property Taxes (Local)	193,800	203,775	209,475	213,750	220,875
8290-Economic Impact Aid	6,163	6,480	6,661	6,797	7,024
8480-Categorical Block Grant	69,662	73,248	75,296	76,833	79,394
8520-Child Nutrition State	11,408	11,408	11,408	11,408	11,408
8560-State Lottery	16,150	16,981	17,456	17,813	18,406
8660-Interest Income from Banks	100	100	100	100	100
8673-Afterschool Program	16,000	16,000	16,000	16,000	16,000
8673-Food Program	3,960	3,960	3,960	3,960	3,960
8699-Fundraising	37,820	39,784	40,895	41,709	43,124
REVENUE SUBTOTAL	825,683	866,941	890,265	907,358	937,066

EXPENDITURES					
<i>1000 Certificated Salaries</i>					
1100-Certificated Teachers' Salaries	179,096	217,096	221,438	225,867	230,384
1200-Certificated Pupil Support Salaries	25,559	26,070	26,592	27,123	27,666
1900-Other Certificated Salaries	20,000	20,400	20,808	21,224	21,649
Total, Certificated Salaries	224,655	263,566	268,838	274,214	279,699
<i>2000 Non-certificated Salaries</i>					
2100-Non-certificated Instructional Aides' Salaries	100,560	110,560	112,771	115,027	117,327
2200-Non-certificated Support Salaries					

Sherwood Montessori Petition

	10,000	10,200	10,404	10,612	10,824
2300-Non-certificated Administrators' Salaries	63,000	64,260	65,545	66,856	68,193
2400-Clerical and Office Salaries	25,000	25,500	26,010	26,530	27,061
Total, Non-certificated Salaries	198,560	210,520	214,730	219,025	223,406
<i>3000 Employee Benefits</i>					
3101-STRS	20,976	24,776	25,024	25,274	25,527
3201-PERS	21,264	21,477	21,691	21,908	22,127
3301/2-OASDI / Medicare / Alternative	19,252	19,445	19,639	19,835	20,034
3401-Health and Welfare Benefits	40,357	45,557	46,013	46,473	46,937
3501-Unemployment Insurance	1,313	1,326	1,339	1,353	1,366
3601-Workers' Compensation Insurance	12,731	12,858	12,987	13,117	13,248
Total, Employee Benefits	115,893	125,439	126,693	127,960	129,240
<i>4000 Books and Supplies</i>					
4100-Approved Textbooks and Core Curricula	4,500	1,000	1,000	1,000	1,000
4200-Books and Other Reference Materials	9,624	6,500	6,500	6,500	6,500
4300-Materials and Supplies	14,500	14,000	13,000	12,000	12,000
4400-Noncapitalized Equipment	6,000	5,000	4,000	4,000	4,000
4700-Food	1,950	1,950	1,950	1,950	1,950
Total, Books and Supplies	36,574	28,450	26,450	25,450	25,450
<i>5000 Services and Other Operating Expenditures</i>					
5200-Travel and Conferences	2,000	2,000	2,000	2,000	2,000
5300-Dues and Memberships	450	450	450	450	450
5400-Insurance	15,048	15,048	15,048	15,048	15,048
5500-Operations and Housekeeping Services	15,700	15,700	15,700	15,700	15,700
5600-Rentals, Leases, Repairs, and Noncap. Improvements	69,700	72,700	72,700	72,700	72,700
5800-Professional/Consulting Services and Operating Expend.	32,408	32,408	32,408	32,408	32,408
5900-Communications	3,390	3,560	3,737	3,924	4,121
Total, Services and Other Operating Expenditures	138,696	141,866	142,043	142,230	142,427
<i>6000 Capital Outlay</i>					
Total, Capital Outlay	-	-	-	-	-

Sherwood Montessori Petition

<i>7000 Other Outgo</i>					
7221-Transfers of Apportionments to Other LEAs - Spec. Ed.	91,800	96,525	99,225	101,250	104,625
7438-Debt Service Interest	45	45	45	45	45
Total, Other Outgo	91,845	96,570	99,270	101,295	104,670
<i>TOTAL EXPENDITURES</i>	806,223	866,410	878,024	890,175	904,890
NET	19,460	530	12,240	17,183	32,176

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 2012 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 121 students to 136 in the 2012-13 year, and ending at 155 students.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	18	18	18	18	18
1	18	18	18	18	18
2	19	18	18	18	18
3	16	19	18	18	18
4	12	16	19	18	18
5	13	12	16	19	18
6	14	13	12	16	19
7	15	14	13	12	16
8	11	15	15	13	12
Total	136	143	147	150	155

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. 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
- Proposed support service needs and suggested payments to CUSD for services
- 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 Manual, 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 most of its own administrative services, including but not limited to financial management, personnel, and curriculum development. The petitioners may be interested in discussing the possibility of purchasing some of these or other services from a local school district or county office of education. The specific terms and cost for these services will be the subject of an annual Memorandum of Understanding (“MOU”) between the charter school and the District and subject to District availability. Should services be unavailable, or by June 1, 2010, if no MOU has been executed, the Sherwood Montessori Board of Directors shall obtain its own administrative services either in house or through a third party contractor.

APPENDIX A3.0 SPECIAL EDUCATION

Sherwood Montessori intends to operate as a school of the Chico Unified School District for special educational purposes. The initial MOU shall negotiate how special educational services will be provided by CUSD that are consistent with the Butte County SELPA Plan policies and procedures. The MOU will specify the costs and responsibilities of each party with regards to implementing the following special education processes:

- Referral
- Assessment
- Instruction
- Due Process
- Agreements describing allocation of actual and excess costs
- Charter fiscally responsible for fair share of any contribution

Formulation of this plan involved an initial meeting between Roy Applegate, SELPA Director for Butte County, David Scott, Director of Student Support Services for CUSD, Russell Shapiro and Georgina Maltby. At this meeting, the responsibilities of each party were discussed as well as procedures regarding the School Based Intervention Team (SBIT) and payment for special education excess costs. 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 flow charts represent the ideal in the grade 1-3 program. The charts are based on the model developed by Norman Lorentz and used by the California Montessori Project and modified by Sherwood Montessori. In these charts, Levels 1-3 correspond to Grades 1-3 at a traditional school. 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. These flow charts are meant to be complimented by a Portfolio Development and various individual student notebooks and workplans, as per common Montessori practice.

Teachers will use these flow charts 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 flow charts 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 may choose to alter the timing in order to best suit their classroom requirements.

This document is for teacher use only, not to be distributed to parents. These flow charts may be used to write a parent-friendly curriculum overview for parent orientation.

