



SHERWOOD MONTESSORI

Charter for the Renewal of Sherwood Montessori
A California Public School

Submitted to the Chico Unified School District

January, 2017

i. AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Robyn DiFalco, 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 Act (IDEA).
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605.6(1)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will notify the superintendent of the school district or the superintendent’s designee of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon

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request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or a report card, and health information.

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

Robyn DiFalco

Date

ii. MISSION STATEMENT

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

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

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

Core Values:

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

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

iii. CHARTER SCHOOL INTENT AND CHARTER ASSURANCES

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

- a) Improve pupil learning;
- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- c) Encourage the use of different and innovative teaching methods;
- d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems;
- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

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

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1.0 EDUCATIONAL PROGRAM

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

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

1.1 Targeted School Populations

Sherwood Montessori is a public charter school within the Chico Unified School District serving those students who best learn through an open-structure style built upon the Montessori philosophy. Learning styles do not necessarily follow racial or financial categories, so we are building a learning community that reflects the diversity of the greater Chico area. There were 89 students enrolled at the close of our inaugural year in grades Kindergarten through Eighth, housed in multi-age classrooms. We project expansion in the next five years to reach a maximum population of 181.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	23	23	23	23	23
1	17	20	20	20	20
2	17	20	20	20	20
3	23	17	20	20	20
4	12	23	17	20	20
5	18	12	23	17	20
6	15	18	12	23	17
7	10	15	18	12	23
8	5	10	15	18	18
Total	138	158	170	173	181

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

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- 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 in all subject areas relative to their host district.

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 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 8:45 and end at 12:05. The elementary and middle school classrooms will begin at 8:45 and end at 3:15 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 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 are exposed to concepts in Math and Science throughout the curriculum. The major tenet of the Montessori philosophy is to educate the ‘whole child.’ While there are several ways to interpret and implement this concept, the curriculum should be designed to show connections between the

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topics. In particular, recent studies have shown weakening skills among U.S. students in Math and Science. Sherwood Montessori follows 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 matriculate through a rich curriculum that focuses on communication skills. As opposed to a tradition view that emphasizes the construction of arguments, the teachers at Sherwood Montessori also build listening skills through group engagement and mentoring practices. By creating an open-structured, multi-age classroom, the students learn to respect each other in conversation and also formulate clear and concise arguments. Sherwood Montessori will continue the strong Montessori emphasis on Reading/Language Arts to achieve this strength.

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

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

Sherwood Montessori fosters high academic standards through the thoughtful application of the state content requirements and Montessori standards. Sherwood Montessori standards are fully aligned with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and will align any other standards the State of California chooses to adopt. Excerpts from the CCSS alignment documents published by the Association Montessori International (AMI) in July, 2014 are attached as Appendix A5.0, and display how the Montessori standards are congruent with the CCSS and vice versa. Teachers at Sherwood Montessori have the academic freedom to use the documents as a touchstone rather than a prescription for achieving the CCSS 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

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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

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

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

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

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

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

1.7 Classroom Structure

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

Lower Elementary classrooms emphasize and understand that the lower elementary student is beginning to move from the concrete to the abstract, and from a limited world view to inquiry into the big questions of life. Students during this period have a curiosity about time, human relationships, and the variety and splendor of the world. The “Great Lessons” in biology, history, astronomy, botany, zoology, and human evolution satisfy this curiosity, and form the backbone of the curriculum at this age. Work in mathematics, language, geometry, 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 and Middle School 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 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 class trips. An expectation of community service affirms the sense of social interdependence emerging at this age. Students in these classes collectively create a respectful, self-reliant community.

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

1.8 Curriculum and Instructional Design

Sherwood Montessori’s curricula will meet New Generation Science 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 displays how the Montessori standards are congruent with the CCSS and vice versa. This model is based on other successful Montessori charter schools in states that have adopted the Common Core State Standards.

1.9 Plan for Students who are Academically Low Achieving

Montessori techniques and teachings were initially developed for students who were deemed academically disadvantaged. Using the child-centered approach, students who are academically low achieving will find a tactile approach to learning, a self-paced curriculum that develops

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along with the student, and benchmark key experiences that demonstrate a level of mastery that enables them to move forward in the curriculum. Sherwood Montessori understands and supports the research that not all students progress at the same rate. By design, Montessori classrooms are able to reach the low achieving as well as high achieving student by employing the methods listed above as well as by having smaller class sizes. In addition to being trained in the Montessori method, all teachers are diligent to recognize when students are having difficulties, including using data to make these determinations, and use the School Based Intervention Team (SBIT) process (discussed below) to assist and intervene. Further explanation 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 are available for students and parents as well as additional professional development for the teacher.

1.10 Plan for Students who are Academically High Achieving

All students attending Sherwood Montessori are placed in the curriculum at their appropriate functioning level. Students who are academically high achieving will continue to work in their age appropriate classroom but at their individual instructional level. This allows students who are advanced in any subject 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 have access to specialty teachers or tutors for more directed guidance, and opportunities for concurrent enrollment in cooperating local high schools and colleges.

Students whose needs are not being met by working at their functioning level and for who enrichment programs are not sufficient are referred to the 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 follows all State and Federal mandates regarding English Learners. As part of the enrollment process, students are identified as an English Learner through the home survey. Students who are English learners attending Sherwood Montessori have full access to the school's curriculum and all teachers of students who are English Learners have English Learner authorization. Teachers plan instruction for students that promote the development and acquisition of proficient English language skills by employing Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies. In addition to the Montessori methods and strategies aforementioned, all students identified as English Learners offered additional time in the area of Reading Language Arts above the required minimum in order to assist students with achieving proficiency in English. All English Learners will be administered the CELDT test or ELPAC test until a student meets the minimum requirements to be reclassified as English Language Proficient.

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

Montessori philosophy believes and emphasizes that students with different learning abilities and learning modalities can benefit from being integrated into the general classroom. The Montessori method is in agreement with the approach of addressing the needs of a student on an Individual Education Program (IEP), for the Montessori approach is focused on the individual

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student and provides an environment that allows students to learn and progress at their own rates and according to their individual capabilities. Moreover, the Montessori classroom provides flexibility to support diverse learners.

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

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

1.13 Special Education Services

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

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

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

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

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

In addition, Sherwood has a Multiple Tiered System of Support (MTSS) to approach ensuring that students needing assistance are identified and supported as soon as indicated. Students in grades TK-8 are assessed, at a minimum, at the beginning and end of each year utilizing the assessments described below. Students are identified as At or Above Grade Level, Pre-SBIT/Supported with Modifications (Tier 1), SBIT/Intervention (Tier 2), or Intensive Intervention (students with disabilities needing special education services, Tier 3).

Transitional kindergarten and kindergarten students are assessed in letter and sound identification, phonics knowledge using the Basic Phonics Skills Test (BPST), benchmark text assessments (beginning with pre-reading skills), number identification, and oral counting and quantity discrimination. First graders or other students who are pre-readers or emergent readers are also assessed using the BPST. At the beginning of each school year, all students are given

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grade level benchmark book assessments to determine baseline scores. Students in grades one through eight are given the iReady math and language arts assessments from Curriculum Associates.

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

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

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

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

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

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

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Prior to the meeting, the School generally will distribute written assessment reports to the parent, generate an IEP meeting notice including Prior Written Notice when applicable. Sherwood will develop and facilitate the IEP meeting, and distribute copies of the IEP to appropriate personnel.

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

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

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

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

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

1. A statement of the student's present levels of academic achievement and functional performance.
2. The rationale for placement decisions.
3. The services the student will receive and the means for delivering those services.
4. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
5. Measurable annual goals and short-term objectives focusing on the student's current level

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of performance.

6. A description of how the student's progress toward meeting the annual goals will be measured and monitored, and when reports will be provided.
7. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

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

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

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

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

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

1.14 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; follow-up meetings are typically held every 6-8 weeks until the student is exited from the SBIT program. Students may be exited at the time the team determines, given analysis of appropriate data, that the goals have been reached.

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

Sherwood Montessori will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments. Beginning in fiscal year 2014-15, Sherwood Montessori will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

2.0 MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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

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

Sherwood Montessori fosters high academic standards through the thoughtful application of the state content requirements and Montessori standards. Sherwood Montessori standards are fully aligned with the California State content standards as well as the Common Core Standards. To demonstrate this alignment, examples of the mapping of CCSS for Math and Geometry and for Language Arts and Literacy developed by the Association Montessori International/USA for Kindergarten-6th Grade are attached as Appendix A5.0. The mapping displays how the Montessori standards are congruent with the traditional state standards and *vice versa*. Academic skills and knowledge for language arts and mathematics and the Montessori activities, materials, and resources that relate to the acquisition of these are addressed in the Curriculum Guide.

2.2 Expectations of Exit Outcomes

The following outcomes and methods of measurement are outlined below:

- Sherwood Montessori students will meet or exceed state and federal accountability requirements in all academic areas as measured by state and federal mandated assessments.
- The overall participation rate in the California Assessment of Student Performance

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and Progress (CAASPP) test will meet or exceed 95%. This objective will be measured using CAASPP participation data.

- Sherwood Montessori will demonstrate a minimum attendance rate of 92% with a goal of 95%. This data will be measured through daily attendance records.
- Sherwood Montessori 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 Every Student Succeeds Act (ESSA). 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 are 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 provides the instructional support necessary for English Learners to attain mastery of the English Language Development state standards.

2.4 Independent Study and Homeschool Options

Sherwood Montessori currently offers short-term Independent Study for enrolled students as a temporary, voluntary instructional alternative to the classroom. Through Independent Study, students may explore new curricular avenues or fulfill promotion requirements when the classroom is not practical. Students who utilize this temporary avenue have access to the same services and resources available to the other students at the school. As a voluntary program, no student shall be required to participate in Independent Study. The minimum number of consecutive days eligible to participate in Independent Study shall be one and the maximum shall be thirty. The work contracted for Independent Study must be completed on the days specified and must align with the missed classroom days as published on the annual school calendar (Education Code 57147.5). One assignment may be missed for each of three school days' worth of work on the Independent Study Contract. Assigned work must be turned in within five (5) school days upon the student's return to school. If a student fails to complete an Independent Study assignment without valid reasons, the School Director conducts an evaluation to determine if the student should be allowed to utilize this voluntary program at a later date. All findings will be kept in the student's permanent record.

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

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

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

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

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

2.5 State Priorities

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

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

Local Control Accountability Plan (“LCAP”)

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

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

STATE PRIORITY #1 BASIC SERVICES	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	Sherwood Montessori will maintain 100% highly qualified credentialed teachers.
ACTIONS TO ACHIEVE GOAL	Continue to monitor teacher credentials and assignments.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of core teachers held valid CA Teaching Credentials and appropriately assigned to grade levels/subjects commensurate with their credential.
METHOD OF MEASUREMENT	Initial and annual verification in the CALPADS annual Credential Report, credentials verified through the CA Commission on Teacher Credentialing.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Teachers will review curriculum materials and request replacement or repair for missing or damaged materials.
ACTIONS TO ACHIEVE GOAL	Inventory of materials will be completed. Missing or damaged materials will be purchased or replaced.
MEASURABLE OUTCOME	100% of pupils will have access to CCSS aligned materials and traditional Montessori instruction materials.
BASELINE PERFORMANCE LEVEL	Over the past five years, all pupils have had access to traditional Montessori materials and increased access to CCSS aligned instructional and assessment materials. Currently, 100% of pupils have access to traditional Montessori materials and supplemental materials that address CCSS. All pupils are assessed using norm-referenced assessment through iReady except transitional kindergarten and kindergarten students (TK/K). TK/K students are assessed using a teacher-created tool that addresses the CCSS.
METHOD OF MEASUREMENT	Teachers evaluate inventory of materials and request purchase of missing or damaged materials.
SUBPRIORITY C - FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Sherwood Montessori will provide a facility in good repair and improve PE/recess equipment.

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<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • The director will work with the parents' organization and contractors to ensure that the facility is in good repair. • PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.
<p>MEASURABLE OUTCOME</p>	<p>Maintain and improve school facility, encourage walking trips to nearby branch of public library, add to PE/recess equipment. <i>Note: Since the latest adoption of the school's LCAP, the school has moved and is no longer within walking distance of a branch of the public library.</i></p>
<p>BASELINE PERFORMANCE LEVEL</p>	<p>In the past five years, Sherwood had been operating in an overcrowded facility. Prior to the 2016-2017 school year, the school moved to co-locate at Chapman Elementary on E. 16th Street in Chico, and has relieved the overcrowding.</p> <p>In the past five years, Sherwood has replaced worn and broken PE and recess equipment with annual purchases of new equipment.</p>
<p>METHOD OF MEASUREMENT</p>	<ul style="list-style-type: none"> • Monthly Facilities Inspection Reports are conducted by the school director. • PE and recess equipment is inspected and inventoried by our PE instructor.
<p><u>STATE PRIORITY #2 – IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u></p>	
<p>Implementation of Common Core State Standards including how EL students will be enabled to gain academic content knowledge and English language proficiency. <i>Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP. Information about the plan for English learners can be found in section 1.11 of this charter.</i></p>	
<p>SUBPRIORITY A – CCSS IMPLEMENTATION</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.</p>
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> • Sherwood Montessori will move from Implementation Stage to the Continuous Improvement Stage of CCSS implementation by aligning teacher evaluation and support during the 2016-2017 school year. • In the 2017-2018 school year, and each year after, Sherwood will remain in the Continuous Improvement Stage of the implementation of CCSS by evaluating the implementation in all classrooms.

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	<ul style="list-style-type: none"> In 2018-2019 Sherwood will evaluate assessment data to make systemic changes and supports.
BASELINE PERFORMANCE LEVEL	For the past five years, Sherwood has been implementing the CCSS in all classrooms. Teachers have participated in professional development to align CCSS to traditional Montessori curriculum and methods. The school director observes in classrooms typically two days per week collecting data regarding classroom practices which inform coaching conversations with teachers.
METHOD OF MEASUREMENT	<ul style="list-style-type: none"> CCSS Professional Development sign-in sheets Records of Montessori training Coaching and mentoring records, including observation transcripts and summaries of observations
<p><u>STATE PRIORITY #3 – PARENT INVOLVEMENT</u> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.</i></p>	
<p>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</p>	
GOAL TO ACHIEVE SUBPRIORITY	Refine Student Based Intervention Team (SBIT) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Continue regular meetings with SBIT team: Coordinator, director, parents and intervention instructors to make continued improvement to the SBIT program and review student progress. Collect data to determine which students need access to the SBIT process. Track down individual students’ growth to show movement towards identified SBIT goals.
MEASURABLE OUTCOME	Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents. <i>Note: Since the latest adoption of Sherwood’s LCAP, the school has become an independent LEA for the purposes of special education and the SBIT Coordinator position has expanded to include supervision of the special education program. The new title of this position is the Director of Multi-Tiered Systems of Support.</i>
BASELINE PERFORMANCE LEVEL	Sherwood has retained a qualified SBIT Coordinator (now the Director of Multi-Tiered Systems of Support). 26 parents responded to an electronic survey: 69% of parents surveyed were satisfied or very satisfied with the opportunities extended to parents to learn about the Montessori

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	<p>approach. 73% of parents surveyed were satisfied or very satisfied with the school’s approach to volunteerism and parent involvement.</p>
METHOD OF MEASUREMENT	<p>Review employee files. Review parent survey results.</p>
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	<p>Ensure that parents understand the ways the school communicates with students’ families.</p> <p>Ensure that parents understand the nature of the Montessori method of education.</p> <p>Improve parent involvement and volunteerism.</p>
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Office staff will review enrollment to ensure that each family has updated contact information. Teachers will assess parents’ understanding of communication procedures at conferences. • The value of parent education opportunities will be communicated to the parent community. • The school director will meet with the parent group leaders to continue to refine the parent volunteer opportunities communication & tracking system.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Parent survey results will reflect an increase in positive responses to questions about communication from school to home. • Parent education sign-in sheets will reflect an increase in the number of parents accessing these (parent education) opportunities. • Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.
BASELINE PERFORMANCE LEVEL	<p>26 parents responded to an electronic survey: 69% of parents surveyed were satisfied or very satisfied with the opportunities extended to parents to learn about the Montessori approach. 73% of parents surveyed were satisfied or very satisfied with the school’s approach to volunteerism and parent involvement.</p>
METHOD OF MEASUREMENT	<ul style="list-style-type: none"> • Conduct surveys and review responses. • Review sign-in sheets. • Review parent volunteer hours.
SUBPRIORITY C – SEEKING PARENT INPUT FOR DECISION MAKING	

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GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback and involvement in creating the LCAP and goals for the school.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Annual satisfaction surveys will be implemented. • Parent involvement will be solicited for the LCAP Focus Group and creation of the LCAP and goals for the school.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Parent survey results will reflect an increase in positive responses to questions about communication from school to home. • Parent education sign-in sheets will reflect an increase in the number of parents accessing these (parent education) opportunities. • Records of parent involvement and volunteerism will be maintained (sign-in sheets, tracking hours) and show an increase over time.
BASELINE PERFORMANCE LEVEL	26 parents responded to an electronic survey. Parents have been members of the LCAP Focus Group for the past three years. Parent input has been used to create LCAP goals and goals for the committees of the board of directors.
METHOD OF MEASUREMENT	<ul style="list-style-type: none"> • Conduct surveys and review responses. • Recruit parent members of the LCAP Focus Group.
<p>STATE PRIORITY #4 – STUDENT ACHIEVEMENT Pupil achievement as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. CA Measurement of Academic Progress and Performance statewide assessment B. The Academic Performance Index (API) C. Percentage of ELs who make progress toward English language proficiency as measure by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) <i>Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP.</i> D. EL reclassification rate <i>Note: Sherwood has not had more than 9% or 12 students who are English learners and are not addressed as a significant subgroup in the LCAP.</i> E. Percentage of pupil who have passes an AP exam with a score of 3 or higher Grade level <i>Note: Not applicable to K-8 school.</i> 	
SUBPRIORITY A- CAASPP	

