



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

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

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

MINUTES

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

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

Meeting called to order at 6:05 pm.

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

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

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

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

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

3.1 Committee Reports

3.2 Instructional Staff Report

3.3 Sherwood Montessori Parents Organization Report

3.4 School Director Report

3.5 Director of MTSS Report

3.6 Treasurer Report

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

The Board reviewed the written reports and engaged in discussion.

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

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

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

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

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

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

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

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

A draft of the LCAP will be presented for adoption.

ACTION REQUESTED: Adopt LCAP.

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

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

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

ACTION REQUESTED: Adopt Original Budget for 2019-2020.

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

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

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

ACTION REQUESTED: Approve Project Proposal.

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

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

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

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

7. FUTURE AGENDA ITEMS

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

Open session adjourned at 7:55 p.m.

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

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

Meeting reconvened in closed session at 8:03 p.m. The Board and the School Director discussed the performance evaluation.

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

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

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

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
 - 1.1 **Roll Call** Monica Woodward, Anna Ling, Melissa Struyf, Tanya King, Nathan McGraw, Denise Snoke, Rosie Paulson
2. **CONSENT AGENDA** (6:05 p.m.)
 - 2.1 **Minutes Approval** Consider approval of minutes from Regular Meeting, June 6, 2019.
 - 2.2 **Approval of Eric Parish as Budget Committee Member** Consider approval of having Eric Parish joining the Budget Committee.
 - 2.3 **Boundaries Policy Approval** Consider approving Boundaries Policy, required by our insurance to keep complete coverage.
3. **REPORTS AND COMMUNICATION** (6:10 p.m.)
 - 3.1 **School Director Report**
 - 3.2 **Director of MTSS Report**
 - 3.3 **Treasurer Report**
4. **NOTICED PUBLIC HEARINGS**

None
5. **REGULAR BUSINESS**
 - 5.1 **Items Removed From Consent (If any)**
 - 5.2 **Officer Election** (6:45 p.m.)

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

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

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

ACTION REQUESTED: Approve handbook.

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

The Board will be asked to approve an Organizational Chart.

ACTION REQUESTED: Approve organizational chart.

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

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

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

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

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

ACTION REQUESTED: Approve proposal.

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

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

7. FUTURE AGENDA ITEMS

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

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

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

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

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

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

AGENDA

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

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

Meeting called to order at 6:06 pm.

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

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

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

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

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

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

3.1 School Director Report

3.2 Director of MTSS Report

3.3 Treasurer Report

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

The Board reviewed the written reports and engaged in discussion.

4. NOTICED PUBLIC HEARINGS

None

5. REGULAR BUSINESS

5.1 Items Removed From Consent (If any)

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

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

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

ACTION REQUESTED: Elect officers.

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

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

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

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

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

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

ACTION REQUESTED: Approve handbook.

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

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

The Board will be asked to approve an Organizational Chart.

ACTION REQUESTED: Approve organizational chart.

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

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

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

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

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

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

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

ACTION REQUESTED: Approve proposal.

The Board discussed the proposal and noted some discrepancies in the financial numbers.

Monica Woodward moved to approve the proposal with the condition that the Facilities Committee meet with the bond consultant and correct the numbers as needed. Approved by the Board.

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

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

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

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

7. FUTURE AGENDA ITEMS

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

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

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

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

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

Meeting adjourned at 8:05 p.m.

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SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

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

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

AGENDA

1. CALL TO ORDER

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

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

3.1 Approval of FUA (Facilities Use Agreement)

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

ACTION REQUESTED: Approve FUA.

3.2 Accept Unaudited Actuals

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

ACTION REQUESTED: Accept UA financial Report

3.3 Approval of Director’s Contract

Approve a Contract for Employment for School Director

ACTION REQUESTED: Approve contract

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

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SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

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

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

MINUTES

1. CALL TO ORDER

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

Meeting called to order at 3:11 pm.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

3.1 Approval of FUA (Facilities Use Agreement)

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

REQUESTED: Approve FUA.

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

3.2 Accept Unaudited Actuals

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

REQUESTED: Accept UA financial Report

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

3.3 Approval of Director's Contract

Approve a Contract for Employment for School Director **ACTION**

REQUESTED: Approve contract

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

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

Meeting adjourned at 3:23 pm.

FINAL MINUTES

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



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

MINUTES

1. CALL TO ORDER

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Meeting called to order at 3:11 pm.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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3. REGULAR BUSINESS

3.1 Approval of FUA (Facilities Use Agreement)

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

REQUESTED: Approve FUA.

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

3.2 Accept Unaudited Actuals

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

REQUESTED: Accept UA financial Report

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

3.3 Approval of Director's Contract

Approve a Contract for Employment for School Director **ACTION**

REQUESTED: Approve contract

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

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

Meeting adjourned at 3:23 pm.

FINAL MINUTES

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MEETING NOTICE OF THE BOARD OF DIRECTORS

Fall Planning Retreat

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

AGENDA

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

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

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

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

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

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MEETING NOTICE OF THE BOARD OF DIRECTORS

Fall Planning Retreat

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

AGENDA

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

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

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

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

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

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

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

Meeting adjourned at 1:45 pm.

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

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

AGENDA

1. **CALL TO ORDER** (6:00 p.m.)
 - 1.1 **Roll Call** Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson
2. **CONSENT AGENDA** (6:05 p.m.)
 - 2.1 **Minutes Approval** Consider approval of minutes from Regular Meeting, August 22, 2019; Special Meeting, September 13, 2019 and Board Retreat, September 15, 2019.
3. **PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA**

Any person may address the Board during the “Public Comment” item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.
4. **REPORTS AND COMMUNICATION** (6:10 p.m.)
 - 4.1 **Committee Reports**
 - 4.2 **Instructional Staff Reports**
 - 4.3 **Sherwood Montessori Parents Organization Report**
 - 4.4 **School Director Report**
 - 4.5 **Director of Special Education Report**
 - 4.6 **Treasurer Report**
5. **NOTICED PUBLIC HEARINGS**

None
6. **REGULAR BUSINESS**
 - 6.1 **Items Removed From Consent (If any)**
 - 6.2 **Original Budget Revisions** (6:40 p.m.)

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

ACTION REQUESTED: Approve revisions.

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

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

ACTION REQUESTED: Approve Prop 39 request.

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

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

ACTION REQUESTED: Approve request.

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

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

ACTION REQUESTED: Receive report.

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

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

ACTION REQUESTED: Discuss board development materials.

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

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

ACTION REQUESTED: Discuss strategic plan process.

7. FUTURE AGENDA ITEMS

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

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

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

7.4 The Board will receive a School Performance Report

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

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

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1071 E. 16th St., Chico, California
Date/Time: **Thursday, October 17, 2019 – 6:00 p.m.**

AGENDA

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

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

Meeting called to order at 6:03pm. All members present except Melissa Struyf.

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

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

Tanya King moved to approve the consent agenda. Approved by the Board.

3. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

4.1 Committee Reports

4.2 Instructional Staff Reports

4.3 Sherwood Montessori Parents Organization Report

4.4 School Director Report

4.5 Director of Special Education Report

4.6 Treasurer Report

Monica Woodward presented the Facilities Committee report. Michelle Yezbick presented the School Director report. Justin Allan presented the MTSS report. Pat Casey presented the Treasurer report.

The Board reviewed the written reports and engaged in discussion.

5. NOTICED PUBLIC HEARINGS

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

None

6. REGULAR BUSINESS

6.1 Items Removed From Consent (If any)

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

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

ACTION REQUESTED: Approve revisions.

Nathan McGraw moved to accept budget revisions, including the lead teacher's compensation for a special project, calculated at 36 weeks x 5 hours a week at his hourly rate. Approved by the Board.

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

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

ACTION REQUESTED: Approve Prop 39 request.

Anna Ling moved to approve Prop 39 request. Approved by the Board.

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

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

ACTION REQUESTED: Approve request.

Board requested to wait for a special meeting in order to receive a more accurate estimate of construction cost from the architect.

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

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

ACTION REQUESTED: Receive report.

Rosie Paulson moved to approve report. Approved by the Board.

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

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

ACTION REQUESTED: Discuss board development materials.

Board discussed board development materials.

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

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

ACTION REQUESTED: Discuss strategic plan process.

This section was moved to earlier in the meeting, prior to 6.1.

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

Board discussed strategic plan process

7. FUTURE AGENDA ITEMS

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

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

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

7.4 The Board will receive a School Performance Report

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

Meeting adjourned at 8:02pm.

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



SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

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

Date/Time: Thursday, November 14, 2019 – 2:15 p.m.

AGENDA

1. CALL TO ORDER

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

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. REGULAR BUSINESS

3.1 Approval of Measure K Spending Proposal

The Board will be asked to approve a Measure K Spending Proposal

ACTION REQUESTED: Approve proposal.

4. ADJOURNMENT (Est. 2:30 p.m.)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Tuesday, December 3, 2019 – 5:45 p.m.**

AGENDA

A. CALL TO ORDER (5:45 p.m.)

A.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

B. CLOSED SESSION (5:45 p.m.)

B.1 The Board will consider the expulsion of a student.

C. CONSENT AGENDA (6:00 p.m.)

C.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 17, 2019 and Special Meeting, November 14, 2019.

D. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS

Part I: Student Performance

1.1 Standardized Test Results (6:05 p.m.)

The Board will discuss student achievement as measured by standardized tests in the spring of 2019.

ACTION REQUESTED: Discuss standardized test results.

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

1.2 School Performance Scorecard (6:25 p.m.)

The Board will discuss school performance via the metrics reported in the scorecard developed by the School Performance Committee.

ACTION REQUESTED: Discuss scorecard.

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

2.2 REPORTS AND COMMUNICATION (6:45 p.m.)

This time will be for Board members to ask questions regarding the provided written materials.

2.1.1 Committee Reports

2.1.2 Sherwood Montessori Parents Organization Report

2.1.3 School Director Report

2.1.4 Director of Special Education Report

2.1.5 Treasurer Report

2.3 First Interim Budget (6:55 p.m.)

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

ACTION REQUESTED: Approve revisions.

2.4 Audit Acceptance (7:05 p.m.)

Our auditor has prepared the Annual Financial Audit for 2018-2019.

ACTION REQUESTED: Approve Audit.

2.5 Calendar 2020-2021 (7:10 p.m.)

The Board will be asked to approve a school calendar for 2020-2021.

ACTION REQUESTED: Discuss and approve calendar.

2.6 Prop 39 Facilities 2020-2021 (7:15 p.m.)

The Board will be asked to consider a facilities offer from CUSD.

ACTION REQUESTED: Accept offer.

Part III: Board Development

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

The Board will be asked to discuss the development materials provided, Chapter 2 from School Board University: Accountability Times Two: Part 1—Market Accountability

ACTION REQUESTED: Discuss board development materials.

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

F. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC) Report

7.2 The Board will be asked to adopt the Second Interim Budget

7.3 The Board will advise on Sherwood's response to CUSD's Prop 39 offer

7.4 The Board will be asked to adopt the Strategic Plan

G. ADJOURNMENT (Est. 7:40 p.m.)

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Tuesday, December 3, 2019 – 5:45 p.m.**

AGENDA

A. CALL TO ORDER (5:45 p.m.)

A.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

Meeting called to order at 5:48 p.m. All members present except for Tanya King.

B. CLOSED SESSION (5:45 p.m.)

B.1 The Board will consider the expulsion of a student.

*The Board engaged in discussion. No action was taken at this time.
Closed session adjourned at 6:45 p.m.*

Denise Snoke departed the meeting at 6:46 p.m.

C. CONSENT AGENDA (6:00 p.m.)

C.1 Minutes Approval Consider approval of minutes from Regular Meeting, October 17, 2019 and Special Meeting, November 14, 2019.

*Open session reconvened at 6:50 p.m.
Rosie Paulson moved to approve the consent agenda. Approved by the Board.*

D. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

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

E. NOTICED PUBLIC HEARINGS

None

F. REGULAR BUSINESS

Part I: Student Performance

1.1 Standardized Test Results (6:05 p.m.)

The Board will discuss student achievement as measured by standardized tests in the spring of 2019.

ACTION REQUESTED: Discuss standardized test results.

The Board reviewed the results and engaged in discussion.

1.2 School Performance Scorecard (6:25 p.m.)

The Board will discuss school performance via the metrics reported in the scorecard developed by the School Performance Committee.

ACTION REQUESTED: Discuss scorecard.

The Board reviewed the scorecard and engaged in discussion.

Nathan McGraw departed the meeting at 7:48 p.m.

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

2.2 REPORTS AND COMMUNICATION (6:45 p.m.)

This time will be for Board members to ask questions regarding the provided written materials.

2.2.1 Committee Reports

2.2.2 Sherwood Montessori Parents Organization Report

2.2.3 School Director Report

2.2.4 Director of Special Education Report

2.2.5 Treasurer Report

2.3 First Interim Budget (6:55 p.m.)

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

ACTION REQUESTED: Approve revisions.

Monica Woodward moves to adopt first interim budget. Approved by the Board.

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

2.4 Audit Acceptance (7:05 p.m.)

Our auditor has prepared the Annual Financial Audit for 2018-2019.

ACTION REQUESTED: Accept Audit.

Audit is not ready to be accepted.

2.5 Calendar 2020-2021 (7:10 p.m.)

The Board will be asked to approve a school calendar for 2020-2021.

ACTION REQUESTED: Discuss and approve calendar.