Sherwood Montessori Petition

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	
MATHEMATICS	LEVEL 1	Numeration Decimal System Gathering and Forming numbers to 1000 Decimal System Static Addition NS 2.3, MR 1.2		Teen and Ten Boards Less Than and Greater Than Addition Strip Board Hundred Board & Thousand Chain Addition Facts Time Metric System NS 1.1, 1.2, 1.3, 1.4, 2.1, 2.5, A 1.1, MR 3.1		Money Addition Charts Expanded Notation Dynamic Addition Addition Snake Game NS 1.5, A 1.1, A 1.2, 2.7		Addition - Stamp Game & Short Bead Frame Abstract Addition Review Teen and Tens Board Numbers to 1000 (with Missing Numerals) NS 2.1		Subtraction Strip Board Memorization of Addition Facts Introduction to Fractions Addition of Tens Time Abstract Addition NS 1.4, 2.5, MG 1.2, MR 3.1			
		Additional Montessori Math Lessons: The History of Numbers Addends Greater than Ten Associative Property of Addition Advanced Snake Game Long Chains Introduction to Fractions Exposure to Dynamic Subtraction Exposure to Static Multiplication Multiplication Bead Board Small Multiplication Exposure to Static Division						Additional Standards Lessons: Addition and Subtraction Inverse Relationships / Strip Board (NS 2.1) Count by 2's, 5's and 10's to 100/100 chain (NS 2.4) Solve addition problems with 2 and 3 digit numbers (NS 2.6) Estimation of Problem solving to the hundreds place (NS 3.1) Addition and Subtraction Word Problems (NS 3.1 MR 1.1, 1.2,2.1,2.2) Measuring Using Non-Standard Measures (AF 1.3) Graphing (SDAP 1.2) Patterns (SDAP 2.1)					
		Additional Support Materials: Montessori Made Manageable, CA Standards Based Workbook, Weekly Math Quizzes, Daily Oral Math											
		Geometry: Geometric Solids – Triangles – Quadrilaterals (Irregular) – Rectangles – Polygons – Circles – Curved Figures		Constructive Triangles Rectangle Box Triangle Box Large Hexagon Box Small Hexagon Box		Solid to Point Point to Solid Formal Presentation of Geometry Sticks The Line and Its Parts		Positions of Lines Presentation of a Plane Positions of a Straight Line Horizontal Vertical Oblique		Types of Angles Parts of an Angle Two Straight Lines in the Same Plan Relationship Between Two Angles			

Sherwood Montessori Petition

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE
LANGUAGE ARTS	LEVEL 1	Metal Insets Phonetic Alphabet Matching Letters to Pictures Printing Lower Case Letters Matching Pictures to Letters in Alphabetical Order R 1.3	Lower Case Printing Moveable Alphabet Short A Phonetic Alphabet Printing Median, Ascending and Descending Letters Moveable Alphabet Short A and O Printing Lower Case Letters Moveable Alphabet Short Vowels R 1.10	Moveable Alphabet Short Vowels Printing Median, Ascending and Descending Letters Long Vowel A Phonetic Words R 1.4,1.5,1.9	Phonograms – ar, th, aw Object Boxes 2 – Four Letter Phonetic Words Upper Case and Lower Case Handwriting Moveable Alphabet Long Vowel a_e, o_e, i_e Reading of Words Phonograms – ch, sh, R 1.12	Moveable Alphabet Long Vowel – ai, ee, oo Reading of Words – Blends Phonogram ou, ng Moveable Alphabet Long Vowel – ai, ee, oo Reading of Words Word Families Long Vowels R 1.12						
		Montessori Language Lessons: Review Metal Insets Story of Writing Samples of Ancient Writing			Classified Nomenclature w/Labels Word Study Key Experience Compound Words Word Families Root Words Suffix Prefix R 1.11			Classified Nomenclature w/Labels Paper Game Detective Adjective Game Logical Agreement with Nouns and Adjectives Key Experiences for Conjunctions Prepositions Verb Adverbs Pronoun Interjection				
		Support material: Ongoing all year						Daily Silent Reading or Mentor Reading Ongoing all year Word Study Compounds (R 1.13); Root/Suffix (R 1.14); Punctuation (WOL 1.5, 1.6, 1.7): Singular, Plural, Possessives, Contractions (R 1.13 WOL 1.2, 1.3); Classification (R 1.17)				

Sherwood Montessori Petition

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE				
READING, WRITING, SPELLING	LEVEL 1	Reading/Phonics Curriculum: Open Court/Modern Curriculum/Primary Phonics/Literature Circles (R 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10, 1.11, 1.12, 1.15, 1.16, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1 WOL 1.6, 1.7 LS 2.2, SRA R 1.6, 1.7, 1.10, 1.14, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, SSR) Albanesi/Phonics Word Building (WOL 1.8) Book Reports/Oral Book Reports/Research Projects (R 1.16, 3.2, 3.3, LS 1.4, 2.2) Morning Circle/Listening and Speaking (LS 1.1, 1.2, 1.3)									Literature Circles Elements of plot, character, story beginning, middle and end (R 3.1)					
		Writing: Writer's Workshop/Journal Writing Sentence; declarative, imperative, interrogative, exclamatory, parts of a paragraph, types of writing, letters, poetry, current event, biography, autobiography, fiction, narrative, expository, summary														
		Spelling Chico News and Review Poetry Contest Spellwell (R 1.7, 1.8, 1.11, 1.12, 1.15 WOL 1.8)						Drama (R3.1, 3.3)								
	LEVEL 2	Reading Open Court/Literature Circles (R 1.1, 1.6, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4 LS 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 2.2 W 1.1, 1.3, 2.1 WOL 1.2, 1.8, SRA R 1.7, 2.6 WOL 1.2, SSR) Albanesi (R 1.1, 1.5, 1.8, 2.7 W 1.3 WOL 1.3, 1.8) Book Reports/Oral Book Reports/Research Projects (R 2.3 LS 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2 LS 1.3, 2.1, 2.1, 2.2) Morning Circle/Listening and Speaking (LS 1.1, 1.4, 2.1, 1.5, 1.6, 1.7, 1.8)									Chico News and Review Short Story Contest					
		Writing: Writer's Workshop/Journal Writing Sentence; declarative, imperative, interrogative, exclamatory, parts of a paragraph, types of writing, letters, poetry, current event, biography, autobiography, fiction, summary														
		Spelling Chico News and Review Poetry Contest Spellwell (R 1.1, 1.2, 1.3 WOL 1.2, 1.7, 1.8)						Drama								
	LEVEL 3	Reading Open Court/Literature Circles (Poetry, onomatopoeia) (R 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2 W 1.1, 1.3, 2.1, 2.2, 3.3, 3.4, 3.5 WOL 1.8 SL 1.4 (Poetry, onomatopoeia), 1.9, SRA R 1.2, 1.6, 2.2, 2.3, 2.4, 2.5, 2.6 WOL 1.8, SSR) Albanesi (R 1.2, 1.4) Book Reports/Oral Book Reports/Research Projects (LS 1.5, 1.6, 1.8, 2.1, 2.3) Morning Circle/Listening and Speaking (LS 1.1, 1.2, 1.3, 1.5, 1.7, 1.10, 1.11) Explode the Code									Literature Circles (Poetry Unit, Drama, Fiction, Non-Fiction, Fairytales, Myth, Folktales, Legends and Fables) (R 3.1, 3.2) Chico News and Review Short Story Contest					
		Writing: Writer's Workshop/Journal Writing Sentence; declarative, imperative, interrogative, exclamatory, parts of a paragraph, types of writing, letters, poetry, current event, biography, autobiography, fiction, summary, narrative, exposition														
		Spelling Chico News and Review Poetry Contest Spellwell (R 1.1 WOL 1.8)														