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<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).</p> <p>Refine Student Based Intervention Team (SBIT) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.</p> <p>Socioeconomically disadvantaged students will have access to free or reduced lunch.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<ul style="list-style-type: none"> • Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS. • Continue regular meetings with SBIT team: Coordinator, director, parents and intervention instructors to make continued improvement to the SBIT program and review student progress. • Collect data to determine which students need access to the SBIT process. • Track down individual students' growth to show movement towards identified SBIT goals.
<p>MEASURABLE OUTCOME</p>	<ul style="list-style-type: none"> • Retain qualified SBIT Coordinator to work collaboratively with director, teachers, and parents. • Move from stage 3 to stage 4 of CCSS implementation: align teacher evaluation and support. • Students who are well-nourished will be able to achieve academically more so than they would be able if they were hungry.
<p>BASELINE PERFORMANCE LEVEL</p>	<p>In 2016, 62% of Sherwood students in grades 3-8 who took the English language arts CAASPP met or exceeded the standard and 44% met or exceeded the standard in math.</p>
<p>METHOD OF MEASUREMENT</p>	<p>Analyze CAASPP scores.</p>
<p>SUBPRIORITY B - API</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>See goals in subpriority A-CAASPP</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>See actions to achieve goal in subpriority A-CAASPP</p>
<p>MEASURABLE OUTCOME</p>	<p>See measurable outcome in subpriority A-CAASPP</p>
<p>BASELINE PERFORMANCE LEVEL</p>	<p>In 2013, the weighted 3-year average API schoolwide was 833. “White” was the only subgroup large enough all 3 years to be given a weighted 3-year average API, and it was 839. In 2013, the API for the 15 Latino</p>

	students who took the test was 819. The API in 2013 for the 12 socioeconomically disadvantaged students tested was 776. The school met all its growth targets in 2013 for the API, schoolwide and for all student groups, and was given the statewide rank 7.
METHOD OF MEASUREMENT	California Department of Education (CDE) DataQuest Summary and API Reports or equivalent as determined by the CDE.
STATE PRIORITY #5 – STUDENT ENGAGEMENT Pupil engagement, as measured by all of the following as applicable; A. School attendance rates B. Chronic absenteeism rates Middle school dropout rates (EC §52052.1(a)(3)) High school drop out rates <i>Note: Not applicable to K-8 school.</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES SUBPRIORITY B – CHRONIC ABSENTEEISM RATES SUBPRIORITY C --MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE PRIORITY	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.
ACTIONS TO ACHIEVE GOAL	The office staff, school director, and SBIT Coordinator will collaborate to hold conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.
MEASURABLE OUTCOME	Continue conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.
BASELINE PERFORMANCE LEVEL	For the past four years, attendance rates have been 94.37% or better. Chronic absenteeism rate has been between 6.9% and 10%. Suspension rates for the past four years average to .08216%
METHOD OF MEASUREMENT	Reports from school attendance data base.
STATE PRIORITY #6 – SCHOOL CLIMATE School climate, as measured by all of the following, as applicable A. Pupil suspension rates B. Pupil expulsion rates C. Other local measure, including survey of pupils, parents, and teachers on the sense of safety and school connectedness	
SUBPRORITY A – PUPIL SUPENSION RATES SUBPRIORITY B- PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.

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ACTIONS TO ACHIEVE GOAL	The office staff, school director, and SBIT Coordinator will collaborate to hold conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.
MEASURABLE OUTCOME	Continue conferences with parents of chronically absent students and implement SBIT process as appropriate for any students with suspensions.
BASELINE PERFORMANCE LEVEL	For the past five years, attendance rates have been 95% or better. Chronic absenteeism rate has been between 6.9% and 10%. Suspension rates for the past four years average to .08216% Sherwood has never expelled a student.
METHOD OF MEASUREMENT	Reports from school attendance data base.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	<p>Provide a positive school climate with authentic opportunities for parent involvement.</p> <p>Ensure that parents understand the ways the school communicates with students’ families.</p> <p>Ensure that parents understand the nature of the Montessori method of education.</p> <p>Improve parent involvement and volunteerism.</p> <p>Socioeconomically disadvantaged students will have access to free child care after school and during school events.</p>
ACTIONS TO ACHIEVE GOAL	<p>The school will provide free child care after school and during school events for families that qualify for free or reduced lunch due to low income.</p> <p>The school will provide free or reduced lunch and after school snack for families that qualify due to low income.</p> <p>See also actions to achieve goal in Priority #3, subpriorities A, B & C.</p>
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Parents of low income students will be more connected and able to support the educational success of their students by attending school events. • Low income students with access to supportive after care will have positive outlooks about school following academic success and/or involvement in engaging activities. • Students who are well-nourished will contribute to a positive school climate more so than they would be able if they were hungry.

	<ul style="list-style-type: none"> • See also measurable outcomes in Priority #3, subpriorities A, B & C.
BASELINE PERFORMANCE LEVEL	There are currently 23 students enrolled in free child care.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Parent input surveys • Volunteer tracking data • Parent education night sign-in sheets • Teacher input surveys • Applications for free child care
<p>STATE PRIORITY #7—COURSE ACCESS The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
GOAL TO ACHIEVE PRIORITY	<p>Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards.</p> <p>Provide a broad range of Montessori materials.</p>
ACTIONS TO ACHIEVE GOAL	<p>Teachers will work in grade-level teams and with school director to assess progress on implementing CCSS.</p> <p>Teachers will review curriculum materials and request replacement or repair for missing or damaged materials</p>
MEASURABLE OUTCOME	<p>Maintain materials in good repair and replace/add to materials as needed.</p> <p>Move from stage 3 to stage 4 of CCSS implementation: align teacher evaluation and support.</p>
BASELINE PERFORMANCE LEVEL	Over the past five years, all pupils have had access to traditional Montessori materials and increased access to CCSS aligned instructional and assessment materials. Currently, 100% of pupils have access to traditional Montessori materials and supplemental materials that address CCSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Teachers evaluate inventory of materials and request purchase of missing or damaged materials. • CCSS Professional Development sign-in sheets • Records of Montessori training • Coaching and mentoring records, including observation transcripts and summaries of observations

STATE PRIORITY #8—PUPIL OUTCOMES From the subject areas described above in #7, as applicable.	
GOAL TO ACHIEVE SUBPRIORITY	Provide a facility in good repair and improve PE/recess equipment.
ACTIONS TO ACHIEVE GOAL	PE and recess equipment will be inspected for its condition and completeness so that missing or damaged equipment can be replaced.
MEASURABLE OUTCOME	Provide a facility in good repair and improve PE/recess equipment.
BASELINE PERFORMANCE LEVEL	In the past five years, Sherwood had been operating in an overcrowded facility. Prior to the 2016-2017 school year, the school moved to co-locate at Chapman Elementary on E. 16 th Street in Chico, and has relieved the overcrowding. In the past five years, Sherwood has replaced worn and broken PE and recess equipment with annual purchases of new equipment.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Monthly Facilities Inspection Reports are conducted by the school director. • PE and recess equipment is inspected and inventoried by our PE instructor.

3.0 ASSESSMENT OF STUDENT PROGRESS

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

3.1 Assessment Tools

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

- Portfolios that include representative samples of work from each of the core academic areas as well as work in the arts
- Writing samples evaluated using rubrics calibrated with ELA Standards
- Reading assessments which collect data on accuracy, fluency, and comprehension
- Developmental spelling assessments

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- 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
- California Physical Fitness Tests

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

3.2 Alignment of Assessment to the Mission Statement and Montessori Philosophy

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

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

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

By October 1 of each year, Sherwood Montessori will provide to CUSD a Charter School Oversight Report which will include requested information regarding the school's compliance in providing adequate management and services in the following areas:

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

3.3 English Learners (EL)

Teachers at Sherwood Montessori plan instruction that supports EL students' process of becoming proficient in English. The CELDT (California English Language Development Test) will be administered to Kindergarten through 8th grade students as indicated through the home language survey, until the ELPAC (English Language Proficiency Assessment for California) becomes the new required assessment, forecasted for 2018. The CELDT/ELPAC is given to 1) students who are newly enrolled whose primary language is not English and 2) English learners as an annual assessment. The purpose of CELDT/ELPAC testing is to 1) identify students who are limited English proficient, 2) determine the level of English language proficiency, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, writing, and reading in English. Teachers and students at Sherwood Montessori will be supportive of the cultural diversity in the classroom and the wider community.

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

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

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

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

3.4 Assessment Summary

It is the goal that students at Sherwood Montessori will demonstrate the following upon graduation:

- Annual progress on the CAASPP tests
- Mastery of Montessori standards
- Competency in state grade level content and performance standards
- Competency in 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 Sherwood Montessori is charged to a voluntary Board of Directors, composed of seven (7) directors. The Board is diverse in the Directors' skills and strengths, with an emphasis on long-range planning, management, responsible fiscal oversight, pedagogy, and the implementation of the Montessori philosophy. It is not necessary for Directors to be parents of current or past students. Bylaws and governance of the Board of Directors have been established to allow the group to be recognized as a 501(c)3 non-profit public benefit organization. Copies of these Bylaws and the Articles of Incorporation filed with the State of California are attached as Appendices A7.0 and A8.0.

The initial Board of Directors was composed of the seven (7) members of the Founding Board who agreed to the Articles of Incorporation. The initial term of office of the Board of Directors was three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. This policy was implemented in order to foster continuity, mentorship of new Directors, and sustainable practices. Applications for future Board candidates will be forwarded to an Elections Committee appointed by the Board of Directors. The Elections Committee shall review applications and present a slate of candidates to the Sherwood Montessori Parent Organization (SMPO) who shall vote for the new Director. Incoming Directors will be assigned a Board Mentor for the first year who will work alongside the new Director to train in operations. The Bylaws specify that a Director may be elected for a second three-year term.

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

Duties of the Board of Directors

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

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

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- Oversee fundraising activities
- Communication with the Sherwood Montessori Parent Organization
- Creation of any committees as needed
- Provide a sound mentorship policy for new Board members and school staff

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

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

4.1 Relationship between Sherwood Montessori and the CUSD

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

4.2 Charter School Operations

Administrative Staff—Director and Administrative Assistant

Daily non-instructional operations at the school are largely be the responsibility of the Director and Administrative Assistant of the school. The activities of the Administrative Staff are 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:

- Present reports to the board on progress, programs and problems of school operations;
- Implement and communicate the school mission;

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- 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;
- Talk 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:

- Compile and file students grade and attendance reports, immunization and other school records;
- Greet visitors to the school, determine the nature of business, and direct visitors to destination;
- Answer telephone to provide information, take messages, or transfer calls;
- Schedule appointments to talk with the Director or teachers and handle school communication;
- Inventory, order and dispense school supplies;
- Accept and deposit funds for student activities;
- Disburse funds, record financial transactions, and audit and balance student-organizations and other school-fund accounts;
- Maintain calendar of school events;
- Oversee student playground activities and monitor classroom during temporary absence of teacher;
- Assist the Director in all areas and be aware of what's going on at the school on a day-to-day basis;
- Maintain 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.

Business Manager

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

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Duties of the Business Manager

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

- Weekly: Verify invoices, reimbursement requests, and deposits for accuracy (amount, SACS code, funding class); print checks.
- Monthly: Create payroll; monthly profit/loss statements and cash flow analysis; oversee STRS and PERS contributions as well as Federal and State tax liabilities.
- Annual: Year-end reports as regards STRS/PERS, payroll, and tax liabilities.
- Reports: Prepare Annual Projected Budget, First and Second Interim Reports, and End of Year Expenses for Chico Unified School District; yearly accrual entries and balance restricted and unrestricted funds.
- In addition, the Business Manager may be called up to provide financial reports for grants and other requests from the CUSD, Butte County Office of Education, El Dorado Charter SELPA or California Department of Education as needed.

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

4.3 Parent Involvement in the Sherwood Parent Organization

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

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

Parents comprise a diverse population with many skills that can be used to support the school. One of the main tasks of the SMPO is the organization of volunteer and service activities. Activities include fostering community spirit through outreach, helping to welcome new families, promoting the school in the greater community, fundraising and implementing parental educational programs. Volunteers are also called upon to support the school with specialized tasks as needed, such as classroom support and maintenance on the school grounds. Each family strives to contribute 50 volunteer hours per year toward furthering the mission of the school in one or more of the examples listed above.

5.0 EMPLOYEE QUALIFICATIONS

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

Any offers of employment are extended contingent upon successful completion of a current Live Scan report administered by the Department of Justice and a background/reference check. The Board of Directors administers the recruitment, hiring, and background checks on the Director. The Director is responsible for the recruitment, hiring, and background checks on all the staff. The 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 maintains a current Live Scan through the Department of Justice prior to and during the entire period of employment at Sherwood Montessori. Any staff supervising children on- or off-campus also maintains current Child First Aid/CPR certification and TB testing. All staff at Sherwood Montessori agree to adhere to maintaining a drug, alcohol, and smoke-free work place.

5.1 Administration Qualifications

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

Requirements of the Director

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

Requirements of Administrative Assistant

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

5.2 Instructor Qualifications

Lead Teacher

Teachers reflect the strengths of the school. Therefore, Sherwood Montessori is committed to hiring the most qualified individuals that can demonstrate responsibility for providing both excellent education and a nurturing environment that is reflective of the school's mission. Each classroom at Sherwood Montessori will be led by a Lead Teacher who must hold a Bachelors Degree from an accredited, degree-granting institution and a valid authorization from the

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California Commission on Teacher Credentialing (CCTC) to serve as a California Credentialed teacher. Teachers with additional Montessori training from a Montessori-accredited institution would be given strong preference. Highly qualified teachers with Montessori training and prior classroom experience as a lead teacher may be considered while they possess an Intern Certificate/Credential for no more than two years while actively working toward completion of their State credential.

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

Because we anticipate Sherwood Montessori to draw a diverse student body, including English learners, teachers will have English learner authorization as defined in Assembly Bill (AB) 1871 (Ch. 660, Stats. 2008) as required. For an elementary school, this entails a combination of Commission-approved California Teacher of English Learner (CTEL) program coursework with passing scores on the CTEL examination subtest(s).

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

Teaching Aides

In order to maintain quality in the classroom and ensure that each student is striving and maintaining his or her goals, each classroom 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:

- 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.

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- For Visual and Performing Arts, the candidate should possess an established history of excellence in both the medium and in teaching.

6.0 HEALTH AND SAFETY PROCEDURES

Sherwood Montessori will meet all applicable local zoning and building codes and all safety regulations as prescribed by state and federal regulations. All employees of the school must submit to a criminal background check and furnish a criminal record summary as required by Education Code §44237. All staff, including volunteers and contracted employees, must behave in a manner that is professional and appropriate to an elementary school. The Board of Directors and staff recognizes the importance of the proper handling of confidential materials and respects the privacies of current and former students and their families, staff, and the Board of Directors. As a Montessori school, it will be expected that all persons at the school model behavior that is in alignment with the Montessori principles outlined in the Mission Statement, namely to foster a community that is founded on mutual respect, honesty, and courtesy.

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

6.1 Safety Plan

- 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 updated annually prior to the opening of the school and as needed.
- The Safety Plan will clearly state procedures for response to natural disasters and emergencies, with particular emphasis on fires and earthquakes.
- The Safety Plan requires 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 have been developed in accordance to state and federal law that emphasize prevention of contact with blood- and air-borne pathogens.
- Policies have been developed, in consultation with the school's insurance carriers, on the administration of prescription drugs and other medicines.

6.3 Safe Building Policies

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

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

7.0 MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE REFLECTIVE OF DISTRICT

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

7.1 Practices and Policies to Promote Diversity

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

- An enrollment timeline that allows for a broad-based recruiting and application process. This timeline will match the majority of other schools in the district to allow parents to make conscientious decisions.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district. In particular, the Board and school Director will identify avenues of dissemination in traditionally underrepresented communities. Contact will be through agencies that serve various racial, ethnic and interested groups in the district including, but not limited to, religious institutions, community cultural groups, CSU Chico, Butte College, and CARD.
- The organization of, and participation in, outreach events that will include prospective students and parents of all racial and ethnic backgrounds.

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- The Administrative Assistant shall regularly monitor the race/ethnicity of the applicant pool, increasing targeted recruitment to any underrepresented group as reflected by the CUSD.
- The scheduling of school tours, Montessori informational events, and prospective parent nights for parents and other activities during the school year where the community is invited in to learn about Sherwood Montessori.
- All of these outreach activities, as well as informative documentation, will be provided on the school website.

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

8.0 ADMISSIONS

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

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

8.1 Age Policy

The age policy for Sherwood Montessori will follow the majority of schools in the CUSD. In order to be eligible for Kindergarten in the fall, a child must be five years old on or before September 2 of that year. For the 2014–15 school year and each school year thereafter, transitional kindergarten may be available for children turning five between September 2 and December 2 when funding is available for the program. Transitional kindergarten students will be instructed in the same classroom and with the same teacher as the regular kindergarten students. Curriculum and instruction will be individualized for transitional kindergarten students according to developmental readiness expressed by each learner. The Board of Directors reserves the right to alter this policy to mirror changes adopted or recommended by the CUSD or by the California Department of Education.

8.2 Admission Requirements

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

8.3 Application Process and Preferences

As a public Montessori school, it is our goal to educate families of prospective students so they can make thoughtful decisions about the suitability of the program for their family and their commitment to the Montessori philosophy. At the time of open enrollment, the school will host several public informational school tours. Following the presentation, parents will be able to apply. These tours focus on the Montessori philosophy, the mission of Sherwood Montessori, the details of how our school functions, and charter schools in general. Information about Sherwood and the Montessori method is also posted on our website and available in hard copy at the school office. If necessary, members of the school may, at the request of parents, pay a home-visit to present this information. We will also strongly encourage parents to observe classes in session prior to completing an application packet. No student will be denied enrollment if parents choose not to attend informational presentations or observe in a classroom.