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

2.6 Prop 39 Facilities 2020-2021 (7:15 p.m.)

The Board will be asked to consider a facilities offer from CUSD.

ACTION REQUESTED: Accept offer.

Rosie Paulson moves to accept offer. Approved by the Board.

Part III: Board Development

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

The Board will be asked to discuss the development materials provided, Chapter 2 from School Board University: Accountability Times Two: Part 1—Market Accountability

ACTION REQUESTED: Discuss board development materials.

F. FUTURE AGENDA ITEMS

7.1 The Board will receive the School Accountability Report Card (SARC) Report

7.2 The Board will be asked to adopt the Second Interim Budget

7.3 The Board will advise on Sherwood's response to CUSD's Prop 39 offer

7.4 The Board will be asked to adopt the Strategic Plan

G. ADJOURNMENT (Est. 7:40 p.m.)

Meeting is adjourned at 8:45 p.m.

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, January 16, 2020 – 6:00 p.m.**

AGENDA

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

A.1 Roll Call Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson

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

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, December 3, 2019.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

Part I: Student Performance

1.1 School Accountability Report Card (SARC) (6:10 p.m.)

The Board will discuss narrative sections of the SARC and have an opportunity to give the Director input.

ACTION REQUESTED: Discuss SARC.

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

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

2.2 REPORTS AND COMMUNICATION (6:20 p.m.)

This time will be for Board members to ask questions regarding the provided written materials.

2.2.1 Committee Reports

2.2.2 Sherwood Montessori Parents Organization Report

2.2.3 School Director Report

2.2.4 Director of Special Education Report

2.2.5 Treasurer Report

2.3 Audit Acceptance (6:30 p.m.)

Our auditor has prepared the Annual Financial Audit for 2018-2019.

ACTION REQUESTED: Accept Audit.

2.4 Transitional Kindergarten Policy (6:40 p.m.)

The board will be asked to admit a student by vote per transitional kindergarten state policy.

ACTION REQUESTED: Admit student.

Part III: Board Development

3.1 Board Development (6:50 p.m.)

The Board will be asked to discuss the development materials provided, Part 2 of Chapter 2 from School Board University: Accountability Times Two: Authorizer Accountability

ACTION REQUESTED: Discuss board development materials.

3.2 Local Control Accountability Plan (LCAP) (7:10 p.m.)

The Board will be given information about the LCAP. Members of the public are encouraged to give input.

ACTION REQUESTED: Discuss LCAP

F. FUTURE AGENDA ITEMS

The Board will receive the School Accountability Report Card (SARC) Report

The Board will be asked to adopt the Second Interim Budget

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Public Employee Performance Evaluation (7:20 p.m.)

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

H. ADJOURNMENT (Est. 7:30 p.m.)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California
Date/Time: **Thursday, February 20, 2020 – 6:00 p.m.**

AGENDA

- A. CALL TO ORDER (6:00 p.m.)**
 - A.1 Roll Call** Monica Woodward, Denise Snoke, Tanya King, Anna Ling, Melissa Struyf, Nathan McGraw, Rosie Paulson
- B. CONSENT AGENDA (6:05 p.m.)**
 - B.1 Minutes Approval** Consider approval of minutes from Regular Meeting, January 16, 2020.
- C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA**

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

None
- E. REGULAR BUSINESS**

Part I: Student Performance

1.1 Homework Policy (6:10 p.m.)

The Board will be asked to discuss the possibility of developing a school Homework Policy.

ACTION REQUESTED: Discuss the possibility of developing a Homework Policy.

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any)

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2.2 REPORTS AND COMMUNICATION (6:40 p.m.)

This time will be for Board members to ask questions regarding the provided written materials.

2.2.1 Committee Reports

2.2.2 Instructional Staff Report

2.2.3 Sherwood Montessori Parents Organization Report

2.2.4 School Director Report

2.2.5 Director of Special Education Report

2.2.6 Treasurer Report

2.3 Second Interim Budget (6:50 p.m.)

The Board will be asked to adopt the Second Interim Budget.

ACTION REQUESTED: Adopt Second Interim Budget

Part III: Board Development

3.1 Board Development (7:00 p.m.)

Chapter 4: Charter School Accountability from the book *Charter School Board University*

ACTION REQUESTED: Discuss chapter

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Public Employee Performance Evaluation (7:30 p.m.)

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

H. ADJOURNMENT (Est. 7:45 p.m.)

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



SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **776 Cleveland Avenue, Chico, CA 95928**

Date/Time: **Friday, March 6, 2020 – 9:10 a.m.**

AGENDA

1. CALL TO ORDER

Roll Call Anna Ling, Nathan McGraw, Rosie Paulson, Denise Snoke

Meeting called to order at 9:08am. All members present.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. CLOSED SESSION Public Employee Performance Evaluation

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

4. ADJOURNMENT

Meeting reconvened in open session and adjourned at 10:40am.

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



SPECIAL MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **776 Cleveland Avenue, Chico, CA 95928**

Date/Time: **Tuesday, March 10, 2020 – 1:30 p.m.**

AGENDA

1. CALL TO ORDER

Roll Call Anna Ling, Nathan McGraw, Rosie Paulson, Denise Snoke

Meeting called to order at 1:30pm. All members present.

2. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

3. CLOSED SESSION Public Employee Performance Evaluation

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

4. ADJOURNMENT

The meeting reconvened in open session and adjourned at 2:40pm.

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



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: **Sherwood Montessori Room No. 4**
1071 E. 16th St., Chico, California-*Social Distancing requires fewer than 9 people physically attend this meeting.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting
<https://us04web.zoom.us/j/5245217471>
Meeting ID: 524 521 7471

Date/Time: **Thursday, March 26, 2020 – 6:00 p.m.**

AGENDA

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

A.1 Roll Call Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

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

B.1 Minutes Approval Consider approval of minutes from Special Meeting, November 14, 2019; Regular Meeting, February 20, 2020; Special Meeting, March 6, 2020; Special Meeting, March 11, 2020

B.2 Revision of Bylaws Regarding Board Service

The Board will be asked to revise bylaws regarding Board service.

ACTION REQUESTED: Revise bylaws

B.3 Appointment of Board Member

The Board will be asked to appoint a director to an empty seat.

ACTION REQUESTED: Appoint Board member

B.4 Revision of Bylaws Regarding Number of Directors

The Board will be asked to revise bylaws regarding number of directors.

ACTION REQUESTED: Elect officers

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

Part I: Student Performance

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any) (6:10 p.m.)

2.2 Election of Officers (6:20 p.m.)

The Board will be asked to elect officers.

ACTION REQUESTED: Elect officers

2.3 Add Signatories to Bank Account (6:30 p.m.)

The Board will be asked to add signatories to the school bank account

ACTION REQUESTED: Add signatories

2.4 School Closure (6:35 p.m.)

The Board will be asked to approve school closure due to COVID-19

ACTION REQUESTED: Approve school closure

2.5 Revision of School Calendar (6:40 p.m.)

The Board will be asked to revise the 2020-2021 calendar

ACTION REQUESTED: Revise calendar

2.6 Succession Plan (6:45 p.m.)

The Board will be asked to discuss the plan for future school leadership

ACTION REQUESTED: Discuss succession plan

2.7 REPORTS AND COMMUNICATION (6:55 p.m.)

This time will be for Board members to ask questions regarding the provided written materials.

2.7.1 Sherwood Montessori Parents Organization Report

2.7.2 School Director Report

2.7.3 Director of Special Education Report

2.7.4 Treasurer Report

Part III: Board Development

3.1 Board Development (7:05 p.m.)

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

Chapter 12: Pareto: A Deceased Economist That Can Help Your Board from the book *Charter School Board University*

ACTION REQUESTED: Discuss chapter

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Existing Litigation (7:35 p.m.)

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Gov't. Code section 54956.9(d)(1).) State Case Number WC-CM-484424

H. ADJOURNMENT (Est. 7:45 p.m.)

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: Sherwood Montessori Room No. 4
1071 E. 16th St., Chico, California-*Social Distancing requires fewer than 9 people physically attend this meeting.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting
<https://us04web.zoom.us/j/5245217471>
Meeting ID: 524 521 7471

Date/Time: Thursday, March 26, 2020 – 6:00 p.m.

AGENDA

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

A.1 Roll Call Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

Meeting called to order at 6:03pm. All board members present.

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

B.1 Minutes Approval Consider approval of minutes from Special Meeting, November 14, 2019; Regular Meeting, February 20, 2020; Special Meeting, March 6, 2020; Special Meeting, March 11, 2020

Nathan McGraw motioned. Approved by the Board.

B.2, B.3 and B.4 moved to be discussed during Part II.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

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

Part I: Student Performance

Part II: Operations and Accountability

2.1 Items Removed From Consent (If any) (6:10 p.m.)

B.2 Revision of Bylaws Regarding Board Service

The Board will be asked to revise bylaws regarding Board service.

ACTION REQUESTED: Revise bylaws

Anna Ling motioned. Approved by the Board.

B.3 Appointment of Board Member

The Board will be asked to appoint a director to an empty seat.

ACTION REQUESTED: Appoint Board member

Denise Snoke motioned. Russell Shapiro approved to join the Board.

B.4 Revision of Bylaws Regarding Number of Directors

The Board will be asked to revise bylaws regarding number of directors.

ACTION REQUESTED: Revise bylaws.

Russell Shapiro motioned. Board approved to change number of board members to five.

2.2 Election of Officers (6:20 p.m.)

The Board will be asked to elect officers.

ACTION REQUESTED: Elect officers

Russell Shapiro elected as chair. Anna Ling motioned. Approved by the Board.

2.3 Add Signatories to Bank Account (6:30 p.m.)

The Board will be asked to add signatories to the school bank account

ACTION REQUESTED: Add signatories

Tanya King and Monica Woodward to be removed. Rosie Paulson and Denise Snoke to be added. Russell Shapiro motioned. Approved by the Board.

2.4 School Closure (6:35 p.m.)

The Board will be asked to approve school closure due to COVID-19

ACTION REQUESTED: Approve school closure

Anna Ling motioned. Approved by the Board.

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

2.5 Revision of School Calendar (6:40 p.m.)

The Board will be asked to revise the 2020-2021 calendar

ACTION REQUESTED: Revise calendar

Denise Snoke motioned. Approved by the Board.

2.6 Succession Plan (6:45 p.m.)

The Board will be asked to discuss the plan for future school leadership

ACTION REQUESTED: Discuss succession plan

Succession plan discussed.

2.7 REPORTS AND COMMUNICATION (6:55 p.m.)

This time will be for Board members to ask questions regarding the provided written materials.

2.7.1 Sherwood Montessori Parents Organization Report (not received)

2.7.2 School Director Report

2.7.3 Director of Special Education Report

2.7.4 Treasurer Report

Part III: Board Development

3.1 Board Development (7:05 p.m.)

Chapter 12: Pareto: A Deceased Economist That Can Help Your Board from the book *Charter School Board University*

ACTION REQUESTED: Discuss chapter

Denise Snoke motioned to discuss at next meeting. Approved by the Board.

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. CLOSED SESSION Existing Litigation (7:35 p.m.)

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Gov't. Code section 54956.9(d)(1).)
State Case Number WC-CM-484424

Public session adjourned and closed session called to order at 7:30pm.

Direction given to legal counsel on how to proceed.

H. ADJOURNMENT (Est. 7:45 p.m.)

Adjourned closed session, reconvened in open session and adjourned at 7:53pm.

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



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Agenda Item B.2 Revision of Bylaws

Date: March 26, 2020

SUMMARY

A director is currently limited to 6 years of service. A revision of the bylaws would allow a longer term of service, either continuous or non-continuous with a stipulated length of time of non-service.

DISCUSSION

The current bylaws read:

SECTION 5. TERMS OF OFFICE

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

They could be revised to read:

SECTION 5. TERMS OF OFFICE

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

ACTION REQUESTED

Revise bylaws.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Agenda Item B.3 Vacancy on the Board

Date: March 26, 2020

SUMMARY

The Board may appoint individuals to serve when there is a vacancy.

DISCUSSION

Under Article 4: Meetings, Section 10: Vacancies of the Board bylaws, vacancies on the Board may be filled by the current members of the Board of Directors:

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

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

A person elected to fill a vacancy as provided by this Section, shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

ACTION REQUESTED

Appoint a director to the vacancy.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Agenda Item B.4 Number of Directors
Date: March 26, 2020

SUMMARY

Currently, the bylaws state there will be seven directors. The bylaws can be amended to five.

DISCUSSION

ARTICLE 3 BOARD OF DIRECTORS

SECTION 1. NUMBER OF DIRECTORS

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

ACTION REQUESTED

Amend bylaws.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Agenda Item 2.2 – Election of Officers for the Board of Directors**

Date: March 26, 2020

SUMMARY

New officers for the 2019-2020 school year need to be elected.

DISCUSSION

Currently, the following directors are officers:

Rosie Paulson-Vice Chair
Anna Ling -Treasurer
Denise Snoke-Secretary

These excerpts from our Charter describe the duties of the offices:

SECTION 6. DUTIES OF CHAIR

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

SECTION 7. DUTIES OF VICE-CHAIR

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

SECTION 8. DUTIES OF SECRETARY

The Secretary shall:

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

SECTION 9. DUTIES OF TREASURER

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

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

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

ACTION REQUESTED

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



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Change of Signatories on Bank Account

Date: March 26, 2020

SUMMARY

Consideration of request to authorize a change of signatories on the School's bank account.

DISCUSSION

Our current Board resolution for signatories has Anna Ling as the sole signatory.