Sherwood Montessori Petition

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	
SOCIAL STUDIES	LEVEL 1	A Child's Place in Time and Space Citizenship Job chart Rules Chart Classroom Leadership Classroom Circles (Day, Month, Year, History) SS 1.1 Map Work and Weather Weather and the Environment Local and Global Map Work three-dimensional Map Work Montessori Geography Curriculum SS 1.2					U.S. Symbols, Icons, and Traditions Morning Circle SS 1.3 Comparing and Contrasting Everyday Life Native Americans & Pilgrims Continent Study Cultural Diversity SS 1.4					American Community Continent Study Native Americans Studies Pilgrim Studies Holiday Celebrations – Comparing Customs, Ceremonies and Traditions SS 1.5 Classroom Circles Open Court Literature SS 1.6	
	LEVEL 2	People Who Make a Difference Family History Family Timelines Progress of Civilizations Classroom Circles Personal Timeline (Birthday Circles) SS 2.1 Map Skills Continued Map Work Ancestral Research Compare and Contrast Urban, Suburban, and Rural Environments SS 2.3					Government Practices United States/Other Countries Cultural Studies Classroom Circles SS 2.3					Cultural Geography SS 2.4 American Heroes/Heroines Classroom Circles SS 2.5	
	LEVEL 3	People, Places and Environments Cultural Geography Houghton Mifflin Social Studies Text Continent Studies SS 3.1 Native American Studies Classroom Circles SS 3.2					Local History Local History Research and Field Trips Houghton Mifflin Social Studies Text SS 3.3 World Heroes/Heroines Houghton Mifflin Social Studies Text SS 3.4 Classroom Circles					Houghton Mifflin Social Studies Text Classroom Circles SS 3.5	

Sherwood Montessori Petition

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE
BOTANY	LEVEL 1	The Plant (Vegetative Function) Parts of the Plant Needs of the Plant LS 2.b, 2.c, 2.e		Parts of the Leaf Forms of Leaves Leaf Collecting and Categorizing			Parts of the Root Types of Roots Exp. Root Hairs, No Root Hair, Acid Reaction, Direction of Roots Exp. Assent of Liquids Exp. Capillarity LS .2.e			Stem or Trunk Erect Stems	The Flower Plants, Pictures and Stories LS 2.a	
	LEVEL 2	Review the Plant Menu of the Plant/Soil Discussion Worshippers of the Sun Exp. Chlorophyll and Leaves Exp. Plants Need Light LS 2.e, 3.c	Swollen Roots Review Nomenclature	Review Forms of Leaves Venation of the Leaf The Blade of the Leaf The Margin of the Leaf Compound Leaves Pinnate Leaves			Review Stems Subterranean Stems Cross section of a tree Labeled			Review Parts of the Flower Types of Calyx The Corolla Forms of Corolla The Stamen The Pistil Flower Dissection LS 2.f		
	LEVEL 3	Review the Plant Chemical Laboratory Exp. Formation of Oxygen Exp. Making Starch Exp. Starch is Colored Blue Review types of Roots		Review Forms of Leaves The Margin of Leaves			Review Flowers Position of the Calyx		How Plants Grown From Seeds Develop Monocotyledon Dicotyledon Plants Plant Classification Charts			

**ALL LEVELS WORK IN SHERWOOD'S GARDEN THROUGHOUT THE YEAR

Sherwood Montessori Petition

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE
ZOOLOGY	LEVEL 1	Animal Kingdom Introduction Living vs. Non Living Care of Animals in the Classroom Invertebrate Tray Classes of Vertebrates LS 2.b,2.c	Animals and their Skeletons	The Fish Observation Nomenclature Studies Habitat Adaptation	Amphibian Observation Nomenclature Studies Habitat Adaptation	Reptile Observation Nomenclature Studies Habitat Adaptation	Bird Observation Nomenclature Studies Habitat Adaptation (Types of Beaks) LS 2.d	Mammals Observation Nomenclature Studies Habitat Adaptation (Whales)	Student Presentations Stories and Questions Food Chain	Organization of the Animal Kingdom Animal Kingdom chart		
	LEVEL 2	Review Animals in the Classroom Review Organization of the Animal Kingdom Animal Kingdom Chart Pictures and Labels	Invertebrate Tray Review Microscope Pond Water Human Skeleton Human Body IE 4.f	Review External Parts of the Fish Introduce Internal Parts of the Fish Life cycle LS 2.a,2.b,2.c,2.d	Review External Parts of the Amphibian Introduce Internal Parts of the Amphibian Life Cycle	Review External Parts of the Reptile Introduce Internal Parts of the Reptile Life Cycle	Review External Parts of the Bird Introduce Internal Parts of the Bird Life Cycle	Review External Parts of the mammal Introduce Internal Parts of the mammal Life Cycle Student Presentations	Research Student Presentations			
	LEVEL 3	Review of Above Review Vertebrate and Invertebrate Charts Organization of the Animal Kingdom	Protozoa Microscope and Pond water	Porifera Cnidaria	Annelidia Platynelminths Nematoda	Arthropoda	Echinodermata	Comparing Body Systems Student Presentations	Research Animal Biomes Adaptations LS 3.a,3.b Student Presentations			