The admissions process then comprises the following steps:

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

The date of the public drawing will be widely publicized in Chico and the surrounding areas via newspaper, internet, and radio, as well as informational flyers to be distributed at local libraries, open markets, and bulletin boards where potential parents might receive the information. The rationale for this date is to allow the Board of Directors ample time to make any budgetary changes that might occur, including, but not limited to, staffing, material goods,

and facilities.

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

9.0 FINANCIAL AND PROGRAMMATIC AUDIT

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

9.1 Fiscal Year and Reporting Deadlines

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

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

9.2 Contracting and Overseeing the Independent Audit

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

9.3 Qualifications of the Auditor

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

9.4 Scope of the Financial Audit

The audit will cover all the components necessary to assess the administration of the school

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

9.5 Programmatic Audit

In addition to the Financial Audit outlined above, the Administrative 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 assignments of subject area and teaching of English learners;
- Percentage of classes taught by Highly Qualified Teachers;
- Full-time equivalents (FTEs) of support staff, if retained by the school;
- Detailed descriptions of curriculum and instructional methods as defined by core curriculum area;
- Expenditures per student and teacher and staff salaries;
- Student performance on standardized tests as stated in the Assessment Section;
- Sherwood Montessori will primarily employ the California Assessment of Performance and Progress (CAASPP) as appropriate per grade level;
- Student performance on the California Physical Fitness Test for grades 5 and 7;
- 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 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.

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School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Family Handbook prior to the first day of school and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, suspension, the use of alternative educational environments, and in extreme cases, expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of physical intervention that is reasonable and necessary to protect the safety of students, staff or other persons or to prevent damage to school property.

The Board of Directors shall ensure the fair and equitable treatment by ensuring that all students will be afforded their Due Process rights under the law. The Director shall ensure all students and their parents/guardians receive the Family Handbook and are aware of the disciplinary policies.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom, Sherwood Montessori has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEA 2004) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Sherwood Montessori will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEA 2004), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Sherwood Montessori has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

10.1 Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Sherwood Montessori or at any other school or a school-sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off Sherwood Montessori campus; d) during, going to, or coming from a school-sponsored activity.

10.2 Enumerated Offenses

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

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the school Director or designee's concurrence.

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- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials and / or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

10.3 Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference. Suspension shall be preceded, if possible, by an informal conference conducted by the Director or designee with the student and his or her parent and, whenever practicable, the teacher or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents / Guardians. At the time of the suspension, a school employee shall make a reasonable effort to contact the parent / guardian by telephone or in person. Whenever a student is suspended, the parent / guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent / guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent / guardian respond to such requests without delay.

Suspension Time Limits / Recommendation for Expulsion. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

10.4 Authority to Expel

A student may be expelled either by the Sherwood Montessori Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an *ad hoc* Disciplinary Panel as needed. The Panel should consist of at least three members, including one teacher from outside the student's classroom and the Director. The Disciplinary Panel may recommend expulsion of any student found to have committed an expellable offense.

10.5 Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within

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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.

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

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

12.0 ATTENDANCE ALTERNATIVES

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

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

13.0 DESCRIPTION OF EMPLOYEE RIGHTS

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

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

13.1 Collective Bargaining Contracts of the Chico Unified School District

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

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

14.0 DISPUTE RESOLUTION

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

14.1 Public Comments

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

14.2 Disputes arising from within Sherwood Montessori

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

14.3 Disputes between Sherwood Montessori and the CUSD

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

14.4 Oversight, Reporting, Revocation, and Renewal

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

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

15.0 LABOR RELATIONS

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

16.0 SCHOOL CLOSURE

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

16.1 Closure Process

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

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

16.2 Final Audit and Maintenance and Transfer of Student Records

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

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

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

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

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

17.0 MEMBERS OF THE BOARD OF DIRECTORS

17.1 History of the Founding Board

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

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

17.2 Composition of the Founding Board

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

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

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

Jill Bailey, Governance Specialist

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

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

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

David Green, Financial Advisor, Edward Jones Investments

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

Georgina Maltby, Ph.D., Psychologist

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

Harvey Rappaport, Education Specialist

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

Vivienne Singelis, Montessori Specialist

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

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

17.3 Current Board of Directors

Robyn DiFalco, Chair, Community Organizer, Term ends 2019.

Mark Reiser, Vice Chair, Founder/Owner/Operator, Alaska Outdoors, LLC. Term ends 2017.

Chris Fosen, English Professor, CSU, Chico. Term ends 2017.

Kristy Cowell, Secretary, Owner/Director, Sunny Garden Montessori. Professor, Butte College, Child Development. Term ends 2018.

Nili Yudice, Treasurer, Developmental and Assessment Program Director, Parent Infant Programs. Term ends 2018.

Heather Fox, Social Worker and Grant Writer. Term ends 2017.

Note: The Board of Directors will be appointing a new member to a seat currently vacant due to maternity in late January, 2017.

18.0 LOCATION OF THE SCHOOL WITHIN CUSD BOUNDARIES

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

- The building should have unique space for office/administration, a classroom for special education services, a separate Kindergarten classroom, and a minimum of six (6) additional classrooms. There shall also be a kitchen for preparation of food as needed.
- Classrooms should be a minimum of 65 sq. feet per student as per common usage. This equates to 965 sq. feet 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 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:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	23	23	23	23	23
1	17	20	20	20	20
2	17	20	20	20	20
3	23	17	20	20	20
4	12	23	17	20	20
5	18	12	23	17	20
6	15	18	12	23	17
7	10	15	18	12	23
8	5	10	15	18	18
Total	138	158	170	173	181

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

20.0 FINANCIAL AND ORGANIZATIONAL ACCOUNTABILITY

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

20.1 Procedure for the Development of the Annual Budget

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

The annual budget will 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 following data will be used:

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

20.2 Reporting of Annual Budget and Interim Reports

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

20.3 Legal Compliance of Budget

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

APPENDIX A1.0 FINANCIAL PLAN

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

A1.1 Budget Details

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

Enrollment

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

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	23	23	23	23	23
1	17	20	20	20	20
2	17	20	20	20	20
3	23	17	20	20	20
4	12	23	17	20	20
5	18	12	23	17	20
6	15	18	12	23	17
7	10	15	18	12	23
8	5	10	15	18	18
Total	138	158	170	173	181

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 0.6 FTE position; the other classrooms are 1.0 FTE. In years the middle school enrollment exceeds 30 students, additional credentialed staff will be added as needed to ensure adequate support for the lead teacher.

A1.2 Revenue Assumptions

Because of the predicted economic downturn 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 2016-2017 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 2015-2016 values as current numbers were not available at the time of building the budget. Additional details are presented below:

8015-General Purpose Entitlement (State)	Based on 2015-16 SSC Dartboard
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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
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, assuming recommendation from the Budget Committee. 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.

<i>1000 Certificated Salaries</i>	
1100-Certificated Teachers' Salaries	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	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 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

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purchases have already been established. Monies are allocated toward continual operational costs.

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

Services and Contracts

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

5000 Services and Other Operating Expenditures	
5200-Travel and Conferences	Expenses for training staff.
5300-Dues and Memberships	Dues for the California Charter Schools Association.
5400-Insurance	Liability insurance through the CCSA-JPA, estimated at 2016-2017 rates.
5500-Operations and Housekeeping Services	Contracted services and utilities.
5600-Rentals, Leases, Repairs	Based on rental of halls for performances.
5800-Professional/Consulting Services	Costs for advertising, off-site duplication, internet filtering, Business Manager, audit, legal services
5900-Communications	1.5% increase annually

A1.4 Reserves

The budget plans to maintain an unrestricted general fund reserve for unexpected expenses as recommended by the CDE. On-hand reserves will be maintained at a rate of 5% of the State revenue apportionment or \$25,000. At the end of the 2016-2017 school year, Sherwood Montessori is projected to maintain a reserve of \$49,566.

A1.5 Yearly Projections

SHERWOOD MONTESSORI PROJECTED 5-YEAR BUDGET					
	2017-18	2018-19	2019-20	2020-21	2021-22
Projected Enrollment	158	170	173	181	183
Enrollment at 94% ADA	148.52	159.8	162.62	170.14	172.02
REVENUES					
8015-General Purpose Entitlement (State)	863,509	968,184	1,036,865	1,429,089	1,429,089
8096-In Lieu of Property Taxes (Local)	321,941	321,941	321,941	321,941	321,941

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8480-Categorical Block Grant	10,000	10,000	10,000	10,000	10,000
8560-State Lottery	28,000	28,000	28,000	28,000	28,000
8673-Extended Day Program	30,000	30,000	30,000	30,000	30,000
8699-Fundraising	15,000	15,000	15,000	15,000	15,000
REVENUE SUBTOTAL	1,343,450	1,451,125	1,519,806	1,590,089	1,590,089

EXPENDITURES					
<i>1000 Certificated Salaries</i>					
1100-Certificated Teachers' Salaries	414,000	426,420	439,213	452,389	464,961
1200-Certificated Pupil Support Salaries	29,000	29,870	30,766	31,689	32,640
Total, Certificated Salaries	443,000	456,290	469,979	484,078	498,600
<i>2000 Non-certificated Salaries</i>					
2100-Non-certificated Instructional Aides' Salaries	237,000	244,110	251,433	258,976	266,746
2200-Non-certificated Support Salaries	30,900	31,827	32,782	33,765	34,778
2300-Non-certificated Administrators' Salaries	76,000	78,280	80,628	83,047	85,539
2400-Clerical and Office Salaries	45,000	46,350	47,741	49,173	50,648
Total, Non-certificated Salaries	388,900	400,567	412,584	424,962	437,710
<i>3000 Employee Benefits</i>					
3101-STRS	53,248	56,443	59,829	63,419	67,224
3201-PERS	36,271	38,447	40,754	43,199	45,791
3301/2-OASDI / Medicare / Alternative	40,056	41,258	42,496	43,771	45,084
3401-Health and Welfare Benefits	77,228	79,545	81,932	84,390	86,921
3501-Unemployment Insurance	16,123	16,606	17,104	17,618	18,146
3601-Workers' Compensation Insurance	9,614	9,903	10,200	10,506	10,821
Total, Employee Benefits	232,541	242,202	252,315	262,902	273,988
<i>4000 Books and Supplies</i>					
4100-Approved Textbooks and Core Curricula	5,000	5,000	5,000	5,000	5,000
4200-Books and Other Reference Materials	2,000	2,000	2,000	2,000	2,000
4300-Materials and Supplies	20,000	20,000	20,000	20,000	20,000
4400-Noncapitalized Equipment					
4700-Food					
Total, Books and Supplies	27,000	27,000	27,000	27,000	27,000
<i>5000 Services and Other Operating Expenditures</i>					
5200-Travel and Conferences	5,000	5,000	5,000	5,000	5,000
5300-Dues and Memberships	1,000	1,000	1,000	1,000	1,000
5400-Insurance	16,000	16,000	16,000	16,000	16,000
5500-Operations and Housekeeping Services	40,000	40,000	40,000	40,000	40,000

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5600-Rentals, Leases, Repairs, and Noncap. Improvements	16,000	16,000	16,000	16,000	16,000
5800-Professional/Consulting Services and Operating Expend.	150,000	150,000	150,000	150,000	150,000
5900-Communications	8,000	8,000	8,000	8,000	8,000
Total, Services and Other Operating Expenditures	236,000	236,000	236,000	236,000	236,000
<i>6000 Capital Outlay</i>					
Total, Capital Outlay	-	-	-	-	-
<i>7000 Other Outgo</i>					
7221-Transfers of Apportionments to Other LEAs - Spec. Ed.					
7438-Debt Service Interest					
Total, Other Outgo					
TOTAL EXPENDITURES	1,327,441	1,362,059	1,397,878	1,434,942	1,473,299
NET	16,009	89,066	121,928	155,147	116,790

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 2017 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 138 students to 158 in the 2017-18 year, and ending at 181 students.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	23	23	23	23	23
1	17	20	20	20	20
2	17	20	20	20	20
3	23	17	20	20	20
4	12	23	17	20	20
5	18	12	23	17	20
6	15	18	12	23	17
7	10	15	18	12	23
8	5	10	15	18	18
Total	138	158	170	173	181

A2.2 Lateral Transferability within CUSD

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

A2.3 Relationship with CUSD

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

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

- Content, process, timelines, and evaluation criteria for charter renewal

A2.4 Civil Liability

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

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

A2.5 Risk Management

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

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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 its own administrative services, including but not limited to financial management, personnel, and curriculum development.

APPENDIX A3.0 SPECIAL EDUCATION

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

APPENDIX A4.0 ANNUAL REPORTS TO CUSD

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

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

APPENDIX A5.0 CURRICULUM EXAMPLES

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

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

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

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

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

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

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

Math Cluster Overview Chart

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

APPENDIX A6.0 2016-2017 SCHOOL CALENDAR

The following shows the 2016-2017 school calendar for Sherwood Montessori, including calculation of instructional minutes, instructional days, and daily schedules.

Sherwood Montessori

2016-2017 School Calendar

August 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	EP	EP	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2017						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- School Closed
- Early Release Day-2pm dismissal
- Parent Teacher Conferences
- EP Employee Planning (no school for students)
- Report Cards
- First and Last Day of School-2pm dismissal
- Attendance Make-Up Day

Aug 15-16	Planning/Development Days
Aug 17	First Day of School for students
Sep 5	Labor Day-no school
Oct 28	Parent/Teacher Conferences - no school
Nov 11	Veterans Day - no school
Nov 21-25	Thanksgiving Break-no school
Dec 22-Jan 6	Winter Break-no school
Jan 16	Martin Luther King Jr. Day-no school
Feb 17 & 20	Presidents Day-no school
Feb 17	Attendance Make-Up Day-8:45-12:00

Mar 13-17	Spring Break - no school
April 14-17	Spring Break 2- no school
Apr 14	Parent/Teacher Conferences- no school
Apr 17	Attendance Make Up Day-8:45-12:00
May 29	Memorial Day-no school
Jun 7	Last Day of School

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Month	M	T	W	TH	F	Notes	K-min	1/8-min	M	T	W	TH	F	M	T	W	TH	F
August	15	16	17	18	19		600	930	0	0	270	330	330	0	0	200	200	200
August	22	23	24	25	26		1590	1590	330	330	270	330	330	330	330	270	330	330
Aug/Sept	29	30	31	1	2		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept	5	6	7	8	9	Labor Day Holiday	800	1260		330	270	330	330		200	200	200	200
Sept	12	13	14	15	16		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept	19	20	21	22	23		1000	1590	330	330	270	330	330	200	200	200	200	200
Sept	26	27	28	29	30		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	3	4	5	6	7		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	10	11	12	13	14		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	17	18	19	20	21		1000	1590	330	330	270	330	330	200	200	200	200	200
Oct	24	25	26	27	28	Conference Week	800	1080	270	270	270	270	0	200	200	200	200	0
Oct/Nov	31	1	2	3	4		1000	1590	330	330	270	330	330	200	200	200	200	200
Nov	7	8	9	10	11	Veterans Day Holiday	800	1260	330	330	270	330		200	200	200	200	
Nov	14	15	16	17	18		1000	1590	330	330	270	330	330	200	200	200	200	200
Nov	21	22	23	24	25	Thanksgiving Break	0	0										
Nov/Dec	28	29	30	1	2		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	5	6	7	8	9		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	12	13	14	15	16		1000	1590	330	330	270	330	330	200	200	200	200	200
Dec	19	20	21	22	23	Winter Break	600	930	330	330	270			200	200	200		
Dec	26	27	28	29	30	Winter Break	0	0										
Jan	2	3	4	5	6	Winter Break	0	0										
Jan	9	10	11	12	13		1000	1590	330	330	270	330	330	200	200	200	200	200
Jan	16	17	18	19	20	Martin Luther King, Jr.	800	1260		330	270	330	330		200	200	200	200
Jan	23	24	25	26	27		1000	1590	330	330	270	330	330	200	200	200	200	200
Jan/Feb	30	31	1	2	3		1000	1590	330	330	270	330	330	200	200	200	200	200
Feb	6	7	8	9	10		1000	1590	330	330	270	330	330	200	200	200	200	200
Feb	13	14	15	16	17	Lincoln's Birthday Holiday	800	1260	330	330	270	330		200	200	200	200	
Feb	20	21	22	23	24	Presidents Day Holiday	800	1260		330	270	330	330		200	200	200	200
Feb/Mar	27	28	1	2	3		1000	1590	330	330	270	330	330	200	200	200	200	200
March	6	7	8	9	10		1000	1590	330	330	270	330	330	200	200	200	200	200
March	13	14	15	16	17	Spring Break	0	0										
March	20	21	22	23	24		1000	1590	330	330	270	330	330	200	200	200	200	200
March	27	28	29	30	31		1000	1590	330	330	270	330	330	200	200	200	200	200
April	3	4	5	6	7		1000	1590	330	330	270	330	330	200	200	200	200	200
April	10	11	12	13	14	Conference Week	800	1080	270	270	270	270	0	200	200	200	200	0
April	17	18	19	20	21		800	1260		330	270	330	330		200	200	200	200
April	24	25	26	27	28		1000	1590	330	330	270	330	330	200	200	200	200	200
May	1	2	3	4	5		1000	1590	330	330	270	330	330	200	200	200	200	200
May	8	9	10	11	12		1000	1590	330	330	270	330	330	200	200	200	200	200
May	15	16	17	18	19		1000	1590	330	330	270	330	330	200	200	200	200	200
May	22	23	24	25	26		1000	1590	330	330	270	330	330	200	200	200	200	200
May/June	29	30	31	1	2	Memorial Day Holiday	800	0	330	330	270	330	330	0	200	200	200	200
June	5	6	7	8	9		600	930	330	330	270	0	0	200	200	200	0	0
TOTAL							36590	55440										