ACTION REQUESTED

Approve additional signatory/ies.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Closure

Date: March 26, 2020

SUMMARY

Approve school closure due to COVID-19.

DISCUSSION

The Board authorized the School Director to close the school for 5 days, March 23-March 27, in response to the threat of COVID-19. Further closure requires Board approval.

ACTION REQUESTED

Approve closing the school for as long as other Butte County schools are closed due to COVID-19.



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Change in 2020-2021 School Calendar

Date: March 26, 2020

SUMMARY

A change in the 2020-2021 school calendar would reduce the teacher work months from 11 to 10.

DISCUSSION

Changes in the minimum wage law have prompted some schools to change their calendars from an 11 month calendar to a 10 month calendar. The proposed calendar has the school year ending in May.

ACTION REQUESTED

Approve calendar change



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: School Director Report

Date: March 26, 2020

Due to the COVID-19 outbreak, I have been attending teleconferences and webinars with education, health, and legal advisors since Sunday, March 15th. Information changes each day, sometimes several times a day. Rather than submit a written report, I will update the Board at the meeting with current information.

Below are some items that were in my report before the COVID-19 outbreak:

ADMINISTRATIVE ITEMS:

- Current enrollment will be reported at meeting.
- I attended the Education Job Fair on March 7th and met many future educators and experienced educators looking for new opportunities. I didn't meet anyone with Montessori training, but several teachers were interested in Montessori methods.
- I attended the Butte County Charter Leaders Network Meeting on Thursday, March 12.

FISCAL ITEMS:

- Chipotle fundraiser was a success, generating \$273.08 earmarked for new library books.
- Emergency Impact Aid (EIA) grant funds are expected in March, Project SERV funds are expected in late spring (probably summer).



MEMORANDUM

To: Board of Directors
From: Justin Allan, Director of MTSS
Subject: Director of MTSS Report
Date: March 26, 2020

The COVID-19 virus has changed our way of life and left much uncertainty for schools. The second half of this board report is my draft I wrote a week ago while things were still normal. I kept it for perspective and to show the state of things once we return to school. The situation is very fluid, and we have received a large amount of information from many agencies including El Dorado Charter SELPA, CDE, and our legal team. I've also been in contact with several concerned parents about next steps. The Camp Fire taught us some valuable lessons that will prove helpful as we move forward and adapt. It's hard to know what the future will hold but it seems more probable than not that we will not physically return to school for the completion of the 2019/2020 school year.

For special education there are many questions. There are also many solutions. Special education has always thrived on adapting and meeting individual needs. An online model of teaching and learning will be a change for many students, especially those with more intense needs who are primarily used to doing hands-on work and activities with teachers and paraprofessionals in the classroom. We should potentially be able to provide specialized academic instruction, speech services, occupational therapy, and adaptive physical education through an online model.

The length of the school shutdown will dictate the amount of work special education will face when students return to school. There will be a large number of late IEPs, assessments that weren't completed, transition IEPs that weren't completed, etc. This will put a hefty strain on special education teams, especially if we don't return until next fall. I'm confident we will receive more guidance in the future as the seriousness and length of this pandemic becomes more evident. New procedures may have to be developed that will allow special education to catch up within a reasonable time.

The following was my board report I wrote before the virus has closed our nation.

As anticipated our special education population has continued to grow. We now have thirty students receiving special education services. We have two students that are being referred for special education assessment and we have a few students with upcoming SST's that could potentially generate special education referrals.

We lost a negligible amount of funding (\$5 ADA) per special education student from the current special education allotment by El Dorado Charter SELPA. Please see the fiscal report for details.

We have been chosen for Targeted Review because our state testing scores in math were low last school year. We are awaiting some clarification on details. Like PIR for testing participation percentage last year we will have to come up with a plan to improve in this area.

Our state testing window will begin shortly and it's important that everyone participates in state testing. Designated supports are available to all students with a need and accommodations are available to students with IEPs. State testing accommodations are thoroughly discussed and chosen at IEP meetings. Test Operation Management System testing accommodations for students with IEPs and 504s will be completely entered, double-checked, and confirmed by April 1st, 2020.

Governor Newsom is currently seeking a waiver to forgo state testing. If that is the case this work will not need to be completed.

Pareto: A Deceased Economist That Can Help Your Board

Everyone who knows me well, knows that during recent years, I have become an ardent practitioner of something called Pareto's Law. Also known as the 80/20 principle, this peculiar concept can produce remarkable results. I have applied it to my personal and professional pursuits with the kind of determination that comes whenever you have a life-changing personal insight. I also urge charter school boards to apply it to their endeavors. Here's how it works.

Pareto was an Italian economist who lived around the turn of the 20th century. He was the first to develop a mathematical formula that successfully predicted that 80% of a country's wealth and income is owned by 20% of its people. Eventually, his formula became part of what are known as mathematical power law curves.

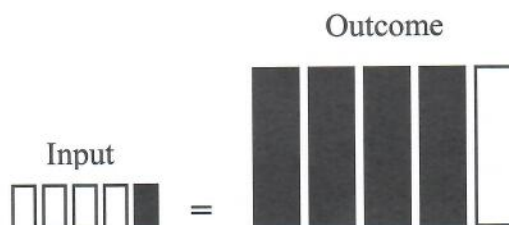
In the mid-1950s, a number of other scholars discovered that this strange, but imbalanced relationship exists between many other things, *especially between inputs and outcomes*. I've made a few observations of this relationship of my own:

- Regardless of the number of emails I receive in a typical day, only a small number of them contain anything of value--usually 10% to 20%.

Succinctly stated, the 80/20 principle says that a small percentage of inputs (not necessarily 20%) generates or produces a large percentage of outcomes (not necessarily 80%).

- Out of dozens of conversations I have with people while networking at conferences, only a small number of them result in meaningful relationships.
- Of more than a dozen monographs I've written in the past few years, one of them is requested far more often than all the others combined (*The Five Dysfunctions of Charter School Boards*).
- Out of everything I choose to eat each day, only a small number of choices account for most of my unwanted pounds.
- When I consult with individual boards, I know that out of everything they could do to improve their governance, usually addressing only one or two issues will produce extraordinary results. (My challenge is in identifying what those one or two issues are for each board.)

Succinctly stated, the 80/20 principle says that a small percentage of inputs (not necessarily 20%) generates or produces a large percentage of outcomes (not necessarily 80%). It's also important to understand that the inputs and the outcomes don't necessarily have to add up to 100. Here's one way to diagram this relationship:



You notice a couple of things about the diagram. First, I've divided the inputs and outcomes into fifths, though this needn't have been the case. I could have divided inputs and outcomes into tenths, thousandths, or any other metric such as dollars for that matter. I chose fifths because it is easily illustrated and because doing so produces a one-fifth to four-fifths relationship.

Next, you notice that one input unit out of five generated four out of five outcome units. It is often the case when analyzing the causes of something, that one or two things account for most of the outcome.

Lastly, you notice that the outcomes are bigger than the inputs. I chose the size of the outcomes arbitrarily but they could be any size. The point is, the outcomes do not share a one-to-one relationship with the inputs. In investment terms, you expect your outcomes to be larger than your inputs. If you invest five dollars, your return should be larger than five dollars. How much larger, of course, depends on how good the investment was.

Putting Pareto to Work in Your Boardroom

To successfully put the 80/20 principle to use in your board meetings, you must first be able to distinguish inputs from outcomes, and you must be able to at least approximate their relationship. This is to say that while you do *not* need to be able to precisely measure the relationship between inputs and outcomes, you *do* need to be able to estimate the impact of one upon the other.

So let's take your charter school board meeting. The board's inputs consist of all the items it discusses, actions that it takes, and decisions that it makes. If the 80/20 principle holds true in charter school board meetings (and I've repeatedly observed that it does), then we would predict that a majority of the board's discussions, actions, and decisions *have no meaningful impact on the school*. (The word *meaningful* is, of course, subjective. My use of it here is intended to refer to outcomes that are far reaching--for good or bad.)

You protest, "How can that be? We meet for three hours or more each month. Are you saying that most of that time is of little or no value to the school?"

Well, you tell me. Do the experiment I describe in Chapter 13 and see what you come up with. Unless your board is unusually effective

If the 80/20 principle holds true in charter school board meetings (and I've repeatedly observed that it does), then we would predict that a majority of the board's discussions, actions, and decisions have no meaningful impact on the school.

*I often say to boards,
every minute you
spend engaged in
the trivial many is a
minute you failed to
spend discussing the
vital few.*

(and there are a few out there), you'll find that the board naturally spends most of its time discussing what Romanian-born economist Joseph Juran²⁵ called the trivial many (which is another way to think of four-fifths of the inputs in the diagram).

But the 80/20 principle also predicts that *a small number* of discussions, actions, and decisions have a hugely disproportionate impact on the school. Juran called these, *the vital few*. Now here's a key point: in any board meeting, the trivial many (items) compete with the vital few. I often say to boards, every minute you spend engaged in the *trivial many* is a minute you failed to spend discussing the *vital few*. (For a list of examples of the trivial many things that boards discuss, see the bullet list in Chapter 13.)

For the conscientious board, this naturally leads to the question, "So what are the vital few things that we should discuss, act on, or make decisions about?"

Like most of the points in this book, this question takes us right back around to Chapter 6 where I explained why boards exist. So to integrate the 80/20 principle with the principles of good governance (which have been well articulated in one form or another by John Carver), the board simply needs to discuss things that pertain to its purpose, *and nothing else*. Here's a short list of most things that pertain to the board's purpose:

- establishing and evaluating student outcomes
- establishing and monitoring management compliance with policies designed to prevent the existence of things that are operationally illegal, imprudent, or unethical
- hiring, evaluating, and terminating when necessary, the employment of the executive (or management company)
- acquiring and disposing of capital assets (and related decisions such as bond issues, etc.)

- getting your charter renewed
- developing the board's capacity to better understand education and governance

You should be able to see how discussing, acting on, and making decisions pertaining to these things creates disproportionate value for the school. Everything else, with a few possible exceptions, is *trivial*. You should also be able to see how each one of the preceding bullet points would fit neatly into the 30/30/30 Agenda I describe in Chapter 15.

For Further Evaluation

Set aside 30 minutes in a board meeting to thoughtfully discuss the following questions:

1. Make a list of everything your board discussed in its last three meetings. Use the minutes of those meetings, plus people's memories, to recall every single item that was discussed.
2. Sort those items into two groups: the trivial many and the vital few. Each item can only fit in one of those two categories. If you're having trouble deciding where an item belongs, ask yourself, "Does getting our charter renewed hinge on getting this right?" If the answer is, "No," then the matter is more than likely trivial.
3. How much time would you say your board spent discussing each?
4. Consider adopting a similarly worded resolution to the following:

"The board of ABC Charter School hereby resolves that it will focus on matters vital to the long-term success of the school by refraining from discussing any item that is trivial."

► Additional Resources

Richard Koch's books so impressed me that I started an email dialogue with him about the 80/20 principle. I was pleased and honored to receive his endorsement of my second book, *The Seven Outs: Strategic Planning Made Easy for Charter Schools*, which reads:

"In this concise little book, Brian masterfully demonstrates how the 80/20 Principle can be applied to strategic planning for schools. He is the first author I know of to have applied Pareto's Law to the boardroom. "

Needless to say, I strongly recommend Koch's books which are available on Amazon.com. For me, his books have been nothing short of life changing.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: *Due to Butte County Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting*
<https://us04web.zoom.us/j/77117098293?pwd=bUlRbE9pEODVvcWZHSWVCa3VFTlE1dz09>
Meeting ID: 771 1709 8293 Password: 0YXTcK

Physical Meeting Address: 1071 E. 16th St. Room 3 Note: Social distancing requires fewer than 9 people meet physically at this location.

Date/Time: **Thursday, April 16, 2020 – 6:00 p.m.**

AGENDA

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

A.1 Roll Call Russell Shapiro, Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

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

B.1 Minutes Approval

Consider approval of minutes from Regular Meeting, March 26, 2020

B.2 Comprehensive Safety Plan

The Board will be asked to approve the Comprehensive Safety Plan for 2020-2021.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS—None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communication

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.2 Director of Special Education Report

E.2.3 Treasurer Report

E.3 Student Performance

Discussion of data on student attrition during the 2015-2020 school years.

E.4 Board Development

Review of roles and responsibilities of Board of Director and School Director; Review of critical Brown Act issues; General discussion of Committees and Board activities. To be led by R. Shapiro.

F. FUTURE AGENDA ITEMS

G. ADJOURNMENT (app. 7:00 pm)

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Comprehensive School Safety Plan

**2020-2021
School Year**

School: Sherwood Montessori
CDS Code: 04614240121475
District: Sherwood Montessori
Address: 1010 Cleveland Ave.
Chico

Date of Adoption: April 16, 2020

Date of Update: April, 2020

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Russell Shapiro	Chair, Board of Directors		
Rosie Paulson	Vice Chair, Board of Directors		
Anna Ling	Treasurer, Board of Directors		
Denise Snoke	Secretary, Board of Directors		
Nathan McGraw	Member, Board of Directors		

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 1017 E. 16th St., Room 3, Chico, CA 95928.

Safety Plan Vision

A successfully implemented safety plan will provide the students, staff and families of Sherwood Montessori with a safe and orderly learning environment.