Sherwood Montessori Petition

		AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE
GEOGRAPHY	LEVEL 1	Land and Water Forms Lake/Island Cape/Bay Gulf/Peninsula Isthmus/Strait Nomenclature Presentation of Globes ES 3.a, 3.b, 3.c		Hemisphere Map Presentation of Continents Presentation of Oceans	Flag Nomenclature Continent Study: Antarctica Further Globe Work Hemispheres Axis Equator Poles		Solar System Studies Layers of the Earth	The Universe, the Solar System, the Earth I.E. 4.a, 4.b, 4.c, 4.d, 4.e (2 nd grade PS1.f, 3 rd grade PS 1.e, 1.f, 1.g) Field Trip: Science Fair and CSU Chico				
	LEVEL 2	Review Landforms Introduce Archipelago, System of Lakes Rivers Mountains Apply to Continent Maps PS 1.b, 1.c, 1.e	Review Continent Studies including oceans and seas Pin Maps Introduce Biomes, Review Globe Work Magnetic Pull PS 1.f	Europe Studies (apply continent studies) to a Country Cultural Studies, Lifestyle, Holiday Traditions, etc.	The Universe, the Solar System, the Earth Review Solar System and Layers of the Earth Construct the layers of the Earth with play dough Exp. From What the Earth is Made The Radius of the Earth Density The Changing Earth Stratification of a Mountain Formation of a Mountain Rock Collections (Mineral) ES 3.a, 3.b, 3.d, IE 4.g	Research: Earthquakes, Fault lines, Fossils, Rock Collecting and Classifying Field Trip: Science Fair and CSU Chico	Solar Energy and the Earth					
	LEVEL 3	Solar Energy and the Earth Star Movement Lunar Patterns PS 1.a, ES 4.a, 4.b, 4.c, 4.d	Movements of the Earth and Its Consequences The Consequences of Rotation As the World Turns The Consequences of Revolution is the Seasons Revolution of the Earth and Resulting Seasons Position of the Sun During the Year The Zones LS 3.d, ES 4.e		The Atmosphere and its Phenomena Winds: Why They Form Local Winds Winds at Different Times of the Year Sea Currents Waves-Another Work of the Wind Erosive Powers of the Wind	Physical Science Standards Energy and Matter Light Investigation and Experimentation Strands PS1.b, 1.c, 1.d, 1.e, 1.f, 1.g, 1.h, 1.i, 2.a, 2.b, 2.c, 2.d, IE5.a, 5.b, 5.c, 5.d, 5.e Field Trip: Science Fair and CSU Chico						

APPENDIX A6.0 2011-2012 SCHOOL CALENDAR

SHERWOOD MONTESSORI 2011-2012

July '11							August '11							September '11							October '11						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2		1	2	3	4	5	6					1	2	3							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	
31														30	31						30	31					

November '11							December '11							January '12							February '12						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31					26	27	28	29			

March '12							April '12							May '12							June '12						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30

Legend	
	Instructional Day Kindergarten: 8:30-11:50
	District Holiday Elementary: 8:30-3:00
	Conference Day Middle School: 8:30-3:00
	Development Day Total Instructional Days: 180

DAILY SCHEDULE				
Class		Class Minutes	Lunch	Minutes
K-a.m.	8:30-11:50	200		200
1st	8:30-3:00	390	60	330
2-3	8:30-3:00	390	60	330
4-5	8:30-3:00	390	60	330
6-8	8:30-3:00	390	60	330

LEGAL REQUIREMENT	
Instructional Minutes	TOTAL
200	36000
280	50400
280	50400
300	54000
300	54000

DEVELOPMENT DAY				
Class		Class Minutes	Lunch	Minutes
K-a.m.	8:30-11:50	200		200
1st	8:30-2:00	330	60	270
2-3	8:30-2:00	330	60	270
4-5	8:30-2:00	330	60	270
6-8	8:30-2:00	330	60	270

Sherwood Montessori Petition

2011-2012 INSTRUCTIONAL MINUTES								
Month	M	T	W	TH	F	Notes	K-min	1/8-min
August	16	17	18	19	20			
August	22	23	24	25	26		600	990
Aug/Sept	29	30	31	1	2		1000	1590
Sept	5	6	7	8	9	Labor Day Holiday	800	1260
Sept	12	13	14	15	16		1000	1590
Sept	19	20	21	22	23		1000	1590
Sept/Oct	26	27	28	29	30		1000	1590
Oct	3	4	5	6	7		1000	1590
Oct	10	11	12	13	14		1000	1590
Oct	17	18	19	20	21		1000	1590
Oct	24	25	26	27	28		1000	1590
Oct/Nov	31	1	2	3	4		1000	1590
Nov	7	8	9	10	11	Veteran's Day Holiday	800	1260
Nov	14	15	16	17	18		1000	1590
Nov	21	22	23	24	25	Thanksgiving Break	0	0
Nov/Dec	28	29	30	1	2		800	1260
Dec	3	4	5	6	7		1000	1590
Dec	12	13	14	15	16		1000	1590
Dec	19	20	21	22	23	Winter Break	0	0
Dec	26	27	28	29	30	Winter Break	0	0
Jan	2	3	4	5	6		800	1260
Jan	9	10	11	12	13		1000	1590
Jan	16	17	18	19	20	King's Birthday Holiday	800	1260
Jan	23	24	25	26	27		1000	1590
Jan/Feb	30	31	1	2	3		1000	1590
Feb	6	7	8	9	10		800	1260
Feb	13	14	15	16	17	Lincoln's Birthday Holiday	800	1260
Feb	20	21	22	23	24	President's Day Holiday	800	1260
Feb/March	27	28	29	1	2		1000	1590
March	5	6	7	8	9		1000	1590
March	12	13	14	15	16	Spring Break	0	0
March	19	20	21	22	23		1000	1590
March	26	27	28	29	30		1000	1590
April	2	3	4	5	6	Spring Break	1000	1590
April	9	10	11	12	13	Spring Break	800	1260
April	16	17	18	19	20		1000	1590
April	23	24	25	26	27		1000	1590
April/May	30	1	2	3	4		1000	1590
May	7	8	9	10	11		1000	1590
May	14	15	16	17	18		1000	1590
May	21	22	23	24	25		800	1260
May/June	28	29	30	31	1	Memorial Day Holiday	800	1260
June	4	5	6	7	8		1000	1590
June	11	12	13	14	15		400	660
TOTAL							35800	56850

Sherwood Montessori Petition

2011-2012 INSTRUCTIONAL DAYS									
Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	16	17	18	19	20				
August	22	23	24	25	26		3	2	5
Aug/Sept	29	30	31	1	2		5	0	5
Sept	5	6	7	8	9	Labor Day Holiday	4	0	4
Sept	12	13	14	15	16		5	0	5
Sept	19	20	21	22	23		5	0	5
Sept/Oct	26	27	28	29	30		5	0	5
Oct	3	4	5	6	7		5	0	5
Oct	10	11	12	13	14		5	0	5
Oct	17	18	19	20	21		5	0	5
Oct	24	25	26	27	28		5	0	5
Oct/Nov	31	1	2	3	4		5	0	5
Nov	7	8	9	10	11	Veteran's Day Holiday	4	0	4
Nov	14	15	16	17	18		5	0	5
Nov	21	22	23	24	25	Thanksgiving Break	0	0	0
Nov/Dec	28	29	30	1	2		4	1	5
Dec	3	4	5	6	7		5	0	5
Dec	12	13	14	15	16		5	0	5
Dec	19	20	21	22	23	Winter Break	0	0	0
Dec	26	27	28	29	30	Winter Break	0	0	0
Jan	2	3	4	5	6		4	0	4
Jan	9	10	11	12	13		5	0	5
Jan	16	17	18	19	20	King's Birthday Holiday	4	0	4
Jan	23	24	25	26	27		5	0	5
Jan/Feb	30	31	1	2	3		5	0	5
Feb	6	7	8	9	10		5	0	5
Feb	13	14	15	16	17	Lincoln's Birthday Holiday	4	0	4
Feb	20	21	22	23	24	President's Day Holiday	4	0	4
Feb/March	27	28	29	1	2		5	0	5
March	5	6	7	8	9		5	0	5
March	12	13	14	15	16	Spring Break	0	0	0
March	19	20	21	22	23		5	0	5
March	26	27	28	29	30		5	0	5
April	2	3	4	5	6	Spring Break	4	0	4
April	9	10	11	12	13	Spring Break	4	0	4
April	16	17	18	19	20		5	0	5
April	23	24	25	26	27		5	0	5
April/May	30	1	2	3	4		5	0	5
May	7	8	9	10	11		5	0	5
May	14	15	16	17	18		5	0	5
May	21	22	23	24	25		5	0	5
May/June	28	29	30	31	1	Memorial Day Holiday	3	1	4
June	4	5	6	7	8		5	0	5
June	11	12	13	14	15		3	1	4
TOTAL							180	5	185

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 02 2009

Handwritten signature of Debra Bowen in cursive.