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Month	M	T	W	TH	F	Notes	Inst. Day	Non-Inst.	Total Work
August	15	16	17	18	19		3	2	5
August	22	23	24	25	26		5	0	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	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	Conference Week	4	1	5
Oct/Nov	31	1	2	3	4		5	0	5
Nov	7	8	9	10	11	Veterans 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		5	0	5
Dec	5	6	7	8	9		5	0	5
Dec	12	13	14	15	16		5	0	5
Dec	19	20	21	22	23	Winter Break	3	0	3
Dec	26	27	28	29	30	Winter Break	0	0	0
Jan	2	3	4	5	6	Winter Break	0	0	0
Jan	9	10	11	12	13		5	0	5
Jan	16	17	18	19	20	Martin Luther King, Jr.	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	Presidents Day Holiday	4	0	4
Feb/Mar	27	28	1	2	3		5	0	5
March	6	7	8	9	10		5	0	5
March	13	14	15	16	17	Spring Break	0	0	0
March	20	21	22	23	24		5	0	5
March	27	28	29	30	31		5	0	4
April	3	4	5	6	7		5	0	5
April	10	11	12	13	14	Conference Week	4	1	5
April	17	18	19	20	21		4	0	5
April	24	25	26	27	28		5	0	5
May	1	2	3	4	5		5	0	5
May	8	9	10	11	12		5	0	5
May	15	16	17	18	19		5	0	5
May	22	23	24	25	26		5	0	5
May/June	29	30	31	1	2	Memorial Day Holiday	4	0	4
June	5	6	7	8	9		3	1	4
TOTAL							180	5	185

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DAILY SCHEDULE				
Class		Class Minutes	Lunch	Minutes
K	8:45-12:05	200		200
1st	8:45-3:15	390	60	330
2-3	8:45-3:15	390	60	330
4-5-6	8:45-3:15	390	60	330
7-8	8:45-3:15	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	8:45-12:05	200		200
1st	8:45-2:00	330	60	270
2-3	8:45-2:00	330	60	270
4-5	8:45-2:00	330	60	270
6-8	8:45-2:00	330	60	270

EXCESS OF REQUIREMENT		
K	36000	0
1st	56700	6300
2-3	56700	6300
4-5-6	56700	2700
7-8	56700	2700

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

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 nonprofit fund, foundation or corporation which is organized and operated exclusively for

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

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

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

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

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

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

ARTICLE V

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

Dated: _____

(Signature of Incorporator)

Joseph Cobery

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

(Signature of Incorporator)

APPENDIX A8.0 SHERWOOD MONTESSORI BYLAWS

**BYLAWS
OF
Sherwood Montessori
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

**ARTICLE 1
OFFICES**

SECTION 1. PRINCIPAL OFFICE

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

SECTION 2. CHANGE OF ADDRESS

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

_____ Dated: _____

_____ Dated: _____

_____ Dated: _____

SECTION 3. OTHER OFFICES

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

**ARTICLE 2
PURPOSES**

SECTION 1. PURPOSE AND OBJECTIVES

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

The primary objectives and purposes of this corporation shall be:

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

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

ARTICLE 3 BOARD OF DIRECTORS

SECTION 1. NUMBER OF DIRECTORS

As a community school, the governance of the corporation will reflect both the interests of the parents of the students attending Sherwood Montessori and the greater community. The corporation shall have seven Board Members and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and adoption of a new Bylaw, as provided in these Bylaws.

SECTION 2. SELECTION

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

1. An Elections Committee, appointed by the Board of Directors, 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 May. Voting will be carried out by the SMPO in consultation with the Elections Committee. Interim appointment shall be done in accordance with Article 4 Section 10 of these by-laws;
3. The top vote getter in the event of one seat being open or vote getters in the event of more than one seat being open shall win;
4. In the event of a tie, the deciding votes will be made by the Elections Committee.
5. New Directors will be announced before the end of the school year and will assume duties at the June meeting.

SECTION 3. POWERS

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

SECTION 4. DUTIES

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

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

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

SECTION 5. TERMS OF OFFICE

Each member of the Board of Directors shall hold office for a term of three years, for a maximum of two terms (six years). Renewal of the three-year terms shall be done at the SMPO meeting for election of the Board of Directors as specified in these Bylaws.. The initial term of office of the Board of Directors shall be three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. Upon expiration of those designated terms the term of each newly elected Board of Directors shall continue for three years.

SECTION 6. COMPENSATION

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

SECTION 7. RESTRICTION REGARDING INTERESTED DIRECTORS

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

ARTICLE 4 MEETINGS

SECTION 1. MEETINGS

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

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

1. Each Director participating in the meeting can communicate with all of the other Directors concurrently;
2. Each Director is provided the means of participating in all matters before the board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation;

3. The corporation adopts and implements some means of verifying: 1) that all persons participating in the meeting are Directors of the corporation or are otherwise entitled to participate in the meeting, and 2) that all actions of, or votes by, the board are taken and cast only by Directors and not by persons who are not Directors.

SECTION 2. REGULAR AND ANNUAL MEETINGS

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

SECTION 3. SPECIAL MEETINGS

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

SECTION 4. NOTICE OF MEETINGS

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

SECTION 5. WAIVER OF NOTICE AND CONSENT TO HOLDING MEETINGS

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

SECTION 6. QUORUM FOR MEETINGS

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

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

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

SECTION 7. MAJORITY ACTION AS BOARD ACTION

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

SECTION 8. CONDUCT OF MEETINGS

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

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

Meeting Procedures

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

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

Quorum

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

Abstentions

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

Public Participation

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

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

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

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

1. Items on the Agenda

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

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

2. Items from the Floor

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

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

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

Recording by the Public

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

Legal Reference:

EDUCATION CODE

5095 Powers of remaining board members and new appointees

32210 Willful disturbance of public school or meeting a misdemeanor

35010 Prescription and enforcement of rules

35145.5 Agenda; public participation; regulations

35163 Official actions, minutes and journal

35164 Vote requirements

35165 Effect of vacancies upon majority and unanimous votes by seven member board

GOVERNMENT CODE

54953.5 Audio or video tape recording of proceedings

54953.6 Broadcasting of proceedings

54954.2 Agenda; posting; action on other matters

54954.3 Opportunity for public to address legislative body; regulations

54957 Closed sessions

54957.9 Disorderly conduct of general public during meeting; clearing of room

COURT DECISIONS

Baca v. Moreno Valley Unified School District, (C.D. Cal. 1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

76 Ops.Cal.Atty.Gen. 281 (1993)

66 Ops.Cal.Atty.Gen. 336, 337 (1983)

63 Ops.Cal.Atty.Gen. 215 (1980)

61 Ops.Cal.Atty.Gen. 243, 253 (1978)

59 Ops.Cal.Atty.Gen. 532 (1976)

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

SECTION 9. ACTION BY UNANIMOUS WRITTEN CONSENT WITHOUT MEETING

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

SECTION 10. VACANCIES

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

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

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

Any Director may resign effective upon giving written notice to the Chair of the Board, the Secretary,

or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would then be left without a duly elected Director in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board, or, if the number of Directors then in office is less than a quorum, by (1) the unanimous written consent of the Directors then in office or (2) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws.

A person elected to fill a vacancy as provided by this Section, shall hold office until the next annual election of the Board of Directors or until his 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 by a majority vote of the Board of Directors at the June meeting. 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 May.

SECTION 6. DUTIES OF CHAIR

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

SECTION 7. DUTIES OF VICE-CHAIR

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

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

1. Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date;

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

SECTION 9. DUTIES OF TREASURER

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

1. Have oversight responsibility for all funds and securities of the corporation, and deposit and/or provide direction to the School Director to deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors;
2. Provide review, perspective and advice to the Board with regard to the integrity of financial statements, the validity of financial projections and the viability of the financial condition of the corporation;
3. Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports including the Annual Budget, First and Second Interim Budget Reports, and Final Unaudited Actuals;
4. Provide access at all reasonable times to the books of account and financial records to any Director of the corporation, or to his or her agent or attorney, on request therefore;
5. Perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ARTICLE 6 COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

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

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

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

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

SECTION 2. OTHER COMMITTEES

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

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

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

ARTICLE 7 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

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

SECTION 2. CHECKS AND NOTES

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

SECTION 3. DEPOSITS

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

SECTION 4. GIFTS

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

**ARTICLE 8
CORPORATE RECORDS, REPORTS AND SEAL**

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

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

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

SECTION 2. CORPORATE SEAL

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

SECTION 3. DIRECTORS' INSPECTION RIGHTS

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

SECTION 4. RIGHT TO COPY AND MAKE EXTRACTS

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

SECTION 5. ANNUAL REPORT

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

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

5. Any information required by Section 6 of this Article.

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

SECTION 6. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS TO BOARD MEMBERS

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

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

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

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

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

**ARTICLE 9
FISCAL YEAR**

SECTION 1. FISCAL YEAR OF THE CORPORATION

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

**ARTICLE 10
AMENDMENT OF BYLAWS**

SECTION 1. AMENDMENT

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

**ARTICLE 11
AMENDMENT OF ARTICLES**

SECTION 1. AMENDMENT OF ARTICLES

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

SECTION 2. CERTAIN AMENDMENTS

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

**ARTICLE 12
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS**

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

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

WRITTEN CONSENT OF DIRECTORS ADOPTING BYLAWS

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

_____ Robyn DiFalco, Director	_____ Heather Fox, Director
_____ Chris Fosen, Director	_____ Kristy Cowell, Director
_____ Mark Reiser, Director	_____ , Director
_____ Nili Yudice, Director	

APPENDIX 9.0 STANDARDIZED TESTING DATA



California Department of Education
 Analysis, Measurement, and Accountability Reporting Division
 Academic Accountability Unit

**Academic Performance Index (API) Report
 3 - Year Average API School Report**

School: Sherwood Montessori
 LEA: Chico Unified
 County: Butte
 CDS Code: 04614240121475

School Type: Small Elementary
 Charter: Direct Funded Charter

API Links

- LEA List of Schools
- County List of Schools
- Glossary
- 3-Year Average Guide

(An LEA is a school district, county office of education, or statewide benefit charter.)

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	53	807	76	820	95	857	828	833
Black or African American	0		1		1			
American Indian or Alaska Native	0		2		2			
Asian	1		3		0			
Filipino	0		1		1			
Hispanic or Latino	2		5		15	819		
Native Hawaiian or Pacific Islander	0		0		0			
White	50	809	64	831	72	867	836	839
Two or More Races	0		0		4			
Socioeconomically Disadvantaged	10		18	725	12	776		
English Learners	1		3		6			
Students with Disabilities	4		5		5			

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

2012-13 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2013 Growth
Academic Performance Index (API) Report

California Department of Education
 Analysis, Measurement, &
 Accountability Reporting Division
 7/29/2014

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

2013 Growth API Links:

3 - Year Average
School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
 All Student Groups: Yes
 All Targets: Yes

2013 Statewide Rank: 7 * **2013 Similar Schools Rank:**

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	95		857	825	A	32	Yes
Black or African American	1	No					
American Indian or Alaska Native	2	No					
Asian	0	No					
Filipino	1	No					
Hispanic or Latino	15	No	819				
Native Hawaiian or Pacific Islander	0	No					
White	72	Yes	867	836	A	31	Yes
Two or More Races	4	No					
Socioeconomically Disadvantaged	12	No	776	733			
English Learners	6	No					
Students with Disabilities	5	No					

APPENDIX 10.0 SHERWOOD MONTESSORI FAMILY HANDBOOKS



Family Handbook

2016-2017

September 22, 2016

Dear Families of Sherwood Montessori,

This is the seventh 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 content. 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. There's too much information here to absorb at once, so find a spot to stash it for when you need to look something up later. My hope is that this document anticipates many questions you may have, but in the event that it does not, please know that we are at your service in providing answers.

Warm regards,

Michelle Yezbick
Director, Sherwood Montessori

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- A. Incident Report Form
- B. Thought Paper
- C. Butte County Office of Education Child Welfare and Attendance Truancy Process and Responsibilities Overview

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Our Mission Statement

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

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

Core Values:

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

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

A History of Sherwood Montessori

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

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

Physical Goal

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

Emotional Skills

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

Emotional Goals

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

Intellectual Skills

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

Intellectual Goal

- To become an independent, self-directed learner

Attendance

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

Good attendance also benefits your school financially. Each year, we plan our budget anticipating about 94% attendance as this is a conservative estimate of attendance based on past years. However, if we had perfect attendance we would have over \$50,000 more in revenues for our school! Of course, we do understand that kids get sick and we do NOT want sick kids at school. Yet, when kids miss school to visit with relatives or take a trip when school is in session, the school gets cuts to our funding. Please see the table below for a breakdown:

Actual Attendance	Revenues for the School
100%	\$993,051

99%	\$984,944
98%	\$976,837
97%	\$968,730
96%	\$960,623
95%	\$952,517
94%	\$944,410

What many parents may be surprised to hear, is that the school can collect revenues for a day of attendance no matter how short a time the student is on campus. Some families who do know this may, for example, choose to bring in their child who will be visiting with out of town relatives or who is not feeling so well to say “hi” to the office and then go home for the day. This is perfectly legal and acceptable. Another perfectly legit way to preserve school revenues when your child will not be in school is to request an Independent Study. For more information, please turn to the section on Independent Study.

Finally, good attendance relieves the school of the uncomfortable duty of reporting truancy to child welfare agencies as required by law. Parents may be surprised to learn that as little as three unexcused absences or tardies over 30 minutes log triggers the progressive discipline process for truancy in the County of Butte. Please see the appendix for an overview of the truancy process and let’s work together to stay out of it!

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. If habitual tardiness becomes a disruption in the classroom, the teacher has the authority to require a consequence or make up time for time missed.

Between 8:30 a.m. and 8:45 a.m., Sherwood Montessori staff is available to monitor students as they arrive. This will be on the blacktop outside our classrooms on the north side of the school. Please refer to the traffic map for details about where to park, where the kids can be in the morning before school, and where to walk. Any child on campus before 8:30 a.m. must check in to Extended Day. If a child arrives at 8:27 a.m., she or he must check in to Extended Day. If a child arrives at 8:29 a.m., she or he must check in to Extended Day. **Please do not encourage your child to avoid checking in to Extended Day before 8:30.** This is a safety rule and must be followed without exception.

Children arriving *after 8:45 a.m.* are tardy; if the child arrives after attendance sheets have been collected by the office they *must be signed in at the front office, Room 3.* Please park and walk your child to sign him or her in at the front office. Your child will be given a tardy slip to hand to her or his teacher as a means of communicating that late arrival procedures were followed. This is not used as a punitive measure, but to facilitate safety procedures. When a child is not present at school and no call has been made to the school to explain the absence, a call home is made to determine the whereabouts of the child. This call can be very alarming for parents if they expect that the child is at

school! Office staff has no way of knowing if a child arrives tardy without the above procedure being followed.

Dismissal/ Pick Up Procedures

- 3:15 is the regular pick-up time for all students in grades 1-8 every day except Wednesday when pick up is at 2:00.
- 12:05 is the regular pick-up time for kindergarten and transitional kindergarten students every day.
- For students in grades TK-3, we ask that parents pick kids up at the classrooms.
- Students in grades 4-8 are dismissed to walk home, ride bikes home, or walk if parents have signed a permission form. Students in grades 4-8 may walk out to their rides or wait for a pick up at the picnic tables.
- **At 3:20, all students in all grades who have not been picked up will be checked in to Extended Day and supervised by after school care staff.**
- **On Wednesdays, all students in all grades who have not been picked up by 2:05 will be signed in to Extended Day and supervised by after school care staff.**
- **Students who do not have an Extended Day contract and are on campus before or after school will be sent to the office and a call home will be made.**

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

Early Out Procedures

When it is necessary to take your child out of school before dismissal time, please come to the front office to sign your child out. You will be given an early out form to hand to the classroom teacher or teacher's aide to facilitate communication that she or he has been signed out in the office.

Absences

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

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

1. A temperature of more than 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

School Attendance Review Board (SARB)

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

1. Four unexcused absences will generate a mandated, legally compliant initial attendance letter detailing the school attendance policy and the legal ramifications of excessive unexcused absences.
2. Five absences, excused or unexcused, will initiate an attendance conference held with the parents/guardians and the student, if appropriate. The purpose of this meeting is to communicate the attendance policies clearly to families to ensure maximum attendance for the remainder of the year.
3. Seven unexcused absences will generate another attendance letter referencing truancy

guidelines. The Butte County Office of Education will be notified of the potential for a truancy referral at this time.

4. Ten unexcused absences will generate another attendance letter referencing truancy guidelines. At this time the student will be referred to the Butte County Office of Education for truancy.
5. Ten excused absences will generate a letter requiring third-party proof for excusing any future absences. The intent is not to reprimand or persecute families with frequently or seriously ill children. Discretion will be required by the Director in determining the facts of these situations. The intent is to reveal fraudulent claims of illness to avoid truancy.

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 at least two weeks' prior to the anticipated absence to see if an Independent Study Contract can be implemented. If an Independent Study is not possible, either due to a notice less than two weeks or other factors, absences will be recorded as unexcused.

Birthdays

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

Examples of treats not allowed include: cookies, cupcakes, candy, anything with chocolate.

Examples of treats that are allowed include: fruit, fruit kabobs, frozen fruit or smoothies.

Communication between the school and parents can eliminate these disappointments.

Teachers can give parents a list of ideas for low or no sugar refreshments for these occasions.