Components of the Comprehensive School Safety Plan (EC 32281)

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

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

- A. Child abuse reporting procedures
- B. Disaster procedures
- C. Suspension and expulsion policies
- D. Procedures to notify teachers of dangerous pupils
- E. Discrimination and harassment policies
- F. School wide dress code policies
- G. Procedures for safe ingress and egress
- H. Policies enacted to maintain a safe and orderly environment
- I. Rules and procedures on school discipline
- J. Procedures to Prepare for Active Shooters
- K. Hate crime reporting procedures
- L. Infectious Disease
- M. Public Agency Use of School Buildings for Emergency Shelters

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

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

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

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

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

Disaster Plan

Sherwood Montessori will participate in all Chapman Elementary safety drills as they are scheduled by CUSD employees and follow CUSD procedures. The following procedures should be followed unless CUSD procedures are in conflict, in which case CUSD/Chapman procedures will be followed.

Earthquake

1. Warning Signal
2. Procedures
 - a) If in the classroom, the teacher or person in authority will call "DROP." Students will get under a desk, table, or doorway and assume the duck and cover position and hold on to legs of table.
 - b) If students are on the playground, they should stay away from buildings and trees, drop, and assume the proper position.
 - c) Wait for signal to determine if and when to move students.
 - d) Evacuate to designated areas on the playground.

Tornado

1. Warning Signal
2. Procedures
 - a) If in the classroom, the teacher or person in authority will call "take cover." Students will get under a desk or table if no interior space (such as a bathroom or closet) is available. They should be as far away from windows and exterior walls as possible. b. If students are on the playground, they should take cover immediately indoors.
 - b) Wait for signal to determine if and when to move students.
 - c) Evacuate to designated areas on the playground.

Detailed Earthquake Procedures

1. For earthquakes, the quake itself is the signal to drop and take cover. (Duck-Cover-Hold) Tell students not to try to run during a quake. Broken legs can occur if people run. Students should drop to the ground if they are on the

playground. If in the room, they should try to cover themselves in case windows break. Try to drop under a table or desk if possible. Stay down until the shaking subsides.

2. If we are able to announce an all clear signal, teachers are responsible to decide when to take students outside to the assembly area. Use your best judgment.
3. In a severe quake, students may be injured. Remember that the first step of triage is to instruct all the students to stand up and walk out with you. Those who can't move are your most serious injuries. You may have to leave a student in the room in order to make sure the rest of your group is safe. The sweep and rescue team will take care of the student left behind. This example would not occur except in the most severe kind of earthquake.
4. Always have an up-to-date list of your students in an accessible location. Teachers will need these to make sure all students are accounted for. Teachers will be responsible to take the list when exiting the classroom.

Office Staff

Office Staff will act as coordinators for communication and for the Release Center. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. An all-clear signal will be made verbally by Director through intercom or in person or by messenger. Evacuate at own discretion as necessary.

1. Status check/assess damages in own room - flashlight/batteries.
2. Office Staff set up release area near front of office, depending on damage to building.
 - a) A table and two chairs are needed.
 - b) Need phone available - cellular phone or walkie talkie.
 - c) Emergency forms
 - d) Medical lists and medications
 - e) Emergency office supply box
 - f) Sign out form/release slips
 - g) Middle School runners to take release slips to class areas.
3. All support personnel report to the Director at the Release Center after their students are released.
4. The designated staff member will coordinate the Sweep Teams. Check utilities and will only shut off utilities if there are gas or water leaks. Assess damages.
 - a) Gas, water heaters, kitchen, check utilities
 - b) Electrical
 - c) Water
5. First aid team sets up first aid station located by the swings.
6. Sweep Team takes injured to first aid area.
7. Extra staff take positions at front and back gates to direct parents or emergency vehicles.
8. Releasing Students
 - a) A designated adult is either recognized or shows identification to the office staff.
 - b) The office staff records release of student on form. Designated adult signs.
 - c) A release slip for each child will be given to a runner who will go to the appropriate class area and get the child. Parents will only go on the playground for injured students.
 - d) The teacher keeps the release slips.

Sweep Team

Purpose: account for all students and staff, check physical condition of school for unsafe areas.

1. Meet at the Release Center. Sweep team members (4)–assign a runner, an entrance “monitor,” and two room checkers.
2. Check every room and all bathrooms, multi-purpose room, library, 1010 Cleveland, Learning Center, and the office.
3. Try to open doors, use a crow bar covered with a jacket, etc. to open/break a window if necessary.
4. If all rooms are cleared, check gas lines.

First Aid Team

Location will be near or in the office. Those staff members trained in CPR/First aid will assist those in need. After students are in their areas and accounted for, the team goes to First Aid area.

Teachers and Students

Major responsibility of teachers is for their own students. Teachers are to remain with their students and follow evacuation procedures.

1. At the first sign of an earthquake, all students and staff will drop in the "duck and cover" position until the shaking stops. If we cannot ring an "all clear" bell, classrooms will be notified and the message will be spread room to room via the buddy system. If that is not possible, classes will evacuate to evacuation area (playground, church side) at teacher discretion.
2. Status check/assess damages in own room - flashlight/batteries.
3. Follow planned escape route or determine safer route and proceed to evacuation area on the playground.
4. Take current class list and first aid kit.
5. Leave immobile students in the classroom with a desk placed over them if possible. Assure child that help is on the way.
6. All rooms will be checked for injuries or fatalities.
7. When in the evacuation area, always take status check on current roll sheet.
8. Students will remain in the designated open areas until their parents come for them, or until instructions are received from authorities in charge.
9. Release child only when release slip is presented. Keep release slips for records. Condition of the child at the time of release will be noted.

Specialty Teachers

Resource, Speech, Spanish, Drama, Music, A.P.E., Cooking/Gardening, etc. are responsible for any students with them at the time of the emergency. Once in the evacuation area, they release students to their respective teachers. Report to Release Center or sweep team.

COMMUNICATIONS PLAN

1. Telephone/cell phone use will be limited to the Release Center until normalcy is restored.
2. Office personnel will use either a battery-operated radio or car radio for outside use.
3. Teachers are responsible for reporting to the Director.
4. Office personnel will notify Fire, Police, and Paramedics if necessary.
5. When calm is restored, and injuries and damages are stabilized, staff members may try to phone family members.

Fire

1. Warning Signal: Series of short bells continue until building is evacuated to the playground.
2. Procedures:
 - a) If the smell of smoke or gas is detected, teacher will walk class immediately to designated evacuation area. Be sure doors are closed and lights are turned off.
 - b) If there is no smell of smoke or gas, lock the classroom and stay inside as in a lockdown procedure/code red until the all clear signal is given. Please do not use the two-way radio except to respond to the office. The office will contact each classroom if a lockdown is extended and ask for an account of the children.
 - c) Children on errands or in rest rooms at the sound of a fire bell should report immediately to the office.
 - d) Children with special teachers will remain with that teacher until arriving in the evacuation area. Once inside the evacuation area, special teachers will dismiss students to join the regular classroom teacher.
 - e) Children will wait quietly in evacuation area.
3. Teachers will account for all children using the class register. A green classroom number will be held up if all students are accounted for, a red classroom number will be held up if one or more students are missing. Teachers report to Director if all are present or who is missing.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

PUPIL SUSPENSION AND EXPULSION/DUE PROCESS

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Sherwood Montessori. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. However, it is the mission of Sherwood Montessori to develop and nurture empathy and social concern in all students and we will strive first to resolve issues with students individually and / or in the classroom setting, where appropriate, prior to resorting to a suspension or expulsion. With the exception of a single act grave in nature, expulsion is an action the Board of Directors will take only after prolonged violations of misconduct when other forms of discipline, including suspension, have not proven successful in assisting the student to correct their behavior or when a student's behavior is continuing to cause a danger to himself or others.

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

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

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

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

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

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

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

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference

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

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

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

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

Notice to Parents / Guardians

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

Suspension Time Limits / Recommendation for Expulsion

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

Authority to Expel

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Chair of the Board of Directors or the chair of the Disciplinary Panel. In the event a Disciplinary Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether

to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent / guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed is based
- A copy of Sherwood Montessori's disciplinary rules which relate to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at Sherwood Montessori to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be constructed from the electronic version.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Disciplinary Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Sherwood Montessori Board of Directors, Disciplinary Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code §48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Disciplinary Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The Director or designee following a decision of the Sherwood Montessori Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' findings of fact, to the student or parent / guardian. This notice shall include the following:

- Notice of the specific offense committed by the student

- Notice of the student's or parent / guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Sherwood Montessori.

The Director or designee shall send written notice of the decision to expel to the student's district of residence, and the Chico Unified School District. This notice shall include the following: a) The student's name and b) The specific expellable offense committed by the student.

Disciplinary Records

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

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from Sherwood Montessori shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Sherwood Montessori for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the Board of Directors following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the Sherwood Montessori environment. The Director shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Sherwood Montessori's capacity at the time the student seeks readmission.

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

Any information that a student may be dangerous will be shared promptly and confidentially with teachers by the School Director or a designee. The notification will be followed up with an email documenting the content of the conversation.

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

Sherwood Montessori is committed to providing a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with, and intended to be, enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace. The policy of Sherwood Montessori forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

Sherwood Montessori has also adopted an explicit Boundaries Policy detailing what is and what is not acceptable for interactions between staff members and students. Both full policy are available in the front office at 1017 E. 16th St. Room 3, and online at our school website.

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

It is recommended that children wear comfortable and washable clothing that will enable them to participate freely in the many activities of the day. Children in the elementary and middle school levels should wear comfortable athletic shoes on their Physical Education class day/s, no boots or sandals. Clothing that depicts or refers to intoxicants, includes profanity or vulgarity, includes racial or ethnic slurs, or is gang-related is forbidden.

To prevent loss, jackets and sweatshirts should be labeled with the child's name. There is a Lost and Found shelf near the front office; parents are advised to check there routinely for their child's belongings. Smaller lost and found items are in the office, Room 3. Items in the Lost and Found will be sent to a charitable agency at Thanksgiving Break, Spring Break, and Summer Break. Prior to these donations, lost and found items will be displayed for parents to peruse at arrival and dismissal times.

(G) Procedures for Safe Ingress and Egress

Arrival Procedures

Between 8:30 a.m. and 8:45 a.m., Sherwood Montessori staff is available to monitor students as they arrive. This will be on the playground nearest Room 10, the middle school classroom, on the east side of campus. Please refer to the traffic map for details about where to park, where the kids can be in the morning before school, and where to walk. Any child on campus before 8:30 a.m. must check in to Extended Day. **Please do not encourage your child to avoid checking in to Extended Day before 8:30.** This is a safety rule and must be followed without exception.

Children arriving *after 8:45 a.m.* are tardy; if the child arrives after attendance sheets have been collected by the office they *must be signed in at the front office, Room 3.* Please park and walk your child to sign him or her in at the front office. Your child will be given a tardy slip to hand to her or his teacher as a means of communicating that late arrival procedures were followed. This is not used as a punitive measure, but to facilitate safety procedures. When a child is not present at school and no call has been made to the school to explain the absence, a call home is made to determine the whereabouts of the child. This call can be very alarming for parents if they expect that the child is at school! Office staff has no way of knowing if a child arrives tardy without the above procedure being followed.

Dismissal/ Pick Up Procedures

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

- 2:50 is the regular pick-up time for all students in grades 1-3 every day, 2:55 for students in grades 4-8.
- Kindergarten and transitional kindergarten students may be picked up anytime between 12:05-2:50 every day.
- For students in grades TK-3, we ask that parents pick kids up at the classrooms.
- Students in grades 4-8 are dismissed to walk home, ride bikes home, or walk if parents have signed a permission form. Students in grades 4-8 may walk out to their rides or wait for a pick up at the picnic tables near the garden.
- **At 2:55, all students in TK-3 grades who have not been picked up will be checked in to Extended Day and supervised by after school care staff. At 3:00, any students in grades 4-8 who have not picked up will be checked in to Extended Day.**

- **Students who do not have an Extended Day contract and are on campus before or after school will be sent to the office and a call home will be made.**

Early Out Procedures

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

Visitation Policy

Under the California Constitution, Section I (c) (c) Right to Safe Schools: All students and staff of public primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful. This policy is to provide procedures ensuring a safe, secure, and peaceful school for our community.

While Sherwood Montessori encourages parents/guardians and interested members of the community to visit Sherwood Montessori and view the educational program, Sherwood Montessori also endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment.

Parents/guardians and other visitors, including children who are not students at Sherwood Montessori, shall not loiter on Sherwood Montessori premises, including the parking lot and outside school buildings. The parking lot shall be used for picking up and dropping off students, and while conducting business. Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school. If a parent or guardian wishes to visit Sherwood Montessori to view the educational program, the visitor must follow the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et, seq.:

1. Visits during school hours should first be arranged with the teacher and Director or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Director or designee may design a visible means of identification for visitors while on school premises.
3. The Director, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
4. The Director or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Director or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Director or designee

shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Director or the Board Chair within five days after the denial or revocation. The Director or Board Chair shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Director shall be held within seven days after the Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the Chair receives the request.

7. The Director or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. At each entrance to Sherwood Montessori grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Director or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Director's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

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

COMPONENT 1: Safe and Secure Learning Environment

Objective 1: Students and staff are trained in a variety of relevant emergencies, and will respond appropriately to them. Staff will communicate to parents/guardians procedures should a disaster occur.

Related Activities:

- 1) Annually review/revise Sherwood's Disaster Preparedness /Emergency Plan, replenish emergency supplies.
- 2) Practice plan changes with student drill procedures (eg. fire, tornado, earthquake)

Resources Needed:

- 1) Time to identify, develop and publicize and practice procedures.
- 2) Outside resources (ie. other Disaster Preparedness handbook) that assist with the continuing development of these procedures.