DEBRA BOWEN
Secretary of State

**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

Sherwood Montessori Petition

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, which allows each child to reach his/her own potential academically, personally, and socially;

Sherwood Montessori Petition

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, will accept applications for potential candidates. The Elections Committee shall be made up of two current members of the Board of Directors with terms that extend beyond the current year and one member of the Sherwood Montessori Parent Organization (SMPO);
2. The Elections Committee shall review applications and present a slate of candidates for consideration to the SMPO at the annual meeting in April. 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.

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;

Sherwood Montessori Petition

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 annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualifies. 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

Notwithstanding any other provision of these Bylaws, Not more than thirty three percent (33%) of the persons serving on the board may be interested persons. No board member shall be an interested person of the Director of the School or Lead Teacher. For purposes of this Section, "interested persons," means either:

1. Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, staff member, independent contractor, or otherwise or;
2. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

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;

Sherwood Montessori Petition

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 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 April.

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.

SECTION 4. NOTICE OF MEETINGS

The Board of Directors shall meet in a public space at least monthly. The dates for the regular meetings shall be announced by the Secretary and posted no later than June 30 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

Sherwood Montessori Petition

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

Sherwood Montessori Petition

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

Sherwood Montessori Petition

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 or her 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 he or she 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 in accordance with Article 3 Section 2 of these By-Laws, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her 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 April.

SECTION 6. DUTIES OF CHAIR

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

Sherwood Montessori Petition

authorized by the Board of Directors.

SECTION 7. DUTIES OF VICE-CHAIR

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

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

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

SECTION 9. DUTIES OF TREASURER

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

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the executive 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;
4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;

5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

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 the Treasurer and countersigned by the Chair of the corporation. The Executive Director will have authority to sign checks to amounts specified within his or her contract but not to exceed \$3,000 unless approved by resolution 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. (We need to develop a donation policy separate from the By-Laws)

**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

Sherwood Montessori Petition

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, consisting of 12 pages, as the Bylaws of this corporation.

<hr/> Jill Bailey, Director	<hr/> Harvey Rappaport, Director
<hr/> Joseph Cobery, Director	<hr/> Russell Shapiro, Director
<hr/> David Green, Director	<hr/> Vivienne Singelis, Director
<hr/> Georgina Maltby, Director	



APPENDIX A9.0 2010-2011 STANDARDIZED TESTING DATA

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

2010 -11 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
 2011 Growth
 Academic Performance Index (API) Report

California Department of Education
 Analysis, Measurement & Accountability Reporting Division
 11/29/2011

School: Sherwood Montessori
 LEA: Chico Unified
 County: Butte
 CDS Code: 04-61424-0121475
 School Type: Small Elementary

2011 Growth API Links:

- [School Chart](#)
- [School Demographic Characteristics](#)
- [School Content Area Weights](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide:
 All Student Groups:
 All Targets: N/A

Groups

	Number of Students	Numerically	2010-11			Met Student Groups
			Base	Guide	Growth	
Schoolwide	53		807	B	B	B
Black or African American	0	No				
American Indian or Alaska Native	0	No				
Asian	1	No				
Filipino	0	No				
Hispanic or Latino	2	No				
Native Hawaiian or Pacific Islander	0	No				
White	50	No	809			
Two or More Races	0	No				
Socioeconomically Disadvantaged	10	No				
English Learners	1	No				
Students with Disabilities	4	No				

[Similar Schools Report](#)

Similar Schools

Median API	
2011 Growth	2010 Base

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2010 Base API Report.

Sherwood Montessori Petition

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

"B" means the school did not have a valid 2010 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

Missing All Subgroup Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Subgroup Data – Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

2010 - 11 Growth Academic Performance Index (API) Chart



School Chart
2011 Growth
Academic Performance Index (API) Report

California Department of Education
 Analysis, Measurement & Accountability Reporting Division
 11/29/2011

School: Sherwood Montessori
 LEA: Chico Unified
 County: Butte
 CDS Code: 04-61424-0121475
 School Type: Small Elementary

- 2011 Growth API Links:
- School Report - Growth
 - School Demographic Characteristics
 - School Content Area Weights
 - LEA List of Schools
 - County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

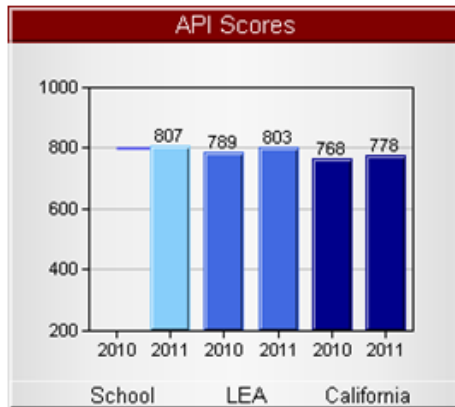
2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2010 Base API	2011 Growth API	Growth in the API from 2010 to 2011
B	807*	B

Met 2010 - 11 Growth API Targets:

- [Schoolwide](#)
- [All Subgroups](#)
- [Both Schoolwide and Subgroups](#) N/A

Schools that do not have a valid 2010 Base API will not have any growth or target information.