Birthday Party Invitations

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

While we are aware that asking parents to send invitations is an inconvenience and an expense, the disruption of birthday party invitations at school is significant. Please honor our request and send invitations through the mail or email.

Bullying

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

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

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

- verbal putdowns
- 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. Please remember to turn your ringer off when you visit your child's classroom. In the event that you forget, try not to be overly mortified when you entertain the class, it happens to the best.

Clothing

It is recommended that children wear comfortable and washable clothing that will enable them to participate freely in the many activities of the day. Children in the elementary and middle school levels should wear comfortable athletic shoes on their Physical Education class day/s, no boots or sandals. To prevent loss, jackets and sweatshirts should be labeled with the child's name. There is a Lost and Found container near 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 Thursday School Announcements, parent/teacher conferences, parent nights, classroom 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 School Announcements are distributed weekly on Thursdays via email to each family and includes important information. Paper copies are posted near the office. Please communicate with the office if you do not use email and need a paper copy of the announcements.

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. Appointments with the Director are available through the office by making an appointment with the Administrative Assistant.

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. Please see the section on “Grievances” for more information.

Conferences (Fall & Spring)

Fall and Spring parent/teacher conferences are held each year. These conferences offer parents the opportunity to speak individually with their child’s teacher, to hear about the child’s progress and the teacher’s goals for their child. Conferences are an opportunity for parents to give teachers additional information about their child. 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.

Extended Day

Sherwood Montessori provides child care for one hour before school starts in the morning (7:30 a.m.- 8:30 a.m.) and in the afternoon/evening after school until 6:00 p.m. (2:05 on Wednesdays, 3:20 p.m.- 6:00 p.m. other days of the week). The Extended Day program includes healthy snack time, time to do homework/quietly look at books, outside time, and activities such as arts and crafts.

Use of the morning session, for any length of time, is a \$3/morning flat fee. Use of after school Extended Day is

\$5.00 for the first hour and \$1.25 for each quarter hour past the first. For families that qualify for free lunch there is no charge for child care, but it is the responsibility of the parent to contact the Extended Day Coordinator to make a formal request.

FERPA

General Guidance for Parents

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

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

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

Access to Education Records

Schools are required by FERPA to:

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

Schools are not required by FERPA to:

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

Amendment of Education Records

Under FERPA, a school must:

- Consider a request from a parent to amend inaccurate or misleading information in the child's education records;

- Offer the parent a hearing on the matter if it decides not to amend the records in accordance with the request;
- Offer the parent a right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

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

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

Disclosure of Education Records:

A school must:

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

A school MAY disclose education records without consent when:

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

Annual Notification

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

- Inspect and review their children's education records;
- Seek amendment of inaccurate or misleading information in their children's education records;
- Consent to most disclosures of personally identifiable information from education records.

The annual notice must also include:

- Information for a parent to file a complaint of an alleged violation with the FPCO;
- A description of who is considered to be a school official and what is considered to be a

- legitimate educational interest so that information may be shared with that person;
- Information about who to contact to seek access or amendment of education records.

Means of notification:

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

Complaints of Alleged Violations:

Complaints of alleged violations may be addressed to: Family

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

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:

Relevant dates, such as the date of a request or a disclosure and the date the parent learned of the alleged violation;

Names and titles of those school officials and other third parties involved;

A specific description of the education record around which the alleged violation occurred;

A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the parent and the school regarding the matter;

The name and address of the school, school district, and superintendent of the district;

Any additional evidence that would be helpful in the consideration of the complaint.

If you have any questions about your rights, please feel free to contact Michelle at 345-6600.

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.

Fundraising

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

Fundraising at Sherwood Montessori

Person/Group	Role in fundraising
SMPO	Support the school by volunteering to help out with fundraising.
Director/Sherwood	Solicits help from SMPO members. Writes grants for funds available through CDE, foundations, corporations or other sources.
Classrooms	Run smaller scale fundraisers to generate money for trips/projects with approval from Director.
Richie/Farmers' Market	Run Friday Farmers' Market to raise funds for the cooking and gardening program. May also run smaller scale fundraisers with approval from Director to support the same programs, e.g.: sale of cookbooks, raffle.
Board of Directors	Provides vision for the fundraising efforts of the school. Actively seeks major contributions from a variety of private and business sources. Builds an active group of financial supporters who regularly donate money to the charter school. Creates a fund development plan in Fund Development Committee.

Calendar of Yearly Fundraising Events

When	What	Proceeds Support
August-September	Annie B's/ Maria M's	School Development Fund
November	Artwork Fundraiser	Art Supplies
December	Winter Performance	Music Education
May	Sherwoodstock	School Development Fund
Ongoing	Farmers' Markets, CRV returnables	Cooking & Gardening Program
Ongoing	Klean Kanteens, t-shirts & sweatshirts, Boxtops for Education, Labels for Education, eScrip	Field Trips
Ongoing	Various grants	Targeted areas of need

Grievances

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

our Mission Statement.

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 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 to suggest the best ways in which to deal with the behavior and gain cooperation from the child. Information shared at these conferences will help to better understand the child's perception.

Referral- When parent conferences fail to successfully resolve a situation, we can recommend an appropriate professional on a private basis, or direct you to services offered by our intervention program. These professionals include, but are not limited to, the following: speech therapist, school resource specialist, and school child psychologist.

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

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. Request to reset.
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. Complete a Thought Paper
6. Incident Report sent home regarding the behavior.
7. Parent will be called to pick up child and conference will be scheduled.

Lunchtime:

- Wash hands before eating
- Remain seated while eating.
- Eat only your own food; share conversation not food.
- 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.
- Use the outside bathrooms during lunch and during the afternoon break.
- Listen to the adults the first time.
- Candy may not be eaten at school.

Consequences:

1. Request to reset.
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.
- 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 buildings and off of roofs.
- Monkey bars and slides are one way routes.
- Jumping off slides (launching) is not allowed.
- Rough housing and play fighting is unsafe, and so is not allowed.

Consequences:

1. Request to reset.
2. Child may be asked to observe others playing safely for up to five minutes.
3. Complete a Thought Paper
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.

Independent Study

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

If no application is filled two weeks prior to the start of the Independent Study, the application will not be approved. This can be problematic on many levels: 1.) The resulting unexcused absences may trigger truancy procedures (these are legally mandated). 2.) The student who misses school will fall behind on school work. 3.) The school will lose funding. The majority of our revenues are based on student attendance. In spite of these, it is unfair to expect a teacher to put together an independent study at the last minute. These programs can take 2-3 hours to put together, longer when the expected absence will be for several days.

Injuries

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

Lunch

Lunchtime will be at 12:20 p.m. in the cafeteria/multi-use room. 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 our school lunch provider. Families that qualify can receive free or reduced lunches by filling out an application, available in the office.

If you choose to send lunch from home, please remember to include an ice pack for days when the weather is hot. Please do not pack candy or sweets in your child's lunch. Caffeinated beverages are allowed only with authorization from your child's physician.

Medications at School

School staff is able to treat injuries that occur at school with ice, soap and water, and bandages. No other 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.

Middle School Community Activities

Our middle school program offers students opportunities to be of service to others, and to develop as leaders to our younger students. These activities include involvement with Kid Coaches, Peer Mediators, and Leadership Group. The roles of the Leadership group will be to spearhead all visual communication through posters for school events and fundraisers. They also will reach out to the greater Sherwood community with announcements for the school. They will be active in creating new traditions for all students, families, and staff to participate in. The role of peer mediators is to be out at lunch recess to assist their peers in resolving conflicts on the playground. Finally, our Kid Coaches organize games at lunch recess for their peers to play.

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

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

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

What kinds of activities is your child choosing?

Does he/she choose activities independently? Does he/she use the materials with care?

Does he/she complete the activity and return it to the shelf properly? Is he/she working with focus and concentration?

Does he/she work through difficulties or do they frustrate easily? Are her/his movements controlled and settled?

Does he/she seek help when needed?

How does he/she interact with the other children? Does he/she respect the work of others?
Does he/she participate in group activities?
Does he/she work cooperatively with other children?

In addition to observing your child, take a few minutes to also observe the classroom community as a whole. Look for:

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

Orientation for Parents of Students Attending School for the First Time

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

Readiness to Start School

Our teachers are focused on knowing your child as a whole, unique individual. Whether they are “academically ready” for kindergarten is not a primary concern. Knowing 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

1. Children do not always express the wide range of feelings they have when starting school. When asked about how school is going, they often say nothing or focus on one or two negative incidents. Parents should not always be literal about what a child shares regarding school. Much more is happening than they are expressing.

2. Most children understand that school is different and behave differently at school than they do at home. They are becoming members of the classroom and school community and this takes a great deal of effort at first. Your child may come home overtired at first while they make this adjustment. She may exhibit behaviors aberrant to 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.

3. It takes some time for teachers to get to know your child as a learner. Expect that your child's teacher will focus on community building and teaching rules and procedures initially. This is time well spent that will ensure that more time can be used later to focus on individual academic plans. Your child's teacher will likely start with work that is very easy for him or her. Know that this is a wise teacher's move to build confidence in learners as more information about individual's skill levels is collected.

Parking

For drop off and pick up, please use the CARD parking lot, the lot at the end of Cleveland St., and use the side gate which opens next to the bike parking area. If the lot is not open, please use the Chapman parking lot nearest to Cleveland St. We will soon be getting a pedestrian gate from the

lot to the campus which will be more convenient to open and shut at drop off/pick up times.

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.
- *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 Common Core 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 (pronounced ESS bit) 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 SBIT is comprised of the student's teacher, the student's parent/s, special education providers, and the Administrator of Multi-Tiered Systems of Support, although not every member of the team may be present at every meeting. The process of formally identifying a child for a modification in academic services can begin with a parent, teacher, or any staff member expressing a concern for a child. Concerns can be academic or emotional in their scope. Once the concern is expressed, the SBIT will meet to identify possible interventions for the student. After a determined amount of time with interventions in place, usually about six to eight weeks, the 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 a 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 24-72 hours in advance of the meetings. Agendas are posted on the school website as well as physically at the school site. Meetings are usually held at the school; a change of venue will be posted if the location is changed.

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 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 staggered two-year terms, chosen for the following year through an open vote of all parents prior to the annual April Meeting of the Board of Directors. A representative of the SMPO will be responsible for communication between the SMPO and the Board.

Toys and Electronics

Children are encouraged to bring items from home that relate to the current academic 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. If a student is going to a friend's house after school and wants to have a toy or electronic for the after school visit, he or she may bring the item to the office to hold on to for the school day, but the office is not responsible for any item that is lost or broken while there.

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. To meet with the Director, please make an appointment with the Administrative Assistant in the office.

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 offers a variety of tasks and projects in which parents and families can be involved. In addition, as each family gets to know the teachers and their child's program, parents can find other ways to help. Each family is encouraged to perform a **minimum of 50 hours** of involvement hours for the school each academic year. Part of these hours may be filled by attending school performances, attending Back to School Night and Parent Education Night, and participating in school functions. For families that are unable to extend themselves beyond attendance at these types of events, a cash donation in lieu of work hours can be made to the school.



Incident Report Form

Date _____ Time _____ Place _____

Student's name _____ Teacher's Name _____

Incident Type:

Brief Description of Incident:

- Safety issue (i.e.: leaving campus, rough/unsafe play)
- Fighting/Physical aggression
- Stealing/damage to property

Repeated Incident of:

- Defiance of authority
- Taunting/Making faces
- Threats/Name calling
- Profanity/Obscene gestures
- Social isolation/exclusion

Staff Action Taken:

- Reset Procedure
- Thought Paper
- Student Conference
- Sent to Director
- Other: _____

Administrative Action Taken:

Reporting Staff/Teacher: _____ Date _____

Director's Signature: _____ Date _____

Parent's Signature _____ Date _____

Student's signature _____ Date _____



Thought Paper

Date _____

What was the problem?

How did your choices affect other people?

What would have been a better choice?

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

Teacher's Signature _____	Date _____
Student's Signature _____	Date _____
Parent's Signature _____	Date _____

Butte County Office of Education Child Welfare and Attendance Truancy Process and Responsibilities Overview

Student/Family	School Site/District	BCOE/CWA	Welfare Dept.	District Attorney	Law Enforcement	Court
3+ unexcused absences or truant tardies of 30 minutes TRUANT	Letter #1 - to parent - to BCOE/CWA	Enter into database - copy letter to welfare	Warning letter sent to parent			
4+ unexcused absences or truant tardies TRUANT	Letter #2 - to parent - to BCOE/CWA	Enter into database - copy letter to welfare	Warning letter sent to parent	Warning letter sent to parent		
5+ Unexcused absences or truant tardies HABITUAL TRUANT	Letter #3 - to parent - to BCOE/CWA - Site Admin. meets with parent to sign site contract	Enter into database - copy letter to welfare	Warning letter and scheduled appt. with parent			
Broken Site Contract	Referral to SARB (Grades 1-8) Refer Diversion Class (Grades 9- 12) Refer Truancy Mediation (Grades 9-12)	Schedule Diversion class and/or DA Truancy Mediation				
SARB/Truancy Mediation Hearing	SARB Contract signed	Truancy Mediation Contract signed	Participate on SARB	Participate in Truancy Mediation	Participate on SARB	
Broken Contract	Notify SARB Liaison or BCOE/CWA	Referral to Welfare, Law Enforcement or DA	Sanction Assistance	601b	Ed Code 48293	Appear
100% Attendance All absences require medical verification	-Provide requested attendance profile -Admin. present at court	Review to - Welfare - SARB - Site admin.	Re-instate assistance			Dismiss
Continued truancy			Continued sanction	Any additional charges	Any Additional charges	Appear For Review

Sherwood Montessori Petition

C:\Users\Owner\AppData\Local\Temp\Temp2_SARB.zip\Flowchart.doc
August 19, 2013



Manual Familiar

2016-2017

22 de septiembre del 2016

Estimadas familias de Sherwood Montessori,

Este es el séptimo volumen del Manual Familiar de Sherwood. Gracias a todos los que me dieron su aporte y me ayudaron a apreciar lo que los padres y miembros de la comunidad estaban deseando ver en términos de contenido. Gran parte de lo que se incluye en este documento es un resumen de los procedimientos y póliza. Si gusta ver detalladamente la póliza y los procedimientos que fueron aprobados por el Gabinete y en nuestra carta; todo está disponible en línea, en nuestro sitio de internet y de forma imprimida en nuestra escuela. Este es un documento vigente, abierto a cambios, adiciones, y supresiones dependiendo en los cambios en nuestra comunidad.

Por favor, familiarícese junto con sus hijos el contenido de este manual. Hay demasiada información para absorber todo de una vez, encuentre un sitio apropiado para guardar este manual y leerlo con calma cuando lo necesite. Mi deseo es que este manual anticipe muchas preguntas que usted pueda tener, pero en caso que no, por favor sepa que estamos a su disposición en proveer respuestas.

Un cordial saludo,

Michelle Yezbick

Directora de Sherwood Montessori

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Información de contacto de Sherwood Montessori

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Julia Marshall Goddard, Coordinadora de cuidados posteriores
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Nuestra Misión

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

Esta misión se realizará mediante un esfuerzo comunitario concertado entre la escuela, los padres y el niño en particular.

Valores Fundamentales:

Para implementar y sostener con éxito esta misión, la escuela se fundará en los siguientes valores fundamentales:

- Aplicar creativamente el método Montessori para alcanzar altos estándares académicos, al tiempo que enfatiza temas básicos
- Mantener una población escolar totalmente diversa a través de la educación mixta de edad, Aulas que dan la bienvenida a todos los estudiantes
- Poner énfasis en la colaboración, la resolución de problemas y la fijación de objetivos auto dirigido para cada estudiante Montessori de acuerdo con la preparación para el desarrollo
- Fomentar un compromiso hacia la sostenibilidad y la conciencia ambiental local y Globalmente, tanto en Chico como en el mundo
- Aplicar estándares firmes de conducta, enfatizando el respeto mutuo, la honestidad y la cortesía
- Emplear profesores creativos, apasionados y comprometidos que estén de acuerdo con la filosofía Montessori
- Promover la participación y la colaboración de los padres en todas las áreas de la educación y la gobernanza

Una breve historia de Sherwood Montessori

Sherwood Montessori se inició cuando un grupo de padres vieron la necesidad de un enfoque Montessori en la educación de la comunidad de Chico. Russell Shapiro, el primer Presidente de la Mesa Directiva escribió la Petición de Carta de la escuela y fue aprobada por la Junta de Educación del Distrito Escolar Unificado de Chico el 2 de diciembre de 2009. La apertura de la escuela comenzó inmediatamente y Sherwood abrió sus puertas a cerca de 100 estudiantes el 25 de agosto de 2010. Veinte meses más tarde, el 7 de marzo de 2012, nuestro contrato se renovó con éxito para los próximos cinco años. La Misión mencionada arriba representa el sueño que hemos tenido y el privilegio de ver realizado. Nuestra historia está apenas comenzando, y nosotros, los educadores, padres, familias y miembros de la comunidad seremos los autores de la misma. Con la guía de la declaración de la Misión y la inspiración que viene de querer un mundo mejor para nuestros niños, Sherwood se moldeará en el tipo de escuela de la que podemos decir: *Ojalá hubiera ido a una escuela como esa*

El Currículo de la Escuela Primaria

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

dominio en cada etapa.

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

El plan de estudios de la escuela secundaria: Erdkinder

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

La pregunta planteada a menudo por los adolescentes: "¿Por qué tengo que aprender esto?" se responde antes de que se le pregunte. La necesidad de utilizar la cantidad correcta de nutrientes para las plantas en crecimiento establece una lección sobre las operaciones con decimales, por ejemplo. Las necesidades cambiantes de la planta a lo largo de su ciclo de vida nos traen a la tabla periódica de los elementos y la botánica. La necesidad de expresar la belleza de lo que se está experimentando se llama el lenguaje y las bellas artes. Las preguntas para la investigación se presentan naturalmente y la motivación para aprender las necesarias habilidades académicas para una investigación auténtica sigue después.