- 3) Inform parents/guardians, in Family Handbook, regarding procedures should a disaster occur.
- 4) Place emergency/disaster information on the school website

Persons Responsible:

Director, staff, School Safety Committee

Timeline: Update annually by July.

Objective 2: Maintain staff CPR/First Aid training and certification.

Related Activities:

- 1) Practice CPR procedures.
- 2) Schedule a first aid class for the staff as needed.

Resources Needed: Funds for CPR/First Aid training/retraining

Persons Responsible:

Director

Timeline: Review needs/budget annually.

Objective 3: Maintain facility's security. Related Activities:

- 1) Maintain functioning lighting in interior and exterior building and classrooms.
- 2) Check classroom stability for falling objects in an earthquake.
- 3) Audit campus for needed physical safety improvements monthly, annually, and on an ongoing basis.
- 4) Evaluate the "checkin/visitor sign-in" policy for effectiveness.
- 5) Lock gates, doors, windows, nightly. Last staff out of a given room (classroom, office, or 1010 Cleveland property) checks doors and windows. Office Manager locks pedestrian gate before a weekend or vacation.
- 6) Train noon duty supervisors (staff monitoring lunch and recess) to maintain security by monitoring playground and lunch room for unauthorized visitors during lunch break and child care (Extended Day) staff to maintain security during before and after school hours.
- 7) Train office staff to maintain security of building during school hours by monitoring for unauthorized visitors or suspicious activity near the school.
- 8) Train all staff to maintain security by monitoring for unauthorized visitors and observing surroundings and report Director or Director's designee suspicious persons on campus at any time.

Resources Needed:

- 1) Annual and ongoing reassessment of effectiveness of procedures implemented.
- 2) Monthly and annual inspection of physical building for working lights, alarms, locks, windows & doors.

Persons Responsible:

Director, Safety Committee

Timeline: Assess the interior and exterior of each classroom, room-by-room monthly by Director and annually by Safety Committee.

COMPONENT 2: School's Social Environment

Objective 1: Maintain written procedures to inform students and parents of acceptable pick-up and drop-off times to prevent unsupervised children and unsafe behavior.

Related Activities:

- 1) Publicize the acceptable pick-up and drop-off procedures and through Family Handbook, school announcements, letters/emails to parents from teachers/director, and posting signs.
- 2) Provide kindergarten children with supervised staff pick up.

Resources Needed: Director will publish the Family Handbook annually.

Persons Responsible: Director, SMPO and Safety Committee.

Timeline: Publish procedures for parents annually in time for start of school in August.

Objective 2: Provide ongoing training for the morning and noontime aides in order to develop more effective playground supervisory practices before, during, and after school hours.

Related Activities:

- 1) Provide conflict resolution techniques training and effective monitoring methods.
- 2) Build-in student awareness of aides' authority and their roles.

Resources Needed: Funding source(s) and training time for noon duty supervision staff in conflict resolution techniques and effective monitoring techniques.

Persons Needed: Director, classroom teachers, playground supervisors

Persons Responsible: Director

Timeline: Review training procedures annually.

Objective 3: Publicize the school's discipline policy in August via the Family Handbook and PBIS Handbook posting on the school website and as needed (revisit in School Announcements if emphasis is needed) throughout the school year.

Related Activities:

- 1) Reinforce discipline policy at Back-to-School Night, in parent conferences as needed, and in the Family Handbook.
- 2) Include traditional Montessori Grace & Courtesy lessons in curriculum.
- 3) Positive Behavior Intervention and Support (PBIS) Handbook published for all employees and community members and reviewed with all employees.

Resources Needed:

Time to review, update and publish "School Discipline Policy" in parent handbook.

Persons Responsible: Director, Staff, Safety Committee

Timeline: Prepare, update and publish student discipline policy in Family Handbook annually.

Objective 4: Maintain a school climate where each student and staff member is secure from physical and verbal abuse and is responsible for safe play at all times.

Related Activities:

- 1) Reinforce school playground rules, develop classroom discussions around bullying, breakdown "code of silence" behavior where students are passive bystanders to bullying, address same playground issues with parents and staff in appropriate setting, publicize safety expectations in Family Handbook.
- 2) Build-in process to empower students to take responsibility for their own behavior.
- 3) Train all staff on maintaining school policies to discussing student behavior issues with parents and Director.

Resources Needed:

Resources from Second Step and Steps to Respect curricula on "Bullying" as professional development topic (e.g. school counselor, literature). PBIS Handbook and training.

Persons Responsible: Director, Safety Committee

Timeline: Evaluate all programs annually.

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

Sherwood Montessori Student Conduct Code

Montessori's approach to conduct is one of self-discipline. We understand that students test limits as they grow and they sometimes make mistakes. Our philosophy of discipline is based on using a collaborative problem-solving approach involving the person with the problematic behavior. This includes students, teachers and staff, parents, and any community member involved with Sherwood Montessori. This approach honors the sentiment in our mission statement: providing Montessori education within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

Every student at Sherwood Montessori has a right to learn and thrive in a school atmosphere that is conducive to academic achievement and social growth. Any behavior that threatens to disrupt the learning process or pose a danger to others is unacceptable.

Guidelines

The Montessori classroom provides a variety of activities from which to choose. Once a child becomes acclimated to the classroom, her or his concentration on the absorbing tasks enable the teacher to maintain a comfortable hum of activity. A combination of group and individual attention is provided. Children are free to move about the environment provided they follow Sherwood's philosophy of mutual respect which includes respect for self, respect for others, and respect for the environment. Occasionally, a child may disrupt the normalized atmosphere; when this occurs, the teacher is responsible for redirecting the child's behavior in a positive manner. If unacceptable behavior continues, the following measures will be taken:

Observe - The teacher will make every attempt to see the situation from the child's point of view. At this point the teacher will ask the child questions to try to resolve the conflict. S/he will always involve the feelings of the child when trying to find a solution.

Discuss - Dr. Montessori believed a child to be capable of reason at an early age. The teacher will attempt to ascertain the cause of the child's acting out. On occasion, a parent may receive an Incident Report, which is intended to keep you apprised of any situations which have occurred. Certain actions, such as willful fighting, will require a parent to be called to come to the school to take the child home for the day. Usually, a conference will follow such measures.

Conference - Continued disruption will require a discussion as to the nature of the misbehavior. Communication between parents, teacher, and child is essential. The aim of these conferences is to suggest the best ways in which to deal with the behavior and gain cooperation from the child. Information shared at these conferences will help to better understand the child's perception. *Referral*- When parent conferences fail to successfully resolve a situation, we can recommend an appropriate professional on a private basis, or direct you to services offered by our intervention program. These professionals include, but are not limited to, the following: speech therapist, school resource specialist, and school child psychologist.

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

Positive Behavior Interventions and Supports (PBIS)

Sherwood's PBIS program is designed with a Montessori framework to support students to make positive behavior choices. Clear behavior expectations are communicated in all areas of the school, and are posted where students, parents, teachers and staff can see them. The rules and expectations are posted and reviewed in lessons for all students. The PBIS Handbook is a good source for reviewing all materials relevant to the PBIS program and each family should have a copy. Please familiarize yourself with the materials in this handbook so you can reinforce the expectations that we have at school. The emphasis is on "Positive", and we will be celebrating the acts of kindness and good choices with classroom celebrations and big, schoolwide celebrations as well. Traditional Montessori philosophy does not "reward" positive or desired behavior because of the tendency for rewards to decrease intrinsic motivation, but celebrations for creating positive community together does not jeopardize intrinsic motivation. The shift is subtle, but important. Look for announcements and data from the PBIS program on the blue bulletin boards mounted outside the kindergarten classroom to the west of the office.

(J) Procedures to Prepare for Active Shooters

Lockdown Procedure/ Code Red

The lockdown will be announced:

All Call (Wireless Intercom System): “Teachers please secure your students in your classrooms immediately. It is necessary to begin a lockdown.”

- If staff hears bullet shots or sees an individual with a weapon or with a threatening demeanor, lockdown procedures should be initiated whether or not an all call is made.
- Once a lockdown is begun, staff in the office will switch the two-way radios between Sherwood and Chapman to channel 1 (it is usually kept on channel 2).

Variations to the lockdown procedure:

1. Classes in progress (not during recess/lunch/PE):

Teacher Response to a Lockdown:

- Lock the classroom door(s) immediately. Your classroom door should already be locked with the lock block on. Lock your door and remain in the room with the students until you hear the code words.
- If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement.
- Keep all students sitting on the floor, away from the door and windows or, if possible, in a large closet or cabinet if possible, out of sight of the intruder.
- Portable classrooms should form a circular shield of desks/tables/furniture to stop bullets should they pierce the walls.
- Do not unlock your door after the initial sweep to bring kids in. Students should be directed to go to the office if they are locked out in a lockdown. The office is the only door that will open once a lockdown has been initiated.
- Advise students that there is some type of emergency that requires a lockdown, but that you don’t know what it is.
- Collect all cell phones and turn them off. This is to prevent the noise and light that will indicate to an intruder where people are hiding. This is also to stop a flow of communication that could cause a panic among parents. If an approved message is sent from the Director or Director’s designee, students may text the message verbatim under your supervision.
- Turn your own cell phone ringer off and bring the Catapult app up. Use Catapult to communicate to Sherwood staff members. First communication should be who is missing from the room (Cecile is at the bathroom, Andi is in the Learning Center, etc.).
- Take attendance of your students and prepare a list of missing students and any extra students in your room. Be prepared to take this list with you in case you are directed to leave the classroom.
- Wait until the office asks for your classroom’s accounting of students to report missing students.
- Teachers and instructional aides can check the Catapult system for updates, either on personal cell phones or on computers onto which the system has been downloaded.
- Ignore any fire alarm activation—the school will never be evacuated using this method during a lockdown.
- Project a calm attitude to quell student fears.
- Remain in the room until advised in person by office staff or Director that it is safe to end lockdown procedures.
- When or if students are moved from the classroom, assist them in moving as quietly and quickly as possible.
- If an incident is severe in nature, radios may be used to receive further information. Refrain from turning on TV or media when students are present.
- Do not open your door unless you recognize the voice telling you to open the door. We will communicate via the intercoms in your room. Students will be further instructed to enter the nearest classroom if the need to lockdown is urgent.

- Sometimes when the police lockdown an area, it takes a long time for them to clear the area. You may have to be locked down in your room for quite a while. You must stay calm and keep the children calm. Prepare to read books or otherwise keep students busy while they wait.
- Inform students that if they ever hear gunshots while they are outside, they are to lie down on the ground right where they are. The supervision duty person will announce when he or she wants the students to proceed to the nearest room. If students are on the way to the bathroom, or to the office, or are otherwise out of the classroom during class time, they must go into the nearest room when they hear the lockdown announcement or when they hear a gunshot.

2. To students outside at recess/lunch/PE:

- Announce: "Students please line up immediately. Your teacher will be out to pick you up momentarily. Once again, students please stop all activity and line up."
- To call off a lockdown, the code will be announced via the wireless intercom system.
- If any other command is given, DO NOT end the lockdown. An intruder may be forcing the office staff to make an announcement. Only the proper code should be followed.

3. During Recess/Lunch/PE: Involving an Armed or Potentially Dangerous Intruder on Campus

- Principal, playground supervisors, or a designated staff member will contact office immediately with the announcement, "It is necessary to begin a lockdown".
- Students should be instructed to drop to the playground and cover their heads.
- Students should be instructed to get up and quickly line up when shooting stops.
- The office staff should alert all teachers to lockdown using the appropriate code. A member of the office staff should quickly lock all doors leading outside the building.
- Via 9-1-1, local enforcement will be contacted immediately.
- If possible, a staff member should keep the office informed of the location of the intruder.
- Staff members should use caution when approaching a stranger/intruder on campus.
- Never approach someone with a weapon of any kind.

When approaching an intruder/stranger, staff members should:

- Be courteous and confident
- Keep a distance from the individual
- Not touch the individual
- Protect him/herself at all times
- Encourage students either verbally or with hand signals to keep away from the situation.
- Attempt to be helpful—identify him/herself as someone who can assist the person if necessary.

A staff member should inform the office of any change in status on the playground. The staff member should only use the official lockdown release code to inform the office that the danger is gone. Injuries should be reported to the office immediately.

4. If the Intruder Enters a Classroom or Office:

Procedures where students and staff hide in place are only effective if the intruder is apprehended before students and staff are found.

- In the event that an intruder is able to force his/her way into a classroom, be prepared to fight back.
- Arm students with books, staplers, or other heavy objects to throw at the intruder.
- This procedure SHOULD NOT be practiced with students as it is disturbing, however, could save lives in the event of an actual invasion.

5. If Evacuating the Campus is the Best Option:

Running away from the scene is another potential life-saving procedure that will not be practiced in a drill but should be used if it is the best possible action to save lives.

- We have identified the tennis courts at 20th Street Park as a place to evacuate if this is the safest option. There is a bathroom and visual cover from the campus.
- The office staff will bring the Crisis Folder which will have updated student contact information, updated medical conditions, and contact information for people who are authorized to pick up children.
- If we will be dismissing students from the evacuation site, parents MUST communicate with the staff assigned to the Release Center. This will be office staff. NO STUDENTS SHOULD BE RELEASED TO ANYONE, INCLUDING PARENTS, UNTIL OFFICE STAFF HAS RECORDED WHO IS BEING RELEASED TO WHOM IN THIS FOLDER.