— Statewide Performance Target for Schools = API of 800 or Above

School: Sherwood Montessori
 LEA: Chico Unified

Sherwood Montessori Petition

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

2010 -11 Accountability Progress Reporting (APR)



School Report 2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
11/29/2011

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475
School Type: Elementary

2011 AYP and PI Links:

- School Chart
- School PI Status
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: No
Met 2 of 5 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? No					Mathematics Target 95% Met all participation rate criteria? No				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
GROUPS										
Schoolwide	65	61	94	No	ER	65	60	93	No	ER
Black or African American	2	2	100	--		2	2	100	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	1	1	100	--		1	1	100	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	3	3	100	--		3	3	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	59	55	94	--		59	54	92	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	10	10	100	--		10	10	100	--	
English Learners	1	1	100	--		1	1	100	--	
Students with Disabilities	5	4	80	--		5	4	80	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
	Schoolwide	53	38	71.7	Yes	CJ	52	15	28.8	No
Black or African American	0	--	--	--		0	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	1	--	--	--		1	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	2	--	--	--		2	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	50	36	72.0	--		49	14	28.6	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	10	--	--	--		10	--	--	--	
English Learners	1	--	--	--		1	--	--	--	
Students with Disabilities	4	--	--	--		4	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
	807		Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Current Year: Graduation Rate Results

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
			N/A	

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

2010 - 11 Growth Academic Performance Index (API) Chart



School Demographic Characteristics
2011 Growth
Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
11/29/2011

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475
School Type: Small Elementary

- 2011 Growth API Links:
- [School Report - Growth](#)
 - [School Chart](#)
 - [School Content Area Weights](#)
 - [LEA List of Schools](#)
 - [County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from the October 2010 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2011 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	<u>Percent</u>	Enrollments** (STAR)	<u>Percent</u>
Black or African American	3	Grade 2	17
American Indian or Alaska Native	0	Grades 3-5	46
Asian	2	Grade 6	15
Filipino	0	Grades 7-8	22
Hispanic or Latino	5	Grades 9-11	0
Native Hawaiian or Pacific Islander	0	**This is a percentage of all enrollments in grades 2-11.	
White	91		
Two or More Races	0		
<i>*These percentages may not sum to 100 due to responses of other, multiple, declined to state, or non-response.</i>		Parent Education Level (STAR)	
Participants in Free or Reduced-Price Lunch (STAR)	15	Percentage with a response***	66
		Of those with a response:	
		Not a high school graduate	2
		High school graduate	5
		Some college	7
		College graduate	19
		Graduate school	67
Participants in Gifted and Talented Education Program (STAR)	0	***This is the percentage of student answer documents with stated parent education level information.	
Participants in Migrant Education Program (STAR)	0		
English Learners (STAR)	3	<u>Average</u> Average Parent Education Level (STAR)	4.44
		<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	2		
Students with Disabilities (STAR)	8	Average Class Size (CALPADS)	
		<i>(These data will not be available until October.)</i>	
Mobility		<u>Grades</u> K-3	<u>Average</u>

Sherwood Montessori Petition

[School, CALPADS Date](#) (STAR)

83 4-6

[LEA, CALPADS Date](#) (STAR)

83 Core academic courses
in departmentalized programs

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2010 CALPADS data collection and who have been continuously enrolled since that date.

Enrollment in Grades 2-11 on First Day of Testing (STAR) Number
65

Fully-Credentialed Teachers**** (CALPADS)
Teachers with Emergency Credentials ****(CALPADS)

Students Exempted from STAR Testing Per Parent Written Request (STAR) 4

**** These data were not collected during the 2010 CALPADS collection and are unavailable for reporting in the 2010-11 APR cycle.

Number of Students Tested (STAR) 61

Yes/No

Multi-track, Year-round School (CALPADS)

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

2010 -11 Accountability Progress Reporting (APR)



School Content Area Weights 2011 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
11/29/2011

School: Sherwood Montessori
LEA: Chico Unified
County: Butte
CDS Code: 04-61424-0121475
School Type: Small Elementary

2011 Growth API Links:

- [School Report - Growth](#)
- [School Chart](#)
- [School Demographic Characteristics](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Content Areas	Grades 2-8			Grades 9-11			School Content Area Weights (C+F)/ (Total C + Total F)
	Test Weights	Valid Scores	Weight x Scores	Test Weights	Valid Scores	Weight x Scores	
	A	B	C	D	E	F	
CST in English-Language Arts (ELA)	0.48	53	25.440	0.30	0	0.000	56.2 %
CST in Mathematics	0.32	52	16.640	0.20	0	0.000	36.7 %
CST in Science - End of Course	-	-	-	0.22	0	0.000	0.0 %
CST in Science - Grades 5, 8, and 10	0.20	12	2.400	0.10	0	0.000	5.3 %

Sherwood Montessori Petition

CST in History-Social Science (HSS)	0.20	4	0.800	0.23	0	0.000	1.8 %
CAHSEE ELA	-	-	-	0.30	0	0.000	0.0 %
CAHSEE Mathematics	-	-	-	0.30	0	0.000	0.0 %
Assignment of 200 CST in Mathematics	0.10	0	0.000	0.10	0	0.000	0.0 %
Assignment of 200 CST in Science	-	-	-	0.05	0	0.000	0.0 %
Total			45.28			0.00	100.00%

CST = California Standards Test (California Alternate Performance Assessment [CAPA] results also are included for CST in ELA and CST in Mathematics and (California Modified Assessment [CMA] and CST in science grades 5, 8, and 10.)

CAHSEE = California High School Exit Examination

CST in Science - End of Course includes grades 9-11 only

CST in Life Science includes grade 10 only

CST in HSS includes grades 8 and 9-11 only

CAHSEE ELA and CAHSEE Mathematics include grades 10 - 12 only

Note on Assignment of 200: This methodology is used to account for students who do not take CSTs in Mathematics (grades 8-11) and in Science (grades 9-11). In these cases, the student record is assigned the lowest value of 200 points (Far Below Basic) in the school, local educational agency (LEA), or subgroup API calculation.

APPENDIX A10.0 SHERWOOD MONTESSORI FAMILY HANDBOOK

June 27, 2011

Dear Families of Sherwood Montessori,

This is the second ever volume of the Sherwood Family Handbook. Thank you to all who gave their input and helped me to appreciate what parents and community members were looking forward to seeing in terms of contents. Much of what is included in this document is an overview of procedures and policies. More details can be seen in our Board approved policies and in our Charter; both are available online at our website and in hard copy form at the school site. This will be a living document, open to changes, additions, and deletions as our community needs dictate.

Please do familiarize yourself and your children with the contents of this handbook. We would like to have all students sign and return the bottom of this page as you turn in your beginning-of-the-year paperwork. By doing so, we will promote a more cohesive community in which all members are informed of the expectations and procedures in place at Sherwood.

Warm regards,

Michelle Yezbick
Director, Sherwood Montessori

✂

My family and I have gone over the contents of the Sherwood Family Handbook. I know that if I have any questions about what we have read, I can ask my teacher or Michelle for help in understanding it. The teachers and staff of Sherwood can count on my cooperation.