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

Objetivos Educativos Generales del Programa Montessori

Habilidades Físicas

- Desarrollar el control y el dominio del movimiento del cuerpo
- Desarrollar un estilo de vida saludable y una apreciación de mantener un cuerpo sano
- Desarrollar una coordinación de motor fina

Meta física

- Aprender deportes y habilidades atléticas que se pueden disfrutar hasta la edad adulta
- Dominar una coordinación necesaria para la escritura y otras habilidades

Habilidades Emocionales

- Consiente de los propios sentimientos
- Comunicación de sus sentimientos asía los demás

- Capacidad para resolver conflictos pacíficamente

Objetivos Emocionales

- Desarrollar empatía
- Desarrollar confianza en sí mismo
- Desarrollar una autoestima sana
- Desarrollar una apreciación de conexión propia con los demás

Habilidades intelectuales

- El dominio de todas las habilidades académicas y de pensamiento necesario para el aprendizaje permanente de por vida

Meta intelectual

- Convertirse en un aprendiz independiente y auto dirigido

Asistencia

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

La buena asistencia también beneficia financieramente a su escuela. Cada año, planeamos nuestro presupuesto anticipando 94% de asistencia, esto es una estimación de asistencia basada en años anteriores. Sin embargo, si tuviéramos una asistencia perfecta tendríamos más de \$ 50,000 más en ingresos para nuestra escuela! Claro que entendemos que los niños se enferman y NO queremos niños enfermos en la escuela. Sin embargo, cuando los niños pierden el día de clase para visitar a sus familiares o para hacer un viaje cuando la escuela está en sesión, la escuela recibe recorte en nuestro fondo. Por favor vea la tabla de abajo para un desglose:

Asistencia Real	Ingresos Para la secular
100%	\$993,051
99%	\$984,944
98%	\$976,837
97%	\$968,730
96%	\$960,623
95%	\$952,517
94%	\$944,410

Muchos padres pueden sorprenderse al escuchar esto, que la escuela puede cobrar ingresos por un día de asistencia, no importa cuán corto sea el tiempo que el estudiante esté en la escuela. Algunas familias que sí lo saben pueden, por ejemplo, optar en traer a su hijo (que va a visitar a familiares fuera de la ciudad o que no se

siente bien de salud) para decir "hola" a la oficina y luego irse a casa por el resto del día. Esto es perfectamente legal y aceptable. Otra manera perfectamente legal de preservar los ingresos escolares cuando su hijo no va a estar en la escuela es solicitar un Estudio Independiente. Para obtener más información, consulte la sección de Estudio Independiente.

Finalmente, la buena asistencia alivia a la escuela de la incómoda obligación de reportar el absentismo escolar a la agencia de Bienestar Infantil como lo requiere la ley. Los padres pueden estar sorprendidos al saber que tan poco como tres ausencias injustificadas o tardanzas de más de 30 minutos de registro desencadena el proceso de disciplina por absentismo en el Condado de Butte. Por favor vea el apéndice para ver la visión general del proceso de absentismo escolar y vamos a trabajar juntos para permanecer fuera de ella!

Llegada

El aula Montessori es un ambiente estructurado, con la primera parte del día reservada para organizar actividades y planificar el período de trabajo. **La llegada tardía interfiere con la comunidad en su conjunto y evita que el niño participe en experiencias de aprendizaje cooperativo.** Dé un tiempo suficiente para que su hijo llegue a la escuela y no se sienta apurado. La energía del niño al entrar a clase puede establecer el tono para todo el día. Si la tardanza habitual se convierte en una interrupción continua en el salón de clases, el maestro tiene la autoridad para requerir una consecuencia o recuperar el tiempo perdido.

Entre las 8:30 a.m y 8:45 a.m, el personal de Sherwood Montessori está disponible para supervisar a los estudiantes a medida que llegan. Esto será en el asfalto fuera de nuestras aulas en el lado norte de la escuela. Por favor, vea el mapa de tráfico para obtener detalles sobre dónde estacionarse, y donde los niños pueden estar en la mañana antes de la escuela, y dónde caminar. Cualquier niño que llegue a la escuela antes de las 8:30 am debe registrarse en el programa Día Extendido. Si un niño llega a las 8:27 am, él o ella deben registrarse en el programa Día Extendido. Si un niño llega a las 8:29 a.m., él o ella deben registrarse en el programa Día Extendido. Por favor, NO aconseje a su hijo de evitar registrarse al programa Día Extendido antes de las 8:30. Esta es una regla de seguridad y debe ser seguida sin excepción.

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

Procedimientos de Salida / Recolección

- 3:15 p.m es la hora normal de recoger a todos los estudiantes en los grados 1-8 todos los días excepto el miércoles cuando la recogida es a las 2:00 p.m.
- 12:05 es la hora regular de recoger a los estudiantes de kindergarten y de kínder-transición cada día.
- Para los estudiantes en los grados TK-3, pedimos que los padres recojan a los niños en las aulas.
- Los estudiantes en los grados 4-8 son despedidos para caminar a casa, irse en bicicleta a casa, o caminar si los padres han firmado un formulario de permiso. Los estudiantes en los grados 4-8 pueden salir e irse con quien vino a recogerlos o esperar en las mesas de picnic.
- **A las 3:20 p.m., todos los estudiantes en todos los grados que no han sido recogidos serán registrados en el programa Día Extendido y supervisados por el personal de cuidado después de la escuela.**
- **Los miércoles, todos los estudiantes de todos los grados que no hayan sido recogidos antes de las 2:05 p.m.**

serán registrados en el programa Día Extendido y supervisados por personal de cuidado después de la escuela.

• Los estudiantes que no tienen un contrato del programa Día Extendido y están en la escuela antes o después de clase serán enviados a la oficina y se hará una llamada a casa.

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

Procedimientos de salida temprana

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

Ausencias

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

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

1. Temperatura más de 100 ° F oralmente
2. Nausea o vómitos
3. Dolor de estómago
4. Diarrea
5. Tos persistente
6. Dolor de oídos
7. Descarga amarillenta o verdosa gruesa de nariz
8. Dolor de garganta
9. Erupción o infección de la piel
10. Ojos rojos o rosados

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

- Bronquitis: tomando antibióticos durante 24 horas o más
- Varicela: cuando las lesiones se forman costras (aproximadamente una semana)
- Los resfriados: no hay presencia de moco amarillo o verde, que pueden estar relacionados con una infección (puede volver si no hay una temperatura elevada, dolor de garganta o tos severa)
- Conjuntivitis: cuando la descarga de los ojos se ha detenido; para la conjuntivitis bacteriana, generalmente 24 horas después de comenzar colirio antibiótico; Consulte al médico con respecto a las infecciones virales

- Diarrea: libre de la diarrea durante 24 horas o más si es causado por la enfermedad y no la medicación
- Infección del Oído: tomando antibióticos durante 24 horas o más
- Fiebre: por lo menos 24 horas sin fiebre(generalmente la temperatura es más bajos en la mañana)
- Inflamación de la garganta: después del tratamiento con antibióticos durante al menos 24 horas
- Vómitos: sin vómito durante 24 horas o más

Comité de Revisión de Asistencia Escolar (SARB)

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

1. Cuatro ausencias injustificadas generará una carta bajo mandato, legalmente compatible que detalla la política de asistencia de la escuela y las ramificaciones legales de ausencias excesivas injustificadas.
2. Cinco ausencias, justificadas o injustificadas, iniciará una conferencia con los padres / tutores y el estudiante, si es apropiado. El propósito de esta reunión es para comunicar a las familias la garantizarían de la máxima asistencia para el resto del año.
3. Siete ausencias injustificadas generará otra carta de asistencia que hace referencia a las reglas de absentismo escolar. La Oficina de Educación del Condado de Butte será notificada de la posibilidad de una remisión de absentismo escolar en este momento.
4. Diez ausencias injustificadas generarán otra carta de asistencia que hace referencia a las reglas de absentismo escolar. En este momento el estudiante será referido a la Oficina de Educación del Condado de Butte por absentismo escolar.
5. Diez ausencias justificadas generará una carta exigiendo comprobante para excusar cualquier futura ausencia. La intención no es reprender o perseguir a las familias con ausencias frecuente o niños gravemente enfermos. La determinación de los hechos en estas situaciones será a la discreción de la Directora. La intención es revelar si las excusas han sido falsas para evitar la ausencia.

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

Cumpleaños

El cumpleaños de cada niño puede ser compartido en la escuela con una celebración especial. Las celebraciones son únicas en cada aula, cambiando en cada nivel. Por lo general el niño trae una botana para la celebración. Por favor, comuníquese con el maestro de su niño sobre las alergias que algunos compañeros de clase de su niño pueden tener y sobre los tipos de botanas que son permitidos. Las opciones de alimento son un tema muy personal y sensible, y puede ser desafiante para una escuela acomodar diferentes creencias en la comunidad.

Para los niños, el punto fundamental es que se pongan triste cuando ellos no pueden comer de los que su compañero ha traído o lo que ellos han traído no puede ser servido por motivo de alergia o porque contiene mucha azúcar. La comunicación entre la escuela y los padres puede eliminar esta desilusión. Los maestros pueden dar a los padres una lista de ideas y sugerencias en el valor nutritivo de los convites.

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

Invitaciones para fiesta de cumpleaños

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

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

Intimidación/Acoso

María Montessori desarrolló su enfoque de la educación con nada menos que la paz mundial como su meta final. En Sherwood Montessori, mantenemos esta alta expectativa en creando aulas y una escuela en conjunto que refleja nuestra creencia en esta posibilidad.

Para lograr un ambiente de paz, alegría y respeto, las altas expectativas de comportamientos positivos será la norma y los comportamientos problemáticos serán tratados con firmeza y consistencia.

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

- Humillaciones verbales
- amenazas de exclusión
- chismear
- jactarse y dibujar comparaciones despectivas
- Hablar de un estudiante con otros estudiantes
- intimidación en Internet
- amenazas de violencia física
- comportamientos no verbales pero si amenazadores, como mirar a alguien deslumbrantemente

- usar el tamaño físico para intimidar
- empujando
- jalando
- pellizco
- empujando
- tropezar
- cualquier otro medio de ejercer poder y / o intimidación.

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

Celulares

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

Vestimenta

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

Comunicación

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

primernumber@sherwoodmontessori.org

Los anuncios de la escuela los jueves, las conferencias de padres/maestros, las noches de los padres, los boletines del salón de clases, el boletín cerca de la puerta del salón y el calendario de eventos en nuestro sitio web son algunas de las maneras en que los padres son informados de las actividades que se desarrollan en la escuela. Los anuncios de la escuela son distribuidos semanalmente los jueves por correo electrónico a cada familia e incluye

información importante. También los ponemos en pape cerca de la oficina. Comuníquese con la oficina si no usa correo electrónico y necesita una copia de los anuncios en papel.

Cuando los padres necesitan comunicar sobre un tema que está sucediendo en la escuela, el individuo apropiado necesita ser identificado. Si el problema es un tema relacionado en el salón de clase, el maestro es la persona con quien se debe dirigir la comunicación. Todos los maestros de Sherwood están comprometidos a proveer una educación Montessori de alta calidad a cada niño. Cuando hay problemas, los maestros necesitan que se les traiga a su atención para que puedan ser resueltos. La comunicación abierta es esencial para este proceso.

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

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

Conferencias (otoño y primavera)

Las conferencias de padres y maestros de otoño y primavera se llevan a cabo cada año. Estas conferencias ofrecen a los padres la oportunidad de hablar individualmente con el maestro de su hijo, para escuchar sobre el progreso del niño y las metas del maestro para su hijo. Las conferencias son una oportunidad para que los padres proporcionen a los maestros información adicional sobre su hijo. Por favor, consulte el calendario escolar para las fechas exactas y mantener este tiempo disponible.

Diversidad

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

Aunque usted puede evaluar nuestra población actual es fuertemente europeos-americanos, y usted sería correcto, considere las maneras en que los europeos-estadounidenses son diversos dentro de ese grupo grande. Por ejemplo, un irlandés católico-estadounidense puede tener un conjunto muy diferente de valores y costumbres de un Wiccan australiano-estadounidense. Aunque ambos individuos pueden parecer similares, hay una gran variedad de diferencias culturales entre ellos que podrían ofrecer oportunidades para compartir diferentes perspectivas y crear personas flexibles, tolerantes y diferentes. Sherwood está comprometida a aumentar la diversidad cultural; También estamos comprometidos a reconocer la diversidad que ya tenemos. Animamos a todas las familias a enseñar explícitamente cuál es su cultura de origen y de dónde proviene para apoyarnos en nuestra misión de preparar a todos nuestros niños para el éxito en una sociedad pluralista

Día extendido

Sherwood Montessori provee cuidado infantil por una hora antes de que comience la escuela por la mañana (7:30 am-8: 30 am) y por la tarde / noche después de la escuela hasta las 6:00 pm (2:05 los miércoles, 3:20 pm- 6:00 pm los otros días de la semana). El programa de Día Extendido incluye tiempo para bocadillos saludables, tiempo para

hacer tareas / leer silenciosamente libros, tiempo afuera y actividades como artes y artesanías.

El uso de la sesión de la mañana, por cualquier período de tiempo, es una tarifa fija de \$ 3 por la mañana. El uso del Día Extendido después de la escuela es \$ 5.00 por la primera hora y \$ 1.25 por cada cuarto de hora después de la primera. Para las familias que califican para el almuerzo gratis no hay cargo por cuidado de niños, pero es la responsabilidad de los padres de comunicarse con el Coordinador del programa Día Extendido para hacer una solicitud formal.

FERPA

Orientación general para los padres

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

Bajo FERPA, las escuelas generalmente deben permitir a los padres: -acceder a los registros de educación de sus hijos

-una oportunidad de tratar de hacer que los registros sean modificados -alguno control sobre la divulgación de información de los registros.

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

Acceso a los registros educativos

FERPA requiere que las escuelas:

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

Las escuelas no están obligadas por la ley FERPA a:

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

Enmienda de los registros de educación

Bajo FERPA, una escuela debe:

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

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

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

Divulgación de Registros Educativos:

Una escuela PUEDE divulgar expedientes educativos sin consentimiento cuando:

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

Notificación Anual

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

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

La notificación anual también debe incluir:

- Información para que los padres puedan presentar una queja de una presunta violación con la FPCO;
- Una descripción de quién es considerado un funcionario de la escuela y lo que se considera un interés educativo legítimo para que la información pueda ser compartida con esa persona;
- Información sobre a quién contactar para buscar acceso o enmienda de los expedientes de educación.

Medios de notificación:

- Puede incluir periódicos locales o estudiantiles; calendario; Guía de programas para estudiantes; El manual de reglas u otros medios razonables que puedan informar a los padres;
- La notificación no tiene que ser hecha individualmente a los padres.

Denuncias de presuntas Violaciones:

Denuncias de presuntas violaciones, puede ser dirigidas a:

**Familia Policy Compliance Office
Departamento de Educación de EE.UU.
400 Maryland Avenue, SW
Washington, DC 20202-5901
Teléfono: (202) 260-3887**

Las quejas deben:

- Ser presentadas a tiempo, no más tarde de 180 días a partir de la fecha en que se enteró de las circunstancias de la presunta violación
 - Contener alegaciones concretas de hechos dando motivos razonables para creer que se ha producido una violación, incluyendo:
 - Las fechas pertinentes, como la fecha de la solicitud o la divulgación y la fecha en que el padre se enteró de la presunta violación;
 - Nombres y títulos de los funcionarios de la escuela y otros terceros involucrados;
 - Una descripción específica del expediente educativo en torno al cual ocurrió la supuesta violación;
 - Una descripción de cualquier contacto con funcionarios de la escuela con respecto al asunto, incluyendo, fechas y horas estimadas de llamadas telefónicas y / o copias de cualquier correspondencia intercambiada entre el padre y la escuela en relación con el asunto;
 - El nombre y dirección de la escuela, distrito escolar y superintendente del distrito;
- Cualquier prueba adicional que pueda ser útil en el examen de la queja.

Si tiene alguna pregunta sobre sus derechos, por favor comuníquese con Michelle al 345-6600.

Viajes

Excursiones al mundo más allá del aula son una excelente manera para que los estudiantes Montessori amplíen y apliquen el aprendizaje que buscan en el aula. Excursiones de grupo, así como excursiones de grupo más pequeñas basadas en el interés son alentadas. Para conducir en una excursión, los conductores deben llenar un "Formulario de Voluntario" y adjuntar una copia del comprobante de seguro. Estos se mantienen en archivo en la oficina para el año escolar. Cada año se debe completar un nuevo formulario, pero solo se necesita una forma por conductor, independientemente de cuántos niños asistan a Sherwood.

Recaudación de fondos

En un mundo ideal, la educación pública estaría bien financiada y los costos estarían cubiertos por nuestros dólares de impuestos manejados por expertos. Desgraciadamente, hemos visto que no es así. Pedimos que las familias de Sherwood participen, en la medida en que sean capaces, en nuestros esfuerzos para cerrar la brecha entre el programa que sabemos que es mejor para nuestros niños y el programa que es apoyado por fondos públicos. A continuación se ofrece un resumen de la recaudación de fondos en Sherwood:

Recaudación de fondos en Sherwood Montessori

Persona/Grupo	Función en Recaudación
SMPO	Apoye a la escuela ofreciéndose voluntariamente para ayudar con la recaudación de fondos.
Directora/Sherwood	Solicita ayuda a los miembros de SMPO. Escribe subvenciones para fondos disponibles a través de CDE, fundaciones, corporaciones u otras fuentes.
Salones	Ejecutar recaudaciones de fondos de menor escala para generar dinero para viajes / proyectos con la aprobación de la Directora.
Richie/Mercado de agricultores	Ejecuta el Mercado de Agricultores los viernes para recaudar fondos para el programa de cocina y jardinería. También puede realizar recaudaciones de fondos de menor escala con la aprobación de la Directora para apoyar los mismos programas, por ejemplo: venta de libros de cocina, rifa.
Junta Directiva	Proporciona visión para los esfuerzos de recaudación de fondos de la escuela. Busca activamente grandes contribuciones de variedades de fuentes privadas y de negocios. Construye un grupo activo de patrocinadores financieros que regularmente donan dinero a la escuela chárter. Crea un plan de desarrollo de fondos en el Comité de Desarrollo del Fondo.