6. Medical Emergency During a Lockdown:

Paramedics will not be able to enter a campus that is on lockdown. The procedure if there is a medical emergency is to call 911 and explain to the operator that you are calling from a campus on lockdown and have a medical emergency. The operator will relay this information to the law enforcement EMS, who will respond to the medical emergency. You will need to tell the 911 operator to ask the law enforcement EMS to use your name, from Sherwood, and refer to the specific emergency. The law enforcement EMS will repeat this information at the locked door, which you should then open to access help.

Example of 911 call:

This is Michelle from Sherwood. We are located on Chapman Elementary campus and are on lockdown, but I have a student who is having a seizure. I need you to send the police EMS to room 9 and tell her or him to say: "I am here for Michelle from Sherwood who called about a student having a seizure."

Example of Law Enforcement EMS at the door:

This is Officer Richards from Chico PD EMS. I am here for Michelle from Sherwood who called about a student having a seizure. Staff would then open the door to allow the EMS to enter and administer medical assistance.

(K) Hate Crime Reporting Procedures

"Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

- (1) Disability.
- (2) Gender.
- (3) Nationality.
- (4) Race or ethnicity.
- (5) Religion.
- (6) Sexual orientation.
- (7) Association with a person or group with one or more of these actual or perceived characteristics.

Any hate crime committed on school grounds or at a school function must be reported to the Chico Police. Reports will be made for any witnessed or alleged acts that occur between students, staff, parents, or any person whether or not they are associated with the school.

(L) Infectious Disease

OVERVIEW

An infectious disease is an illness caused by the presence of disease-causing agents or germs, including viruses, bacteria, fungi and parasites and other microbes. These diseases are called communicable diseases or transmissible diseases due to their potential of transmission from one person to another.

Transmission may occur by direct contact with an infected person or animal, by ingesting contaminated food or water, or by contact with infected surroundings or contaminated air. Infectious (communicable) diseases that usually require a more specialized route of infection—for example, by insects such as mosquitoes or ticks (disease vectors) —are usually not regarded as contagious. Contagious diseases acquired by blood or needle transmission or sexual contact require prophylactic strategies but not measures such as social distancing or quarantine. Strict measures as addressed in annual Blood Borne Pathogen training are a prevention strategy in place in the school system.

At-Risk Populations

Students are a high- risk population for infectious disease, and exposure to a variety of infectious diseases in a school population is inevitable. Infectious diseases are common in young children who have immature immune systems and are developmentally unable to understand and practice the concepts of good personal hygiene. However, older youth and teenagers exposed to different social situations are also prone to certain infections. In any school population, there are certain individuals who may have a higher risk of complications if exposed to specific diseases. Students and staff who are medically fragile or are immunosuppressed, pregnant, and/or have chronic disease, nutritional deficiencies or debilitating illness should be informed of the possible risks of acquiring an infection.

The responsibility of the school is to inform those individuals to consult with their licensed health care provider. The licensed health care provider will assess the risk, provide appropriate treatment and/or make recommendations so that reasonable accommodations are put in place for the individual by the school.

PURPOSE OF THE PLAN

The purpose of this plan is to provide a comprehensive guide on how an infectious disease outbreak might affect school-aged children, how to respond, and how local agencies should plan ahead.

During an infectious disease outbreak, Sherwood will utilize this Emergency Plan to achieve the following goals:

- Limit the number of illnesses and deaths
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses

A designated lead agency, generally the Butte County Department of Public Health, will coordinate with other local response and support agencies teams to incorporate all-hazard response activities and plans of our community, state and federal partners.

This plan does not address:

- Symptoms of specific infectious diseases, diagnosis, epidemiology, treatment, prognosis, and follow- up.
- Nuisance diseases such as lice that do not pose a significant threat to the health of the community. Such diseases, however, may cause considerable anguish and disruption to schools. Therefore, close cooperation between school administrators and local Public Health is essential for effective control of “nuisance” diseases in schools.
- Health plans, exams, medications, insurance, testing and assessment.

Planning Assumptions

1. The Butte County Public Health Department has the legal authority and primary responsibility for investigating the health and contagiousness of local students. These duties include the identification and control of human disease outbreaks and determining response capacity and capabilities.
2. Recognizing that children may be more likely shed the greatest amount of virus (they may be more contagious than adults), they are therefore likely to pose the greatest risk for transmission.
3. On average, about two secondary infections will occur as a result of transmission from someone who is ill.
4. In a severe outbreak, the school will need to plan to function with a 40%-60% work force absentee rate.
5. Whether or not schools will be closed or for how long is impossible to say in advance. However, it is well established that infectious disease outbreaks most often start in schools, so school closings may be likely. The duration of school closings can only be determined at the time of the event based on the characteristics of the outbreak, but it is unlikely that schools will be closed for less than 2 weeks (based on the incubation period of the disease and the length of time people are contagious) and could be as long as 12 weeks or longer.
6. Other planning assumptions that are being used by the community include working closely with local health and emergency services agencies will maximize the health and safety of the school community. Understanding the roles of each agency and their responsibilities will promote coordination and communications.
 - An infectious disease outbreak may result in the rapid spread of the infection. Communities across the state and the country may be impacted simultaneously.
 - There will be a need for heightened local surveillance of disease symptoms and infection rates.
 - Antiviral medications may be in extremely short supply. Local supplies of antiviral medications may be prioritized by the local health agency for hospitalized patients, close contacts of patients, health care workers providing care for patients, or other designated groups.
 - Social distancing strategies aimed at reducing the spread of infection such as closing schools, community centers, and other public gather points and canceling public events may be implemented.
 - It will be especially important to coordinate disease control strategies throughout counties in the local area and the state due to the regional mobility of the population.
 - The general public, health care partners, response agencies, elected officials and schools will need continuous updates on the status of the outbreak, the steps local response agencies and the school are taking to address the incident, and steps the public can take to protect themselves.

Legal Issues Relating to Schools

1. Public Health Responsibilities

- a. The Butte County Public Health officer may order schools to close. (Health & Safety §120175).
- b. Written permission of the Public Health Officer or private physician may be required before an individually quarantined employee or student is allowed to return to school.

2. School Facilities California Education Code §32282 provides that school facilities are to be made available for mass care and welfare shelters during disasters. As part of its school safety plan, schools are required to establish a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for emergencies involving the public health and welfare. For buildings owned by CUSD and located on a CUSD campus, Sherwood will defer to CUSD's procedures for such emergencies.
3. School Employees as Disaster Workers School employees are disaster workers pursuant to Government Code §3100 and, as such, are "subject to such disaster service activities as may be assigned to them by their superiors or by law."
4. School funding during closure/reduced Average Daily Attendance (ADA) due to infectious disease outbreak
 - a. California Education Code §46392 allows crediting for ADA in the case of an epidemic that reduces school enrollment.
 - b. California Education Code §41422 allows crediting for full apportionment if a school is prevented from operating schools for at least 175 days due to epidemic or order from government official due to emergency.
5. Students
 - a. Quarantine under direction of County Public Health officer is an excused absence. (California Education Code §48205).

Concept of Operations

The Butte County Department of Health and Human Services will be the lead agency in coordinating the local health and medical response to an epidemic or pandemic with state, federal, and local agencies and officials.

The school will maintain increased communications with Butte County Department of Health and Human Services, which will then provide information to the County Operational Area Emergency Operations Center (EOC) to implement those procedures that increase the health and safety of the school community.

The school assumes the following responsibilities:

- Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the Butte County Health Department.
- Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of the pandemic outbreak.
- Review sick leave policies and make adjustments as necessary to ensure non-punitive policies are in place.
- Review policies regarding quarantines and pay continuation and make adjustments as necessary.
- Communicate with and educate the school community and parents about approved public health practices and what each person can do to prepare or respond to minimize health risks.
- Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Butte County Health Department and the California Department of Education.
- Develop a recovery plan that provides for education support and emotional support for staff and students.
- Review best practices for respiratory hygiene and universal precautions and train all school staff, volunteers and students.
- Identify and procure needed resources.
- Review procedures for sending ill individuals home and make adjustments, if necessary.
- Establish and implement surveillance process to report the number of absent staff and students due to communicable diseases. Many communicable diseases are required by California state law to be reported to the

County Department of Health. Appendix B provides the Title 17, California Code of Regulations §2500, §2593, §2641.5-2643.20 and §28002812 Reportable Diseases and Conditions and a sample School Weekly Report of Communicable Diseases.

- Update staff and provide information on extent of infection at school site and potential changes that might take place at school.
- Document all actions taken.

MITIGATION AND PREVENTION

Mitigation activities are taken in advance of an infectious disease outbreak to prevent or temper its impact. Mitigation efforts will occur primarily during the early phase of the outbreak.

How Illness Spreads

Transmission of an infectious disease may occur through several pathways:

1. Direct Contact. Direct-contact involves skin-to-skin contact and physical transfer of microorganisms from an infected person to a susceptible host.

- a. Person to person: The most common way for infectious disease to spread is through the physical direct transfer of bacteria, viruses or other microorganisms from one person to another. These germs can be spread when an infected individual touches, coughs on or kisses someone who is not infected, through the exchange of body fluids from sexual contact or a blood transfusion. Mononucleosis can be spread by saliva. Diseases such as Hepatitis B, Hepatitis C, and the human immunodeficiency virus (HIV) can be spread by contact with infected blood. Infected students can possibly transmit these diseases through biting if there is visible blood mixed with their saliva (i.e. from bleeding gums).

- b. Animal to person: A scratch or bite from infected animal or handling animal droppings can cause disease.

2. Indirect Contact. Many microorganisms can linger on objects such as doorknobs, faucet handles, desktops and computer keypads. Indirect contact involves contact of a susceptible host with a contaminated intermediate object in the environment. Some infections can be spread indirectly by contact with contaminated clothing. Chickenpox (varicella), shingles (herpes zoster), impetigo, head lice, ringworm, and scabies are all spread this way.

3. Vector. Vector-borne diseases rely upon organisms, usually insects, for transmission of the parasitic, viral or bacterial pathogens from one host to another. Bites and stings from mosquitoes, fleas, ticks and lice carry disease-causing microorganisms on their body or in their intestinal tract which can infect humans.

4. Droplets. Disease is easily spread when droplets containing pathogenic microorganisms are generated from an infected person during sneezing, coughing or talking. Large droplets travel less than three feet before falling to the ground and do not remain suspended in the air. Transmission via large-particle droplets requires close contact between the infected host and another person. Sick students will often contaminate their hands and other objects with infectious nose and throat discharges. When other students come in contact with these objects and then touch their eyes, mouth, or nose, they can become infected. Some of the infections passed in this way are the common cold, chickenpox, influenza, meningitis (viral and bacterial), mumps, rubella, pink eye (conjunctivitis), strep throat, and whooping cough (pertussis).

5. Airborne. Airborne transmission occurs when an infected person coughs, sneezes or talks and generates very small respiratory droplets containing virus or bacteria. These small particles remain suspended in the air for long periods and can be widely dispersed by air currents. When another person inhales these small particles, they can become ill. Airborne transmission of disease can also occur through inhalation of small-particle aerosols in shared air spaces with poor circulation.

6. Foodborne. Consumption of food and liquids contaminated with pathogenic bacteria can result in illness or death.

7. Fecal. Intestinal tract infections are often spread through oral ingestion of viruses, bacteria, or parasites found in the stool of an infected person or animal. This type of transmission happens when objects contaminated with microscopic amounts of human or animal feces are placed in the mouth. In schools, the areas most frequently contaminated with feces are hands, classroom floors, faucet handles, toilet flush handles, toys and tabletops.

Prevention Strategies

CLEANING. A virus generally lives 2 to 8 hours on surfaces, but certain viruses may live up to a week or longer. Friction is a key element in cleaning by using soap (or detergent) and water to physically remove germs, dirt, and impurities from surfaces or objects. Cleaning does not necessarily kill germs, but lowers their numbers and mitigates the necessary host environment for pathogen survival, concurrently reducing the risk of spreading infection.

DISINFECTING. Disinfection is the destruction of pathogenic or other harmful microorganisms by use of chemicals on surfaces or objects. Disinfecting does not necessarily clean dirty surfaces or remove germs. Disinfecting agents specifically target infectious pathogens and can lower the risk of spreading infection by killing germs on a surface after it has been cleaned. Disinfection is generally intended for patient-care items in health care facilities. Disinfection requires contact between the disinfectant and the surface to be disinfected for at least ten minutes under moist conditions.

SANITIZING. Sanitizing reduces the number of microbial contaminants on surfaces or objects to a relatively safe level, as judged by public health standards or requirements. Sanitizing works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

a. Routine Cleaning and Disinfecting. It is important to match cleaning and disinfecting activities to the types of microorganisms to be removed.

Flu viruses are relatively fragile and can live and potentially infect a person for only 2 to 8 hours after being deposited on a surface, so standard cleaning and disinfecting practices are sufficient to remove or kill them. It is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu.

Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Extra attention should be paid in cleaning the following areas:

- Classrooms with young children. Clean and sanitize toys regularly.
- Common areas. Clean and periodically sanitize desks, tables, countertops and drinking fountains.
- High touch areas. Computer keyboards, doorknobs and handles, visual aids and telephones.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

b. Handle waste properly. Follow standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately

after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

Universal Precautions

Universal precautions are a set of guidelines that assume that all blood and certain other bodily fluids are potentially infectious. Follow universal precautions when providing care to any individual, whether or not the person is known to be infectious.