Signed,

your name

your proud parent and/or guardian

Contents

Contact Information.....	1
Our Mission Statement.....	2
A (Very) Short History of Sherwood Montessori.....	2
The Elementary Curriculum.....	3
The Middle School Curriculum: Erdkinder.....	3
Attendance.....	4
Birthdays.....	6
Bullying.....	7
Cell Phones.....	8
Child Care.....	8
Clothing.....	8
Communication.....	8
Conferences (Fall & Spring).....	9
Diversity.....	9
Field Trips.....	10
Grievances.....	10
Guidance and Discipline.....	10
Independence.....	12
Injuries.....	13
Lunch.....	13
Medications at School.....	14
Observations.....	14
Orientation for Parents of Students Attending School For the First Time.....	15
Parking.....	17
Recommended Reading on the Montessori Method.....	17
Report Cards.....	18
Safety.....	18
SBIT.....	18
Sherwood Montessori Board Meetings.....	19
SMPO.....	19
Toys and Electronics.....	20
Visitation and Office Hours.....	20
Volunteering.....	20

Appendix

Incident Report Form

Parking Map

Contact Information for Sherwood Montessori

Office Phone: (530) 345-6600 *Office hours are 8:15-4:00 each school day.*

Fax: (530) 345-6620

Michelle Yezbick, Director

michelle@sherwoodmontessori.org

Carin Anderson, 1/2/3 Lead Teacher

carin@sherwoodmontessori.org

Eric Parish, 1/2/3 Lead Teacher

eric@sherwoodmontessori.org

Teresa Shippen, Kindergarten Lead Teacher

teresa@sherwoodmontessori.org

Kristina Lueck, 4/5 Lead Teacher

kristina@sherwoodmontessori.org

John Howlett, 6/7/8 Lead Teacher

john@sherwoodmontessori.org

Kelli Kurth, 6/7/8 Math and Science Teacher

kelli@sherwoodmontessori.org

Danielle Menucci, Literacy and Spanish Instructor

danielle@sherwoodmontessori.org

Paula Stern, School Based Intervention Team Coordinator

paula@sherwoodmontessori.org

Richie Hirshen, Cooking & Gardening Instructor

richie@sherwoodmontessori.org

Heather Fisher, Administrative Assistant

heather@sherwoodmontessori.org

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 (Very) Short 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. Our current Board Chair, Russell Shapiro, 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. The Mission Statement above represents the dream that we have had the privilege to see realized. Our history is just beginning, and we, the educators, parents, families, and community members will be the authors of it. 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 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 relative weakness 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 needs the environment provides. 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, we have a garden to table to market program in which the students grow food, prepare food, and sell food for donations to charity at our Friday Farmers Market.

The question often posed by adolescents: “Why do I have to learn this?” is answered before it is asked. The need to use the correct amount of nutrients for growing plants sets up a lesson on operations with decimals, for example. The changing needs of the plant throughout its life cycle brings in the periodic table of the elements and botany. The need to express the beauty one is experiencing calls for language and fine arts. Questions for research present themselves naturally and the motivation to learn the academic skills needed for authentic research follow.

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

1. Developing control and mastery of the body's movement
2. Developing healthy lifestyles and an appreciation of maintaining a healthy body
3. Developing fine motor coordination

Physical Goal

4. Learn sports and athletic skills that can be enjoyed into adulthood
5. 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

1. Develop empathy
- 19.0 Develop self-confidence
- 20.0 Develop healthy self-esteem
- 21.0 Develop an appreciation of one's connection to with 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.

Arrival

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

Between 8:15 a.m. and 8:30 a.m., Sherwood Montessori staff is available to monitor the playground as the students arrive. Please refer to the traffic map for details about where to park and where to walk.

Children arriving *after 8:30 a.m.* are tardy; if the child arrives after attendance sheets have been

Sherwood Montessori Petition

collected by the office they *must be signed in at the front office*. Please park and walk your child in through the main entrance and 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

Dismissal is at 3:00p.m. Monday-Friday, excepting Wednesday when dismissal is at 2:00 p.m. There is a 15 minute grace period for pick-ups after school. After 3:15 p.m. (2:15 p.m. On Wednesdays), children who have not yet been picked up will be signed in to after school care and families will be responsible for paying child care rates.

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 100°F 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:

- 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

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

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. 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.

If a child is having a birthday party outside of school, we ask that parents distribute invitations through the mail. 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.

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

Instances of bullying behavior will be dealt with as they happen. Education and support will be provided to all students involved in a short and empathic manner. If additional support is required, the teacher(s), Director, and parent(s)/guardian(s) will develop and implement a plan. However, by responding **proactively** to these situations, the goal is to prevent unhealthy and conflictual dynamics between teacher, students, and parents.

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.

Child Care

Sherwood Montessori provides child care for one hour before school starts in the morning (7:30

Sherwood Montessori Petition

a.m.-8:30 a.m.) and up to three hours in the afternoon/evening after school (3:00 p.m.-6:00 p.m.). The aftercare program includes healthy snack time, time to do homework/quietly look at books, outside time, and activities such as arts and crafts. The rate for child care is \$5 per hour. Families will be billed at the beginning of each month for the hours used in the previous month. For families that qualify for free lunch there is no charge for child care.

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 container in the front office; parents are advised to check there routinely for their child's belongings. **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. Email is another way parents can communicate with school faculty. Lead teachers, office staff, and the director have email addresses: firstname@sherwoodmontessori.org

The Wednesday Envelope, parent/teacher conferences, parent nights, school newsletters, bulletin boards, and the events calendar on our website are some of the ways we keep parents notified of activities going on at the school. The Wednesday Envelope is distributed weekly to each family and includes important information. Parents should empty the envelope's contents completely and return the empty envelope to the classroom on Thursday.

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, financial issues, and issues with other parents and family members are some examples. If a parent has first tried to resolve an issue with a teacher and is not satisfied with the outcome, then the Director is the appropriate person with which to communicate.

The Sherwood Montessori Board of Directors is available if issues are not resolved with the 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.

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. Please check the school calendar for the exact dates and keep this time available.

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 environment to families from an array of cultural backgrounds.

Although you may assess our current population as being heavily European-American, and you would be correct, consider the ways that European-Americans are diverse within that large group. An Irish Catholic-American may have a very different set of values and customs from a Wiccan Australian-American, for example. Although both individuals may seem similar, there is a wealth of cultural differences between them that could offer opportunities for sharing different perspectives and creating flexible, tolerant, divergent thinkers. Sherwood is committed to increasing cultural diversity; we are also committed to acknowledging the diversity we have already. We encourage all families to explicitly teach what your home culture is and where it comes from to support us in our mission to prepare all our kids for success in a pluralistic society.

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.

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.

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

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

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. After three incident reports, parents are required to attend a conference with their child's teacher and the Director. 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

Sherwood Montessori Petition

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 contracted special education service providers. These professionals include, but are not limited to, the following: speech therapist, school resource specialist, and school child psychologist.

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

Guidelines for Behavior

While we have every confidence that your child will handle herself/himself appropriately at school, the following guidelines will let you know how we deal with certain situations. Please take time to familiarize yourself and your child with these simple rules and courtesies.

Classroom:

Each classroom has rules that are chosen in collaboration with the children/teens. The following are typical of rules that are agreed upon in Sherwood classrooms:

- Respect and take care of equipment and materials.
- Treat others the way you would want to be treated.
- Walk and talk softly inside.
- Listen, without interruption, when others are speaking and working.