Calendario de eventos anuales de recaudación de fondos

Cuando	Que	Donde va el dinero
Agosto-Septiembre	Annie B's/Maria M's	Fondo de Desarrollo Escolar
Noviembre	Recaudación de fondos de manualidades	Artículos de arte
Diciembre	Actuaciones de invierno	Educación musical
Mayo	Sherwoodstock	Fondos para el desarrollo escolar
Continuo	Mercados de agricultores, CRV retornables	Programa de cocina y jardinería
Continuo	Klean Kanteens, camisetas y sudaderas, Boxtops para la Educación, Etiquetas para la Educación, eScrip	Viajes al campo
Continuo	Varias subvenciones	Aéreas específicas de necesidad

Quejas

Las diferencias y los desacuerdos son parte de la vida y Sherwood Montessori reconoce la necesidad de una comunicación saludable y una forma positiva y proactiva de manejar las quejas que está en línea con nuestra Misión Declarada.

Si los padres tienen una queja, pedimos que los padres reporten sus preocupaciones directamente al personal de la escuela involucrada, y discuta estas preocupaciones en una reunión privada, preferiblemente dentro de 24 a 48 horas. La directora de la escuela deberá ser informada de estas preocupaciones por los padres y/o la persona si el problema/queja no ha sido resuelto. Si, durante la discusión con la directora de la escuela, el padre desea presentar una queja formal, se le debe proporcionar el papeleo apropiado. La Directora se reunirá con los solicitantes dentro de cinco días hábiles para revisar la queja. La Directora trabajará con el padre o tutor, estudiante, maestro, ayudantes u otros empleados cuya participación es relevante para resolver la situación. La Directora proporcionará dentro de 10 días hábiles una respuesta por escrito de la reunión. Si el padre o tutor no está satisfecho con el resultado o decisión de la Directora con respecto a la queja, tiene el derecho de presentar una apelación por escrito con la Directora dentro de los cinco días de recibir la respuesta. La Junta Directiva servirá como el gabinete de apelación si no se resuelve la queja. La Junta responderá dentro de los 30 días de recibir la apelación. Si un padre tiene una queja con la Directora de la escuela, una carta sería enviada a la Junta Directiva para el procedimiento administrativo que se debe seguir.

La Junta prohíbe las represalias contra los reclamantes. El Consejo de Administración no investigará quejas anónimas a menos que así lo desee. Los pasos anteriores describen el proceso para presentar una queja y se espera que los padres sigan todos los pasos de este recurso administrativo antes de llevar a cabo otra acción.

Orientación y Disciplina

Guía

El aula Montessori ofrece una variedad de actividades para elegir. Una vez que un niño se acople al salón de clases, su concentración en las tareas absorbentes le permite al maestro mantener un cómodo zumbido de actividad. Una combinación de atención individual y en grupo es posible. Los niños son libres de moverse por el ambiente siempre y cuando siguen la filosofía de Sherwood de respeto mutuo que incluye el respeto por uno mismo, el respeto por los demás y el respeto por el medio ambiente. En ocasiones, un niño puede interrumpir la atmósfera normalizada; Cuando esto ocurre, el maestro es responsable de reorientar el comportamiento del niño de una manera positiva. Si continúa el comportamiento inaceptable, se tomarán las siguientes medidas:

Observe - El maestro hará todo lo posible para ver la situación desde el punto de vista del niño. En este punto, el maestro hará preguntas al niño para tratar de resolver el conflicto. El maestro siempre implicará los sentimientos del niño al intentar encontrar una solución.

Discutir - El Dr. Montessori creyó que un niño era capaz de razonar a una edad temprana. El maestro intentará averiguar la causa de la actitud del niño. En ocasiones, un padre puede recibir un Informe de Incidentes, el cual tiene la intención de mantenerlo informado de cualquier situación que haya ocurrido. Después de tres informes de incidentes, los padres deben asistir a una conferencia con el maestro de su hijo y la Directora. Ciertas situaciones, como las peleas deliberadas, requerirán que un padre sea llamado a venir a la escuela para llevar al niño a casa por el resto del día. Por lo general, una conferencia seguirá estas medidas.

Conferencia - interrupción continua requerirá una discusión acerca de la naturaleza de la mala conducta. La comunicación entre padres, maestros y niños es esencial. El objetivo de estas conferencias es encontrar las mejores maneras de abordar el comportamiento y obtener la cooperación del niño. La información compartida en estas conferencias ayudará a entender mejor la percepción del niño.

Referencia- Cuando las conferencias de padres no logran resolver con éxito la situación, podemos recomendar a un profesional apropiado en una base privada o dirigirlos a los servicios ofrecidos por nuestro programa de intervención. Estos profesionales incluyen, pero no se limitan a, los siguientes: terapeuta del habla, especialista en recursos escolares y psicólogo infantil escolar.

Despido - Cuando todos los esfuerzos que fueron indicados anteriormente no han tenido éxito y creemos sinceramente que nuestro programa no puede satisfacer las necesidades del niño, podemos requerir que un niño sea despedido de la escuela. Por favor entienda que el bienestar de su hijo, así como de sus compañeros de clase, es nuestra preocupación principal. Se hará todo lo posible para evitar esta medida final. Los padres tienen el derecho legal de apelar la decisión de expulsar a un estudiante y los detalles se pueden leer en nuestra Carta.

Guía para el Comportamiento

Aunque tenemos toda la confianza de que su hijo se manejará apropiadamente en la escuela, las siguientes pautas le permitirán saber cómo manejamos ciertas situaciones. Por favor, tome su tiempo juntamente con su hijo para familiarizarse con estas sencillas reglas y cortesías.

Aula:

Cada aula tiene reglas que se eligen en colaboración con los niños / adolescentes. Los siguientes puntos son reglas típicas que se deciden en las aulas de Sherwood:

- Respetar y cuidar el equipo y los materiales.
- Trate a los demás de la manera que desearía ser tratado.
- Camine y hable en voz baja dentro del salón.
- Escuchar, sin interrupción, cuando otros están hablando y trabajando.

Consecuencias:

1. Pedir reiniciar
2. Lecciones adicionales dadas para mostrar el comportamiento apropiado.
3. Sentado solo en una mesa dentro del aula.
4. Sentado solo bajo supervisión en la oficina.
5. Llenar un documento de reflexión
6. Informe de incidentes enviado a casa en relación con el comportamiento.
7. El padre será llamado para recoger al niño y la conferencia será programada.

Hora de comer:

- Lavarse las manos antes de comer

- Permanecer sentado mientras comen.
- Comer sólo su propia comida; Compartir conversación no la comida.
- Si termina de comer, puede levantar la mano para ser despedido por un adulto. Su área debe estar limpia. Usted tendrá que permanecer en la mesa de almuerzo los primeros 15-20 minutos del período de almuerzo, aunque termine temprano.
- Use los baños exteriores durante el almuerzo y durante el recreo.
- Escuche a los adultos la primera vez.
- No se puede comer dulces en la escuela.

Consecuencias:

1. Pedir reiniciar
2. Recibir lecciones sobre los buenos modales en el comedor.
3. Los padres serán notificados si el almuerzo no es apropiado o si el niño no está comiendo.

Patio de recreo:

- Permanezca en los límites del área de recreo.
- Ningún daño físico deliberado a otros.
- Se espera un comportamiento respetuoso.
- El equipo de recreo se utilizará según lo previsto y se devolverá al lugar apropiado cuando haya terminado.
- Lanza sólo las pelotas, y sólo a un compañero que esté listo. Mantenga las pelotas lejos de los edificios y de los techos.
- Las barras de colgarse y toboganes son rutas de un solo sentido.
- No se permite el saltarse (lanzarse) mientras en el tobogán
- Juegos fuertes y jugar a la pelea no son juegos seguros, por lo tanto no son permitidos.

Consecuencias:

1. Pedir reiniciar
2. Se le puede pedir al niño que observe a otros que están jugando con seguridad por cinco minutos.
3. Completar un documento de reflexión
4. Informe de incidente enviado a casa para los padres.
5. Retiro del patio de recreo, y mandado a la oficina bajo supervisión.
6. El padre será llamado para recoger al niño de la escuela.

Independencia

Fomentar la independencia de los estudiantes es uno de los pilares de enfoque de la educación Montessori. A los niños se les enseña a ser solucionadores ingeniosos para resolver los problemas que pueden encontrar, no depender demasiado en los adultos. Esta independencia se considera cuando los maestros planifican lecciones, preparan sus aulas y ponen en práctica los procedimientos de la clase.

Aunque la independencia es una meta para todos los estudiantes, los maestros de Sherwood entienden que los niños ya vienen a la escuela con una variedad de habilidades y experiencias de ser aprendices independientes. Se mantienen altas expectativas para todos los alumnos y se establecen andamios apropiados e individualizados para asegurar que se cumplan estas expectativas. Cuando un niño es incapaz de cumplir con la expectativa, la culpa no se pone en el niño. Se harán arreglos para ayudar al niño a seguir acercándose al objetivo de la independencia.

Reconocer que la independencia es un pilar del método educacional Montessori sin considerar también el valor de la interdependencia daría una imagen sesgada de nuestro trabajo. Montessori valoró la interdependencia altamente; Las aulas con variación de edades son un testimonio de eso. Montessori sentía que los niños mayores

tendrían habilidades de liderazgo y responsabilidad al estar en roles de mentor mientras que los niños más pequeños ganaban motivación e ingenio. También desarrolló lecciones en las áreas culturales del currículo, en particular la geografía, para mostrar la conexión de todas las personas. Así, la interdependencia así como la independencia tienen su lugar en nuestra escuela.

Estudio independiente

Aunque nuestra primera opción es siempre que nuestros estudiantes asistan a la escuela los días que estamos en sesión, pero avece puede ser inevitable que una familia haga que su hijo falte a la escuela. Si este es el caso, el siguiente mejor arreglo es planear un Estudio Independiente que involucre al maestro del estudiante creando un plan de trabajo que se puede hacer mientras el estudiante está fuera. Si usted sabe que necesitará tener a su hijo fuera de la escuela, por favor vaya a la oficina por una solicitud de estudio independiente. La Directora revisará las circunstancias y verá si es posible (la ley es estricta en estos asuntos y no siempre es permisible). Por favor dé aviso de por lo menos dos semanas, ya que los maestros necesitan tiempo para crear un plan de trabajo de calidad.

Si no se llena ninguna solicitud dos semanas antes del inicio del Estudio Independiente, la solicitud no será aprobada. Esto puede ser problemático en muchos niveles:

- 1.) Las ausencias injustificadas resultantes pueden desencadenar el procedimiento de ausencia escolar (estos son legalmente obligatorios).
- 2.) El estudiante que falta la escuela se quedará atrás en trabajos escolares.
- 3.) La escuela perderá fondos. La mayoría de nuestros ingresos están basados en la asistencia de los estudiantes. A pesar de esto, es injusto esperar que un profesor prepare un estudio independiente en el último minuto. Estos programas pueden tomar 2-3 horas para poner juntos, más largo cuando la ausencia prevista será por varios días.

Lesiones

El personal de Sherwood ha sido entrenado en primeros auxilios y RCP. Si su hijo es herido en la escuela, se le dará el cuidado apropiado. Si la lesión requiere atención de seguimiento en el hogar, se enviará un informe de lesiones a casa para informar a los padres de la naturaleza de la lesión. Si su hijo necesita que lo recojan de la escuela para recibir atención médica, el personal de la escuela llamará a todos los números en el formulario de emergencia hasta que un adulto pueda ser contactado. Por favor, manténgase al tanto de los cambios en los números de teléfono e información de contacto. Para las lesiones graves, el personal llamará al 911 y verá que el niño lesionado es transportado a la sala de emergencias para recibir tratamiento.

Almuerzo

La hora del almuerzo será a las 12:20 p.m. en la cafetería / sala multiusos. Para los niños en los grados 1-3, la hora del almuerzo es a las 12:00 p.m. Las reglas para el almuerzo se repasan con todos los estudiantes y también están detalladamente en la sección de Orientación y Disciplina de este manual. Los almuerzos escolares se pueden comprar a través de nuestro proveedor de almuerzo escolar. Las familias que califican pueden recibir almuerzos gratuitos o reducidos llenando una solicitud, disponible en la oficina.

Si decide enviar el almuerzo de su casa, por favor recuerde incluir un paquete de hielo para días cuando el clima es caluroso. Por favor, no empacar caramelos o dulces en el almuerzo de su hijo. Las bebidas con cafeína sólo se permiten con la autorización del médico de su hijo.

Medicamentos en la escuela

El personal de la escuela es capaz de tratar lesiones que ocurren en la escuela con hielo, jabón y agua, y vendajes. No se administraran otros medicamentos a menos que se encuentre en el archivo la forma "Autorización para administrar medicamentos". Si su hijo necesita medicina administrada en la escuela, por favor comuníquese con la oficina para recibir esta forma que deberá ser llenado por un médico. Los niños que necesitan tomar medicamentos vendrán a la oficina donde se mantiene la medicina en un armario cerrado bajo llave.

Actividades en comunidad de la escuela secundaria

Nuestro programa de escuela secundaria ofrece a los estudiantes oportunidades para servir a los demás y para desarrollarse como líderes para nuestros estudiantes más jóvenes. Estas actividades incluyen la participación de los entrenadores de niños, los mediadores de pares y el grupo de liderazgo. Las funciones del grupo de liderazgo serán encabezar toda la comunicación visual a través de carteles para eventos escolares y recaudación de fondos. También llegarán a la comunidad de Sherwood con anuncios para la escuela. Estarán activos en la creación de nuevas tradiciones para todos los estudiantes, familias y personal. El papel de los mediadores entre pares es estar fuera en el receso de almuerzo para ayudar a sus compañeros en la resolución de conflictos en el patio de recreo. Finalmente, nuestros Entrenadores de Niños organizan juegos en el recreo del almuerzo para sus compañeros.

Observaciones

Las observaciones de los padres en las aulas de Montessori suelen comenzar en noviembre, después de que los niños hayan tenido la oportunidad de establecerse y que tengan un sentido de posesión sobre el aula. Después de este período de lo que Montessori llamó "normalización", los padres son bienvenidos y animados a observar. Por favor, planifique estas observaciones por adelantado con el maestro de su hijo y familiarícese con las pautas de observación.

Pautas de observación

- Firme entrada como visitante en la oficina de la escuela.
- Limite su tiempo de observación a unos 30 minutos.
- Permanezca en silencio en la silla que se le proporcionara.
- Si un niño se acerca a usted, conteste brevemente cualquier comentario o pregunta. Por favor no comprometa a los niños en una conversación o pedirles que le demuestren algunas actividades.
- Tenga en cuenta que su hijo puede responder a su presencia en una variedad de maneras. Por lo tanto, no espere que este sea un día típico para su hijo, sino una oportunidad de ver algunas de las actividades de su hijo y una vista de cómo funciona el salón en su totalidad.
- Tome nota de cualquier pregunta que surja durante su observación y disponga un tiempo para reunirse con su maestro para discutir sus observaciones.

Con el fin de hacer su visita más significativa, aquí hay algunas preguntas a tener en cuenta al observar a su hijo:

¿Qué tipos de actividades escoge su hijo / a?

¿El / ella elige actividades de forma independiente? ¿Utiliza los materiales con cuidado?

¿Completa la actividad y la devuelve a su lugar correctamente? ¿Está trabajando enfocada menté y con concentración?

¿Trabaja con dificultades o se frustra fácilmente? ¿Sus movimientos son controlados y establecidos?

¿Busca ayuda cuando es necesario?

¿Cómo interactúa con los otros niños? ¿Respeto el trabajo de los demás?

¿Participa en actividades grupales?

¿Trabaja cooperativamente con otros niños?

Además de observar a su hijo, tome unos minutos para observar también la clase en su totalidad. Buscar:

- La variedad de actividades que están en uso
- Las interacciones entre los adultos y los niños
- El balance de las actividades individuales y de grupos pequeños
- Momentos de ayuda, ya sean espontáneas o sugeridas por un adulto
- Ejemplos de liderazgo - niños que ayudan a otros niños

Orientación para los padres de los estudiantes que asisten a la escuela por primera vez

La mayoría de los niños quieren venir a la escuela, pero ansiedad por las nuevas experiencias suele ser parte de las emociones que experimentará el niño. También puede ser difícil para un padre separarse de su hijo por primera vez. Lo siguiente se entiende como una ayuda para facilitar la transición para padres e hijos.

Preparación para empezar la escuela

Nuestros maestros se centran en el conocimiento de que su hijo en su totalidad, individuo único. Ya sean "académicamente preparado" para los de kínder no es una preocupación primordial. Sabiendo los colores, números, letras o formas no es un requisito previo para el inicio de la escuela. Estamos preparados para atender a su hijo siempre que él o ella este en términos de los conocimientos académicos. Evite las declaraciones sobre la preparación académica que pueden inducir a la ansiedad, tales como, "Tienes que aprender tus formas para que estés listo para la escuela". Los Maestros agradecen la ayuda en la preparación del niño para tener éxito socialmente y de comportamiento. Los niños necesitan estar preparados para aprender a compartir, a esperar su turno, a resolver los problemas pacíficamente, y para hablar de sus sentimientos. Es también útil si han tenido un poco de ayuda en ser conscientes del volumen de la voz y los movimientos del cuerpo y de la necesidad de adaptar estos en ambientes interiores y exteriores.