The list below describes universal precautions:

a. Handwashing

Handwashing is one of the best tools for controlling the spread of infections. All students and staff should perform effective hand washing, which will reduce the amount of illness in schools. Avoid eating or touching mouth or eyes while giving any first aid.

Wash hands thoroughly with warm running water and a mild liquid soap for at least 15 seconds. Scrub between fingers, under fingernails and around the tops and palms of hands:

- Before and after physical contact with any person (even if gloves have been worn)
- Before and after eating or handling food
- After contact with a cleaning agent
- After using the restroom
- After providing first aid

b. Personal Protective Equipment (PPE)

- Wear disposable gloves when in contact with blood and other body fluids
- Wear protective eyewear when body fluids may come into contact with eyes (e.g., squirting blood)
- Wear PPE as recommended by public health officials, including masks and/or face shields

c. Clean-up

- Wipe up any blood or body spills as soon as possible
- Double-bag the trash in plastic bags and dispose of immediately
- Clean the area with an approved disinfectant or bleach solution (bleach: water= 1:10)
- Send all soiled clothing home with the person in a double-bagged plastic bag

Immunizations

Childhood Immunizations

Immunizations help prevent serious illnesses. State health regulations require students attending school to be up-to-date on all immunizations. A waiver signed by a licensed physician is required for a valid medical exemption. Hepatitis A, influenza, and bacterial meningitis vaccines are available but not required for school attendance. Seasonal flu vaccination is strongly recommended for anyone over 6 months of age. California law requires students entering grades 7 through 12 to provide proof of Tdap immunization to enter school. Schools should have documentation of the immunization status of all students on file.

Adult Immunizations

The California Department of Public Health strongly recommends that school personnel be vaccinated against diphtheria, tetanus, mumps, measles, polio, chickenpox (varicella), and rubella (German measles). It is especially important for women of childbearing age to be immune to rubella, as this infection can cause complications for the developing fetus. Seasonal flu vaccination is strongly recommended.

Animals/Pets at School

Animals in the classroom can be beneficial in the education process. However, some animals can transmit infectious diseases to humans. For example, reptiles shed *Salmonella* bacteria in their feces without being sick themselves. People can contaminate their hands with feces when they handle or clean up after the animal, and disease can spread through the fecal/oral route explained above. Some animals are not appropriate for the classroom, such as: poisonous animals (e.g., poisonous spiders, snakes, and insects); wild, stray, or aggressive animals; or animals from an unknown source. To minimize the risk of students and staff acquiring an infectious disease from animals, take simple precautions:

- Keep animal cages or enclosures clean and in good repair. Students who assist in cleaning the cage(s) should be supervised and should wash their hands afterwards.
- Students and staff should always wash their hands after any contact with animals, and after visiting places with animals such as zoos or farms.
- Students should never “kiss” animals or have them in contact with their faces.

PREPAREDNESS

Effective preparedness includes establishing policies to maintain sanitation, keep records current, conduct periodic inspections and regular maintenance and training for staff.

General Activities

- Plan, exercise, evaluate and revise the Emergency Plan for Infectious Disease;
- Train and equip staff to assure competencies and capacities needed to respond to an infectious disease outbreak;
- Develop strategic partnerships with local community health care institutions and providers, and local, State and federal response agencies and their staff;
- Develop and implement surveillance and reporting procedures to monitor illness patterns in the schools;
- Educate schools and parents about infectious disease and recommend protective measures
- Inform and update schools about the potential impacts of an infectious disease outbreak on essential services and city, county, and school infrastructure;
- Stockpile necessary equipment and supplies that will be needed to respond to a disease outbreak;
- Establish ventilation (HVAC) standards to be used during response and recovery (such as filter change schedules, etc.).

Personal Protective Equipment (PPE)

- Provide PPE to staff (For example, N-95, which must be fit-tested, or surgical masks and nitrile gloves, an alternative to latex gloves).
- Address PPE issues with staff (i.e. uncomfortable, frequent changes, difficulties recognizing coworkers, communication issues, one size does not fit all).
- Ensure that you have adequate stock and an array of sizes and types available.
- Provide and use alcohol-based hand sanitizer and non-aerosol spray disinfectant for commonly touched surfaces.
- Train all staff to use PPE, including administrators, maintenance and security staff.
- Encourage staff to talk about the PPE issues and to develop a “we will get through this” mentality.

Training

- Require new staff, including substitutes and volunteers, to complete First Aid and CPR training, including child CPR;
- Provide refresher awareness training for all staff;
- Train staff to use chemicals properly to prevent accidental contamination and human exposure;
- Provide training on identifying symptoms of infectious disease;
- Educate school staff on the process and importance of routine hand hygiene and standard health precautions;
- Maintain training and attendance records on all staff (paid and volunteer) at each facility.

RESPONSE

Response is the immediate reaction to a disaster. Certain aspects of the response may take place before the event if it is anticipated. Response yields to recovery.

Detection

Schools have a role in assessing the health of students. School personnel should be trained to monitor student's behavior and note any symptoms of illness.

Common Indicators of Infectious Disease in Children

Teachers who spend several continuous hours a day with their students, are in an excellent position to detect early physical and behavioral changes in students at school. They may observe differences in the usual pattern for a particular student, and deviation from a developmental "norm" for students of a given age. The physical and behavioral "indicators" listed below are nonspecific and do not in themselves suggest the presence of an infection.

- **Appetite.** Often, a student who is ill or becoming ill with an infection will exhibit changes in eating habits. He/she may "pick at" solid foods, eat lightly, want only certain foods, and/or prefer liquids.
- **Behavior.** Irritability may be associated with illnesses, often because of the accompanying fatigue, fever, and discomfort. Play activities may diminish and the student may become lethargic (drowsy or indifferent).
- **Fever.** Fever is a symptom of illness, but it does not automatically require therapy. Repeated low-grade fever may occur as the result of physiological changes in the body and may not cause any discomfort to the student. However, students with fever over 101°F and other symptoms should/need to be sent home from school, especially if other symptoms are apparent. The student's parent/guardian should be notified.
- **Appearance.** A pasty, pale appearance may signal an illness, especially if it is a change from a student's normal skin color. A new yellow tinge to the eyes or skin, or a flushed appearance with rosy cheeks and glassy or red eyes, may also indicate an illness.
- **Rash.** The diagnosis of rashes can be very difficult and even a licensed health care provider may require lab tests to confirm whether a certain disease is present. If a referral to a licensed health care provider is made, advise the student's parent/guardian to inform their licensed health care provider's office staff of the presence of a rash illness so that appropriate medical isolation can be arranged during the visit. Itchiness of the rash is not necessarily a signal of infection. A rash can be a symptom of a serious or unserious condition.

- **Change in Bowel Habit.** Diarrhea may accompany a number of infectious diseases. Conversely, sluggishness of the bowels and constipation may occur, sometimes with abdominal cramps. Cramps can be due to the inactivity of the ill student and the dehydration that often occurs during infections.
- **Nasal Discharge and Obstruction.** Clear nasal discharge may signal a cold or it may indicate an allergic reaction, especially if accompanied by watery eyes. Yellow or green discharge indicates an infection (usually viral or possibly bacterial) or obstruction by a foreign body. Breathing may be noisy. If breathing is labored, immediate medical referral is indicated.
- **Sore Throat.** A sore throat can be a minor problem. However, it may also accompany potentially more significant infections such as streptococcal pharyngitis, infectious mononucleosis, or even serious generalized illnesses. Check for accompanying fever and notify the parent/guardian. Recommend medical evaluation if the sore throat is accompanied by fever, difficulty swallowing, and/or swollen lymph nodes (glands).
- **Cough.** Coughs accompany some chronic conditions, allergic conditions, and many infectious diseases. Persistent coughs (lasting 3 weeks or more), especially with other symptoms such as fever, loss of appetite, and weight loss, need medical evaluation.
- **Earache and Ear Discharge.** A student may complain, pull at the ear, or put a hand to the ear if there is discomfort. When there is an earache, particularly when blood or pus is seen running from the ear, the student needs to be referred for medical care.
- **Pain (Back, Limbs, Neck, Stomach).** Leg and back pains are not uncommon during the course of infectious diseases. Stomach pains or cramps usually do not signal serious disease in children, although appendicitis must be considered when abdominal pain is severe or persistent. Gastrointestinal disturbances such as vomiting, diarrhea, and constipation may be accompanied by abdominal pain.

Symptomatic Treatment

- Symptomatic treatment of any illness in the school setting is prohibited unless the parent/guardian has complied with school policy on the administration of oral medications for symptomatic treatment of illness or injury. Aspirin should not be administered for viral illnesses in children under age 19 because of the possible association with Reyes Syndrome.

Infection Control

The key concepts of infection prevention and control are:

- **Handwashing** – the single most effective way to prevent the spread of germs.
- **Cover your cough** – an effective way to reduce the spread of germs when coughing and sneezing.
- **Proper diapering procedures** – to reduce the spread of germs found in feces to hands, objects, and the environment.
- **Cleaning, sanitizing, and disinfection** – to reduce the presence of germs in the environment.
- **Food safety** – to reduce the spread of germs from improperly cooked and handled food.
- **Exclusion guidelines** – to reduce the opportunity for germs to spread from ill people to others.

- Immunizations— for list of resources for age appropriate immunizations and childcare and school requirements.
- Avoid sharing personal items – encourage children, students, and staff to NOT share items such as water bottles, food, utensils, beverages, straws, toothbrushes, lip gloss, lip balm, lipstick, towels, head gear, combs, brushes, etc. to prevent the spread of germs to others.
- Self care – encourage staff and children to perform their own first aid, when age appropriate.
- Social distancing-as recommended by public health officials

Barriers: Barriers may be used where there is a possibility of exposure to blood and body fluids (e.g., urine, stool, secretions from the nose and mouth, drainage from sores or eyes). One aspect of standard precautions is the use of barriers. The purpose of using barriers is to reduce the spread of germs to staff and children from known/unknown sources of infections and prevent a person with open cuts, sores, or cracked skin (non-intact skin) and their eyes, nose, or mouth (mucous membranes) from having contact with another person's blood or body fluids.

Examples of barriers that would be used for childcare and school settings include:

- Gloves when hands are likely to be soiled with blood or body fluids. Note: an incident of an allergic response to latex or powdered gloves may occur, but the risk from not using gloves of any kind is greater.
- CPR (cardiopulmonary resuscitation) barriers – CPR mask or shield.
- Eye protection and face mask when the face is likely to be splattered with another's blood or body fluid.
- Gowns when clothing likely to be splattered with another's blood or body fluid.
- Safety needles that facilitate safe and proper disposal of used needles.
- Masks, face coverings or face shields

Exposure Response Strategies

- Direct any students affected with health issues to the school nurse, send home, or direct to appropriate medical personnel.
- Send sick employees home.
- Identify number and scope of potential and probable exposures.
- Isolate the infected students.
- Notify administrative authorities and local health department. Follow reporting protocols.
- Identify spokesperson for the incident (School Director or appointee).
- Identify key messages, protecting student confidentiality.
- Collect health-related information needed for public communications to parents and the community.
- Communicate information about the infectious disease to the school community and any other stakeholders:

- o Possible physical symptoms; At risk groups

- o Medical response – only health professionals should provide medical advice

- o Actions being taken.

- o Clean and sanitize rooms and facilities

- o Document actions, submit data and appropriate forms.

High Risk Populations

These individuals have high risk for harm from an emergency or disaster due to significant limitations in their personal care or self-protection abilities, mobility, vision, hearing, communication or health status. Such limitations may be the result of physical, mental or sensory impairments or medical conditions.

Some of these individuals may be reliant on specialized supports such as mobility aides (wheelchairs, walkers, canes, crutches, etc.), communication systems (hearing aids, TTY's, etc.), medical devices (ventilators, dialysis, pumps, monitors, etc.), prescription medication, or personal attendants. For some individuals, loss of these supports due to emergency-related power and communication outages, or transportation and supply disruptions, may be the primary or only risk factor.

- Identify populations at high risk for the outbreak and exclude from school/workplace, as appropriate.
- Note special considerations for children and give information to parents, pediatricians, and daycare providers. Include ages affected, signs and symptoms, medical treatment, and risk reduction.
- Provide information to caregivers for children regarding limiting children's exposure to others and to the news, reminding them to only give age appropriate information to children, and encouraging hand washing.
- Inform the community of risk factors with medically compromised individuals.

Exclusion Guidelines

The decision to exclude students who have an infectious disease from school should be made in conjunction with the school nurse, the State or local public health agency, health care professionals, and/or parents/guardians. These guidelines contain exclusion recommendations for each disease or condition. Students should be allowed to return to school once the exclusion period is met or a health care provider clears the student.

Generally, if any of the following conditions apply, exclusion from school should be considered:

- If the student does not feel well enough to participate comfortably in usual activities, it may be recommended that he/she stay or return home until feeling well.
- If the student requires more care due to illness than school personnel are able to provide.
- If the student has a high fever, behavior changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the student is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the State or local public health agency, or these guidelines.

In cases where unvaccinated students are exposed to a vaccine preventable disease (such as measles, mumps, rubella, and pertussis), the State or local public health agency should be consulted in order to determine if exclusion of unvaccinated students is necessary.

If school personnel become ill with an infectious disease, the affected staff member should consult with a health care provider to determine if they can work. If ill with diarrhea or vomiting, school personnel should not work until the illness is over. This is especially important for staff who work in the cafeteria or handle food in any manner. A letter from the health care provider/physician may be required to return to work.