Consequences:

1. Receive redirection.
2. Additional lesson given to show appropriate behavior.
3. Seated alone at a table within classroom.
4. Seated alone under supervision in the office.
5. Incident report sent home regarding the behavior.
6. Parent will be called to pick up child and conference will be scheduled.

Lunchtime:

- Wash hands before eating
 1. Remain seated while eating.
 2. Eat only your own food; share conversation not food.
 3. If you finish eating, you may raise your hand to be dismissed by an adult. Your area must be clean. You will need to stay at the lunch table for the first 15-20 minutes of the lunch period even if you finish early.
 4. Use the outside bathrooms during lunch and during the afternoon break.
 5. Listen to the adults the first time.
 6. Candy may not be eaten at school.

Consequences:

1. Receive redirection.
2. Receive lesson on proper dining manners.
3. Parent will be notified if lunch is not appropriate or if the child is not eating.

Playground:

- Stay in the limits of the fenced playground.
- No willful physical harm to others.
- Children/teens may use the bathrooms outside, near the lunch tables. Kindergarten and first graders may use the bathroom by the front office.
- Respectful behavior is expected.
- Playground equipment will be used as intended and returned to proper place when finished.
- Throw only balls, and only to a partner who is ready. Keep balls away from church buildings and off of roofs.
- Monkey bars and slides are one way routes.
- Rough housing and play fighting is unsafe, and so is not allowed.

Consequences:

1. Receive redirection.
2. Spend 5 minutes sitting out.
3. Child will walk with the teacher for a specified time limit.
4. Incident report sent home to the parent.
5. Removal from playground, under supervision in the office.
6. Parent will be called to pick up child from school.

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. Montessori valued interdependence highly; the multi-age classrooms are a testament to that. 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.

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 results in a bump or mark, an injury report will be sent home to

Sherwood Montessori Petition

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 11:30 a.m. for kids in grades 4-8. For kids in grades 1-3, lunchtime is at 12:00 p.m. Lunchtime rules are reviewed with all students and are listed in the *Guidance and Discipline* section of this handbook. School lunches can be purchased through the Healthy Lunch and Lifestyle Project (HELP) and can be ordered online at www.helpshasta.com. Families without Internet connection are welcome to use a computer at the school; come in to the office and we will set you up on a machine. The Healthy Lunches Program is committed to using whole grains and pastas, whole fruits and vegetables, and lean meats. Local and organic ingredients are used as much as possible while also balancing the need to keep the lunches affordable for families. 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 medications are 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 come to the office where medication is kept in a locked cabinet.

Observations

Parent observations in Montessori classrooms usually begin in November, 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

1. Sign in as a visitor in the school office.
2. Limit your observation time to about 30 minutes.
3. Remain quietly in the chair provided for you.
4. 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.
1. 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 ones 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. (School provides specific storage areas. You keep track of your child's keeping track of their clothes, shoes, etc.)
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 the 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

- 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.

Sherwood Montessori Petition

- 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 their usual selves as she “lets her hair down” at home. Home is a safe place to blow off steam, and this should pass in time.
- 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

Please use the diagonal parking spaces adjacent to the street. The parking spots in the lot on the side closest to the school are for drop off/pick up. This becomes part of the playground during the afternoon break. Please do not park in the church parking lot which is the area from the fence to the street.

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 in the school's lending library in the front lobby. Parents are welcome to borrow these books from the school.

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.

Sherwood Montessori Petition

- *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

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 California state standards. The Montessori philosophy seeks to educate the whole child and the reports are wider in scope than simply academics, therefore 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.

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

SBIT

SBIT is an acronym for "School Based Intervention Team". Our SBIT will be called on to be a source of expertise whenever a student is not achieving up to her or his potential. Sherwood's

Sherwood Montessori Petition

SBIT is comprised of the student's teacher, the student's parent/s, special education providers, the Director of the school, and one full time teacher on staff. 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 SBIT will meet to identify possible interventions for the student. After a determined amount of time with interventions in place, usually about six weeks, the SBIT will meet again to evaluate the effectiveness of the interventions. Interventions will be modified as needed until the child is able to function in way reflective of her or his potential.

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 except personnel or potential liability issues. In accordance with the Brown Act, agendas for meetings will be 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 and a change of venue will also be posted.

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 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 special closed session. These meetings are not open to the public but are limited to personnel issues and potential litigation. 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. At the beginning of the school year, parents will be asked to fill out a "Parent Involvement Questionnaire" to help identify areas of interest and expertise that may benefit the school. These will be given to the elected panel of the Sherwood Montessori Parent Organization (SMPO). The SMPO provides parents with an avenue to effective participation in the school's operations. All parents at Sherwood are de facto members of the SMPO. Active membership is encouraged and achieved by attending regularly scheduled SMPO meetings. At meetings, parents can learn more about how to optimize their skills as a volunteer.

The SMPO will be self-governed by an elected panel of three parents, serving staggering two-year terms, chosen for the following year through an open vote of all parents prior to the

Sherwood Montessori Petition

annual April Meeting of the Board of Directors. A representative of the SMPO will serve as a non-voting member of the Board of Directors and will be responsible for communication between the SMPO and the Board. For this inaugural year, the elected panel will be chosen after leaders emerge through participation in committees formed to address the school's varying needs as we start our first year.

Toys and Electronics

Children are encouraged to bring items from home that relate to the current themes. Special things responsibly collected from nature such as bird nests, unusual shells and rock specimens are most welcome. However, toys and electronics from home are not allowed in the 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.

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.

The director of a school that is community-based must maintain an open door policy while also ensuring that daily operations of the school are running smoothly. Office hours for appointments with the director are every morning from 8:15-8:45 and every afternoon from 3:00-3:30 with the exception of Wednesdays. Please schedule an appointment with the front office in advance if you would like to be ensured of an appointment during these times or if you need an appointment at another time.

For more details, our board adopted policy regarding visitation 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 committees offer 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 50 hours** of volunteer service for the school each academic year.



Incident Report Form

Student's name: _____ Teacher's name: _____

Date: _____ Time: _____ Place: _____

*Reporting Staff Member:

Incident Type:

- Fighting/ physical aggression
- Social isolation/ exclusion
- Stealing or damage to property
- Disrespect/ defiance to adult
- Profanity/ obscene gestures
- Threats/ taunting/ making faces
- Name calling (_____)
- Other (please describe)

• Action Taken:

- Verbal Warning
- Modified Recess
- Student Conference
- Parent Conference
- Guidance Referral
- Other: _____
- Sent to Principal
-

• Student's signature: _____ Date: _____

•

• Parent's signature: _____ Date: _____

•

Principal's signature: _____ Date: _____

* Reporting Staff Members: Please make a copy before sending home to parent for documentation purposes.

** Parents: You may write comments/remarks on the back of this form and sign and return if you wish. The signed, returned copy with remarks will be kept on file in place of an unsigned form.