Ir a la escuela

Estas son algunas habilidades que su hijo va a desarrollar de inmediato:

1. Mantenerse al tanto de las pertenencias. (La escuela provee áreas de almacenamiento específicas, usted vea que su hijo cuide de su de su ropa, zapatos, etc.)
2. Comprensión de la orden. (Poniendo las cosas de vuelta, tener que tomar turnos... se puede alentar el mismo hábito en casa.)
3. Hacer las cosas por uno mismo. (Vestirse a sí mismo y cuidar de la higiene personal, etc., son habilidades que saldrán a la necesidad en un entorno en clase. Los niños suelen estar motivados para aprender esto y ser más independientes, ya que observan a los niños mayores en lograrlos.)
4. Compartir a un adulto.
5. Control interno relacionados con el medio ambiente. (El niño aprende a observar los límites y comportamiento

esperado del medio ambiente y de la comunidad a la que quiere pertenecer).

6. Desarrollo del lenguaje. (Las nuevas experiencias ampliarán el vocabulario de su hijo.)

7. Deseo de trabajar. (La escuela ofrece oportunidades para la comparación social que a menudo se traduce en un deseo de trabajar para obtener nuevas habilidades).

Ser consciente de sus sentimientos

A continuación se presentan algunos sentimientos que pueden estar experimentando.

1. La preocupación de ser aceptado y querido en la comunidad escolar.
2. Se pueden sentir perdidos. De hecho, usted está perdiendo el tiempo con su hijo, pero están ganando la oportunidad de ampliar el mundo de su hijo, y usted siempre es el primer maestro de su hijo.
3. Usted puede sentir la anticipación de las aventuras por venir. Trate de enfocarse en el # 3 y minimice el # 1 y 2.

Algunas respuestas prácticas

Si su niño dice: Quiero que usted venga a la escuela y esté conmigo.

Usted podría decir: Esta escuela es para niños como tú, no es una escuela para adultos.

Si su hijo dice: El patio de recreo me da miedo.

Usted podría decir: Sí, cuando las cosas son nuevas a veces da miedo. Pronto no será nuevo, y no Ya no tendrás miedo.

Si su hijo dice: No quiero ir a la escuela.

Usted podría decir: Tú eres un niño/niña grande. Tienes que ir a la escuela.

- No discuta con mucha anticipación.
- Si hay un problema a su llegada, no titube y no le dé opción. Manténgase firme, cariñoso y tranquilo.

También es importante anotar

1. Los niños no siempre expresan los diferentes sentimientos que tienen al comenzar la escuela.

Cuando se les pregunta sobre cómo va la escuela, a menudo no dicen nada o se enfocan en uno o dos incidentes negativos. Los padres no siempre deben ser literales acerca de lo que un niño comparte con respecto a la escuela. Mucho más está sucediendo de lo que están expresando.

2. La mayoría de los niños entienden que la escuela es diferente y se comportan diferente en la escuela que en casa. Se están convirtiendo en miembros de la comunidad escolar y de la escuela y esto requiere un gran esfuerzo al principio. Su hijo puede volver a casa cansado al principio mientras hacen esta transición. Ella puede tener un comportamiento irregular a lo normal mientras que ella "deje su cabello suelto" en casa. El hogar es un lugar seguro para desaojarse, y esto pasara con tiempo.

3. Lleva algún tiempo para que los maestros conozcan a su hijo como alumno. El maestro de su hijo se enfocara en las reglas y procedimientos de construcción y enseñanza de la comunidad. Este es un tiempo muy bien empleado que garantizará el uso de más tiempo para enfocarse en planes académicos individuales. Es probable que el maestro de su hijo empiece con un trabajo que sea muy fácil para él o ella. Sepa que este es el plan de un maestro sabio para crear confianza en los estudiantes a medida que se recopila más información sobre los niveles de habilidad del individuo.

Estacionamiento

Para dejar y recoger, por favor use el estacionamiento CARD, el lote al final de Cleveland St., y use la puerta lateral que se abre al lado del área de estacionamiento de bicicletas. Si el lote no está abierto, por favor use el estacionamiento de Chapman más cercano a Cleveland St. Pronto estaremos recibiendo una puerta peatonal desde el lote hasta el campus que será más conveniente para abrir y cerrar a la hora de llevar/recoger.

Lectura recomendada sobre el método Montessori

Los libros que se enumeran a continuación se sugieren para aquellos interesados en aprender más sobre la Dra. María Montessori, su método de aprendizaje y el desarrollo de los niños. Algunos de estos libros están disponibles para ser prestados en la biblioteca de la escuela en la oficina. Los padres son bienvenidos a pedir prestado estos libros de la escuela.

Libros de la Dr. María Montessori:

- La Mente Absorbente - el libro completo del Dr. Montessori sobre la primera infancia.
- El Descubrimiento del Niño - Conceptos Montessori de educación y los materiales didácticos.
- El secreto de la infancia - El papel del niño en la sociedad con énfasis en la espiritualidad del niño.
- Educación y Paz - Una colección de discursos y enseñanzas de María Montessori sobre la paz mundial.
- Educación para un Nuevo Mundo - Este libro discute la preparación del niño para el mundo de mañana.
- Para educar al potencial humano - La visión cósmica de la educación después de los 6 años es el enfoque de este libro.
- La Formación de la filosofía del hombre - Montessori y su enfoque de la alfabetización mundial.
- De la infancia a la adolescencia - Una visión general de los diferentes estados de desarrollo a través de la adolescencia; Incluye el concepto Erdkinder.

Libros de otros autores:

- María Montessori: Su Vida y Trabajo por E. M. Standing - Una descripción detallada del método Montessori en teoría y en la práctica.
- Montessori: Un enfoque moderno por Paula Polk Lillard - Una buena introducción a Montessori para padres, educadores y todos los profesionales que trabajan con niños.
- Montessori: La ciencia detrás del genio por la Dra. Angeline Lillard, profesora de psicología en la Universidad de Virginia. Un trabajo académico que conecta la investigación moderna con el método Montessori.
- La Disciplina Positiva por Jane Nelson, licenciada en matrimonio, familia y terapeuta infantil provee estrategias probadas para establecer y mantener relaciones respetuosas y cariñosas usando técnicas positivas.
- Más allá de la disciplina: Desde el cumplimiento hasta la comunidad por Alfie Kohn describe un enfoque de disciplina utilizado en las aulas que utiliza un enfoque positivo y cooperativo

Las boletas de calificaciones

Nuestras boletas de calificaciones fueron creadas con aportación múltiple de varias fuentes para proveer a los padres una imagen clara e informativa del desempeño de sus hijos en la escuela. Las habilidades académicas que se evalúan son de los Estándares del Estado Central Común. La filosofía Montessori busca educar al niño en su totalidad y los informes son más amplios en su alcance que lo académico, por lo que las boletas de calificaciones también contienen información sobre el crecimiento social y emocional. El maestro de su hijo es la mejor fuente de información acerca de las calificaciones y puede contestar cualquier pregunta que pueda tener.

La seguridad

La seguridad de los niños, el personal y los visitantes en Sherwood Montessori es de vital importancia. Si está interesado en ser miembro del Comité de Seguridad, consulte a la Directora. El Comité de Seguridad trabajará con la Directora, la Junta Directiva y la compañía de seguros de la escuela para mejorar continuamente el Plan de Seguridad de la escuela.

Algunas maneras en que los padres pueden ayudar a mantener a Sherwood en un lugar seguro incluyen:

- Repasar las reglas de la escuela con los niños
- Notificar a la escuela de cualquier cambio en las condiciones médicas
- Conducir lentamente y con precaución cerca de la escuela
- Mantener a los niños contagiosos fuera de la escuela
- Alentar a los niños en ir con un adulto en la escuela cuando tengan un conflicto y necesitan ayuda en resolverlo
- Avisar cuando algún equipo de la escuela está funcionando mal o un peligro en o cerca del sitio escolar

SBIT

SBIT (pronunciado ESS bit) es un acrónimo de "School Based Intervention Team". Nuestro SBIT será llamado cuando un estudiante no está alcanzando su potencial. El SBIT de Sherwood está formado por el maestro del estudiante, los padres del estudiante, los proveedores de educación especial y el Administrador de Sistemas de Apoyo Multi-Nivel, aunque no todos los miembros del equipo pueden estar presentes en cada reunión. El proceso de identificar formalmente a un niño para una modificación en los servicios académicos puede comenzar con un padre, maestro, o cualquier miembro del personal que exprese una preocupación por un niño. Las preocupaciones pueden ser académicas o emocionales. Una vez expresada la preocupación, el SBIT se reunirá para identificar posibles intervenciones para el estudiante. Después de un determinado tiempo con las intervenciones en su lugar, por lo general alrededor de seis a ocho semanas, el SBIT se reunirá de nuevo para evaluar la eficacia de las intervenciones. Las intervenciones se modificarán según sea necesario hasta que el niño pueda funcionar de manera que refleje su potencial.

Reuniones del Consejo Directivo de Sherwood Montessori

Las reuniones regulares, especiales y de emergencia están abiertas al público, a los padres y miembros de la comunidad están invitados a asistir. También habrá una oportunidad separada en las reuniones regulares para el comentario del público en general sobre todas las materias relacionadas con la escuela excepto el personal o cuestiones de responsabilidad. De conformidad con la Ley Brown, las agendas de las reuniones se publicarán 24-72 horas antes de las reuniones. Las agendas se publican en el sitio web de la escuela, así como en la escuela. Las reuniones suelen celebrarse en la escuela; Un cambio de lugar será publicado si se cambia la ubicación.

Los miembros de la comunidad que asisten a hacer comentarios tienen que ser relacionados con los la agenda. Estos comentarios deben ser de duración limitada y la mesa directiva no va a responder. Esto puede parecer extraño ya que estamos acostumbrados a la comunicación mutua en la mayoría de los otros entornos; Las reuniones de la Junta Directiva están reguladas por la Ley Brown y usan las Reglas de Orden de Robert. Ocasionalmente, la Junta Directiva podrá tener una sesión a puerta cerrada. Estas reuniones no están abiertas al público, pero se limitan a asuntos del personal y litigios potenciales. Los miembros de la Junta no pueden revelar detalles de lo que ocurre en las reuniones cerradas.

SMPO

La participación de los padres es vital para el éxito de Sherwood Montessori. Además de brindar oportunidades para ser voluntario que enriquece nuestro programa, con la participación los padres hacen una declaración poderosa a los niños que la escuela es importante y la educación es importante para la familia. Al comienzo del año escolar, se les pedirá a los padres que llenen un "Cuestionario de Participación de Padres" para ayudar a identificar áreas de interés y experiencia que pueden beneficiar a la escuela. Estos serán entregados al panel elegido de la Sherwood Montessori Parent Organization (SMPO). El SMPO proporciona a los padres una guía para una participación efectiva en las operaciones de la escuela. Todos los padres de Sherwood son miembros de facto del SMPO. La membresía activa se logra asistiendo regularmente a las reuniones programadas de SMPO. En las reuniones, los padres pueden aprender más acerca de cómo usar sus habilidades como voluntario.

El SMPO será dirigido por un panel electo de tres padres, sirviendo dos años, elegidos para el año siguiente por los padres durante voto abierto antes de la reunión anual de abril de la Mesa Directiva. Un representante del SMPO será responsable de la comunicación entre el SMPO y la Mesa Directiva.

Juguetes y Aparatos Electrónicos

Se anima a los niños a traer artículos de la casa que se relacionan con los temas académicos actuales. Cosas recogidas de forma responsable de la naturaleza como nidos de aves, conchas inusuales y especímenes de roca son bienvenidos. Sin embargo, los juguetes y los aparatos electrónicos de la casa no están permitidos en la escuela. Si a un niño le resulta difícil separarse de un juguete en particular, tal vez el juguete pueda acompañar al niño a la escuela y permanecer en el vehículo y esperar el regreso del niño al final del día. Si el estudiante va a ir a la casa de un amigo después de la escuela y quiere llevar su juguete o juego electrónico a la casa de su amigo, él o ella puede traer el artículo a la oficina y guardarlo allí por el resto del día escolar, pero la oficina no es responsable por cualquier artículo que se pierde o sea quebrado mientras que este allí.

Política de Visitación

Sherwood es una escuela comunitaria, y todas las voces y aportes de los miembros de la comunidad son valiosos y necesarios. Con el fin de tener una escuela eficiente, el procedimiento de visitas y de citas es necesario para asegurar que aporte sea recibida y la escuela no sea interrumpida.

El director de una escuela basada en la comunidad debe mantener una política de puertas abiertas al mismo tiempo que se asegura que las operaciones diarias de la escuela funcionen sin problemas. Para reunirse con la Directora, haga una cita con la Asistente Administrativo en la oficina.

Para obtener más detalles, nuestra política adoptada por la mesa directiva en cuanto a visitas es publicada en nuestro sitio web en la página de la Junta Directiva/ póliza.

Trabajar como voluntario

Sherwood Montessori se ha comprometido a ser una escuela en la que la colaboración y la alta participación de la familia son optimizadas para proporcionar a los estudiantes la mejor experiencia posible de la escuela. Ver a los padres ayudar en la escuela es una lección positiva para los niños. Esto les muestra que la educación es valorada y es muy importante como para trabajar e invertir tiempo. No todas las familias tienen recursos ilimitados de tiempo o habilidades para ofrecer, pero hay cosas que todos y cada uno de nosotros podemos hacer. El SMPO ofrece una variedad de tareas y proyectos en los que los padres y las familias pueden estar involucrados. Además, a medida que cada familia conoce a los maestros y al programa de sus hijos, los padres pueden encontrar otras maneras de ayudar. Se le anima a cada familia a realizar un mínimo de 50 horas de participación en la escuela cada año académico. Parte de estas horas pueden ser cumplidas asistiendo a presentaciones escolares, asistiendo a Noche de Regreso a la Escuela y Noche de Educación de Padres, y participando en funciones escolares. Para las familias que no pueden asistir a estos tipos de eventos, pueden hacer una donación en efectivo en lugar de horas de trabajo a la escuela.



Reporte de Incidente

Fecha _____ Hora _____ Lugar _____
Nombre del Estudiante _____ Nombre del Maestro _____

Tipo de Incidente:

- Seguridad (por ejemplo, irse de la escuela, Jugando bruscamente o peligrosamente)
- Agresión Física/Peleando
- Robo / Daño a la propiedad

Breve descripción del incidente:

Incidente repetido de:

- Desafió a la autoridad
- Burlarse/hacer caras
- Amenazas/llamar por apodos
- Blasfemias/gestos obscenos
- Aislamiento/exclusion social

Acción del personal:

- Procedimiento de reiniciar
- Documento de reflexión
- Conferencia con el estudiante
- Enviarlo/la con la Directora
- u otros _____

Acciones Administrativas Tomadas:

Personal Reportando / Maestro: _____

Fecha _____

Firma de la Directora: _____

Fecha _____

Firma de los padres: _____

Fecha _____

Firma del estudiante: _____

Fecha _____



Documento de Reflexión

Fecha _____

¿Cuál fue el problema?

¿Como afectan tus decisiones a otras personas?

¿Qué otra opción hubiese sido mejor?

¿Que plan tienes para asegurarte que este problema no vuelva a ocurrir?

Firma del Maestro: _____

Fecha: _____

Firma del estudiante: _____

Fecha: _____

Firma de los padres: _____

Fecha: _____

Oficina de Educación del Condado de Butte

Bienestar del niño y Asistencia

Proceso de ausencia y resumen de responsabilidades

Estudiante/Familia	Distrito escolar	BCOE/CWA	Departamento de Bienestar{Welfare}	El Fiscal del Distrito	Ejecutador de la ley	Corte
3+ ausencias injustificadas o tardanzas de 30 minutos AUSENTE	Carta #1 - A los padres - A BCOE/CWA	Entra en la base de datos - copia de la carta al departamento de bienestar	Carta de advertencia enviada a los padres			
4+ ausencias injustificadas o tardanza injustificadas AUSENTE	Carta #2 - A los padres - A BCOE/CWA	Entra en la base de datos - copia de la carta al departamento de bienestar	Carta de advertencia enviada a los padres	Carta de advertencia enviada a los padres		
5+ ausencias injustificadas o tardanzas injustificadas AUSENTE HABITUAL	Carta #3 - A los padres - A BCOE/CWA - Administración de la escuela se reúne con los padres para firmar contrato.	Entra en la base de datos - copia de la carta al departamento de bienestar	Carta de advertencia y cita programada con los padres.			
Contrato quebrantado con la escuela	Reemisión a SARB (Grados 1-8) Referir a la clase de desviación (Grades 9- 12) Arbitraje de ausencia	Programar una cita para la clase de desviación y / o DA arbitraje de ausencia				
SARB/Arbitraje de ausencia con Audiencia	Firma del contrato SARB	Firma del contrato de arbitraje por ausencia	Participación en SARB	Participa en el arbitraje de ausencia	Participa en SARB	
Contrato quebrantado	Notificar al coordinador de SARB o al BCOE/CWA	Reemisión al departamento de Bienestar(Welfare), ejecutador de la ley o al Fiscal del Distrito	Asiste en la Sanción	601b	Código de ED 48293 PC272	Comparecer
100% Asistencia Todas las ausencias requieren verificación médica	-Proveer perfil de asistencia solicitado -Administración presenta en la corte	Revision al: - Departamento de Bienestar - SARB - Administración de la escuela	Reinstalar asistencia			Despedir
Ausentismo escolar continua			Sanciones continuas	Cualquier cargo adicional	Cualquier cargo adicional	Comparecer para revisión