Social Distancing

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies include closing schools and

public assemblies, cancelling athletic activities and social events, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting and flexible scheduling and other options.

Quarantine

Quarantine is the physical separation and restriction of movement of individuals, family groups and communities who, though not ill, have been exposed to a contagious disease. Quarantine may be required to prevent the spread of infectious disease that may be transmitted to other individuals before illness develops or is recognized. Quarantines may be done at home or in a restricted area, depending on the specific nature of the infectious agent.

Isolation

Isolation applies to persons who are ill with a contagious disease. Isolation is the physical separation and restriction of movement of an individual who is ill or is suspected of having an infectious illness from those who are not ill and have not been exposed to the contagion. Isolation may be required if medically necessary and reasonable to treat, prevent, or reduce the spread of the disease. Individuals may be isolated in a health care facility, the individual's home or a non-health facility.

Communications

Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the infectious disease and for managing the utilization of health care services. This plan's communications goals are to:

1. Provide accurate, consistent, and comprehensive information about the infectious disease, including case definitions, symptom management, treatment options, infection control measures, and reporting requirements.
2. Instill and maintain public confidence in the schools and the County's public health care systems and their ability to respond to and manage an emerging infectious disease environment.
3. Ensure an efficient mechanism for managing information between local County Department of Health Services, emergency response agencies, health system partners and the schools.
4. Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
5. Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
6. Ensure that all information release to the public is provided through the School Public Information Officer as identified in the School Emergency Operations Plan.

Reporting Requirements

Individuals treating or having knowledge of a reportable disease, whether the disease is suspected or confirmed, should report the case to the State or local public health agency. In most cases, health care providers or laboratories report diseases. In certain circumstances, school nurses and personnel should report diseases, such as when a student is suspected of having measles, chickenpox, a serious infectious disease, or when an outbreak occurs. It is important to remember that only qualified health care providers can diagnose an illness.

Regarding confidentiality, the Family Rights and Privacy Act prohibits sharing of health-related information except in certain well-defined circumstances, including, but not limited to: specified officials for audit or evaluation purposes, and appropriate

officials in cases of health and safety emergencies. Notifying the State or local public health agency of a reportable disease does not breach confidentiality laws.

When a case is reported, public health agencies may conduct an investigation to confirm the diagnosis, treatment, and cause of the illness, and determine the appropriate methods of disease control. Group outbreaks resulting from any cause, including foodborne outbreaks, must be reported to the State or local public health agency within 24 hours. In an outbreak situation, the goal of the public health agency is to assist the school in preventing further spread of the illness and to try to determine the cause of the outbreak.

To report a disease or outbreak, contact the Butte County Public Health Department:

Submit completed Confidential Morbidity Report (CMR) via fax to Oroville: 530.538.5387 or Chico: 530.879.3309. For questions about reporting, or for a disease that must be reported IMMEDIATELY, during regular business hours (Monday-Friday 8:00AM-5:00PM excluding holidays) call 530. 5523929. For IMMEDIATE reports after hours, please contact our exchange at 530.332.2462. For CMR's visit <http://www.buttecounty.net/ph/Programs/Communicable-Disease/OtherDiseases/Report>. The CMR includes a reporting document as well as a list of diseases that should be reported and the timeline for reporting.

To the extent the following information is available, it should be reported when contacting the Public Health Department:

- Patient's name
- Diagnosis
- Date of birth
- Sex
- Ethnicity
- Address
- Phone number
- Name and address of the responsible health care provider
- Pertinent laboratory test results (if applicable)

RECOVERY

School recovery from the spread of an infectious disease will begin when school officials receive notice from the County Public Health Department that schools may resume normal operations. The School Director will determine if normal supplies, resources and response systems are adequate to manage ongoing school activities.

In consultation with County Department of Health and Human Services, the School Administration will recommend specific actions to be taken to return the schools to pre-event status.

The School will:

- Assess the economic and educational impact of the infectious disease on the schools.
- Evaluate the response actions taken by the school as a result of the infectious disease.
- Determine effectiveness of existing plan to respond to similar events in the future.
- Revise existing plan as necessary to address any deficiencies.

After Action Review

- Implement sanitization and disinfection procedures
- Deploy solid waste disposal plans
- Review processes and incident communication protocols

- Review impact on the school and community
- Evaluate lessons learned
- Review and revise procedures, as needed
- Retrain staff

Document Archive

Maintain all information for the current year and the three prior years:

- Reports provided to the local Public Health Department or other government agencies
- Attendance rosters of affected classrooms or schools
- Reports from students and staff with symptoms of illness
- Reports showing what materials were provided to families and staff
- Actions taken by nurses, teachers, office staff and school administrators

Public Agency Use of School Buildings for Emergency Shelters

The main campus is the property of Chico Unified School District, therefore the use of school buildings for emergency shelters will be determined by CUSD staff.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: April 16, 2020

Safety

- We are using social distancing when on campus, and office has a schedule that staggers hours to have fewer people in the building at a time.
- As much as possible, all employees are working from home.
- Employees who do use the campus buildings and equipment have been instructed in cleaning and sanitizing procedures.
- Although possible calendar changes have been informally discussed (changing summer vacation to match peak of flu season) no formal decision at the CDE or local level has occurred.
- The Governor's executive orders have mentioned the possibility of using school campuses for pop up childcare facilities. Butte County leaders have been watching the model in Napa in case the need for providing this for essential employees comes to Butte.

Distance Learning

- In the first week of school closure, office staff reached each family to 1) Be sure we have updated contact information and that families understand how to use Parent Square 2) Identify the preference for paper or online distance learning options 3) Identify which students would need a loan of a device to access online learning options 4) Identify which families would need access to internet connection.
- As it became clear that the campus would remain closed for the rest of the year, choices families originally made have changed, and the office has continued to respond to these changes.
- Teachers have been curating materials available online and through paper packet options as they make a tremendous shift from our traditional Montessori campus to providing distance learning opportunities.
- There are still many questions about distance learning the entire educational community is grappling with: What is the difference between providing instruction vs. opportunity? What expectations can we have of parents as teachers? What does "compulsory attendance" mean now? How do we grade during school closure?

Technology

- Chromebooks being loaned to families with a signed agreement.
- We've had some help troubleshooting Zoom on Chromebooks by a dad in our community who works in IT. He has extended an offer to troubleshoot our internet connectivity issues as well.
- These weeks of closure have offered many technology related troubleshooting opportunities: How to use new distance learning platforms; setting up and communicating passwords, accounts, and codes for different platforms; and expanding access of these to teachers' aides.

Fiscal

- We may have expenses we can get reimbursed through FEMA.
- We have about \$2K for immediate expenses related to COVID-19.

Human Resources

- The impact on human resources has been substantial; I have attended a webinar presented by charter school attorneys to stay on top of information and regulations.
- Working from home presents new challenges in terms of boundaries and setting up safe work spaces.
- Staff is expected to be available for work duties during their regular hours, and to take breaks as directed by wage and labor law.
- All employees are extended trust, respect and professionalism during this crisis. They are being asked to recreate their professions during a time when anxiety and fear is expected. Direction is given in clear, explicit memoranda with an openness to dialogue for differentiating circumstances.
- The Family Medical Leave Act has been expanded and our staff has been updated.



MEMORANDUM

To: Board of Directors

From: Justin Allan, Director of MTSS

Subject: Director of MTSS Report

Date: April 16, 2020

Special education has been very different since the physical closure of school. While it has always been a paperwork intensive field in education, this has been especially so since COVID 19 has changed how school functions. This is because every special education student effectively had a change in placement and the way services are being provided. That change is different than what is written in current IEPs. Prior written notice was sent to all parents of students who have an IEP. Addendums to IEPs are being completed as quickly as possible to update changes in setting and services. We are not able to start any new assessments at this time and we have redirected our school psychologist to help with the significant increase in special education paperwork. We are still holding IEPs and Triennial reviews based on current student information.

Our special education teachers and service providers have been working together planning, preparing, and delivering materials and technology for students. We have been communicating with families and providing support that will work in their situation while meeting their child's needs the best we can. Each family is unique in terms of what they are able to provide and help with in terms of school at home. One of the challenges we are facing is technology. Some students live in rural areas where internet is not available and/or other families do not have or want internet or computer work for school. Another challenge is creating distance learning plans for students with more significant needs. Those would be students that regularly spend more hours in a special education classroom than a general education classroom, as well as students who have significant aide support. Finally, special education paraprofessionals are mainly doing additional training during this time. Some have been able to communicate with students, but the role they normally serve is not available.



SHERWOOD MONTESSORI

To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item, Treasurer's Report**
Date: April 16, 2020

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of Mar 2020 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 555,147.60 as of Mar. 31, 2020.
- There were no unusual or high-cost expenses during the month of March.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (loss) of (\$ 108,560) for fiscal year-to-date through Mar. 31, 2020, the school received a check for \$ 100,586 in early April, bringing net income to a net loss of (\$7,974).

3/1/20

Balance Sheet

- The 2nd Interim Report was filed with CUSD showing a projected Ending Fund Balance of \$90,000 as Designated for Economic Uncertainty and \$ 350,000 as Other Designations (Unrestricted). Because of these very unusual times there may not be a guarantee of current funding levels and final funding won't be known until July 2020 because personal income taxes are delayed until then.

Cash Flow

- The school is projected to end the year with a positive cash balance *if* SB177 is a guarantee that funds will be paid.
 - All regular employees (excludes Extended Day) will be paid their contract amount or the budgeted hours per day for each position times the work days in their Conditions of Employment times the remaining school teaching days.

Sherwood Montessori
Balance Sheet - Current Month
 As of March 31, 2020

Mar 31, 20

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

9100-Assets 517,960

Total Checking/Savings 517,960

Other Current Assets

Total Other Current Assets 0

Total Current Assets 517,960

Fixed Assets

9410 - Land 95,000

9430- Building 182,515

9435-Accumulated Depreciation -9,100

Total Fixed Assets 268,415

TOTAL ASSETS 786,375

LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

9500-Accounts Payable 2,266

Total Accounts Payable 2,266

Other Current Liabilities

9500-Liabilities 72,783

Total Other Current Liabilities 72,783

Due to Grantor Govts.

Total Current Liabilities 75,049

Total Liabilities 75,049

Equity

Restricted Assets 44,444

Restricted Fixed Assets 268,415

Designated for Economic Uncertainty 90,000

Other Designations 350,000

Undesignated 67,027

Net Income -108,560

Total Equity 711,326

TOTAL LIABILITIES & EQUITY 786,375

2:34 PM

04/14/20

Accrual Basis

Sherwood Montessori
Board of Directors - Vendor Payments Report
March 2020

Type	Date	Num	Name	Memo	Account	Amount
Check	03/02/2020	DBT	Facebook Ads	Ad	Advertising	27.86
Check	03/02/2020	DBT	Costco	SUPPLIES	Extended Day	47.97
Check	03/02/2020	DBT	Costco	STAMPS	Office Supplies	54.75
Check	03/02/2020	DBT	BUTTE REGIONAL TRANSIT	BUS TICKET FOR SPED S...	SELPA	52.01
Check	03/03/2020	DBT	Home Depot	SUPPLIES	Office Supplies	39.20
Check	03/03/2020	DBT	BED BATH & BEYOND	supplies	Instructional Su...	16.08
Check	03/03/2020	ACH	CharterSAFE	Premium package - INV 29...	5400-Liability In...	1,532.00
Check	03/03/2020	ACH	CharterSAFE	Worker's Compensation	3601-Workers C...	691.00
Bill	03/05/2020	1002...	Chico Country Day	SELPA - INV 10020-01716	SELPA	4,580.86
Bill	03/05/2020	ACC...	California Water Service Co...	SERVICE 2020 FEB	Water	41.27
Bill	03/05/2020	8155...	Comcast Business	2020 FEB-MAR	Internet Service ...	200.43
Bill	03/05/2020	INV6...	TIAA Commercial Finance, Inc.	2020 FEB	Copier Lease	243.63
Bill	03/05/2020	INV7...	North State Parent Magazine	DIRECTORY	Advertising	215.00
Bill	03/05/2020	INV ...	S.E.C. 5 PRIVATE SECURITY	2 GUARDS AT 2500 ESTE...	Fundraising Exp...	400.00
Bill	03/05/2020	INV ...	Chico Country Day	INV 10020-01717	SELPA	4,580.86
Check	03/05/2020	7008	Kimberly Fellner	GARDEN	Food (Instructio...	5.99
Check	03/05/2020	7009	LEE OGILVIE	LIVESCAN	LiveScan and T...	52.00
Check	03/05/2020	DBT	Learning A-Z	1 classroom license	Software Licensi...	115.45
Check	03/06/2020	DBT	PANERA BREAD	INTERVIEW GROUP new ...	Office Supplies	36.67
Check	03/06/2020	DBT	WINCO FOODS	REWARDS	Instructional Su...	34.96
Check	03/10/2020	DBT	Costco	SUPPLIES	Extended Day	45.75
Check	03/10/2020	DBT	Amazon.com	supplies	Extended Day	13.41
Bill	03/11/2020	INV1...	Chico Country Day	INV 10020-01718	SELPA	4,580.86
Bill	03/11/2020	INV ...	Jennifer Moreno	CONTRACT OCCUPATIO...	SELPA	700.00
Bill	03/11/2020		Keillor's Pest Solutions	SERVICE 2020 FEB	Pest Control	80.00
Bill	03/11/2020	INV	Law Office of Gregory P. Ein...	Professional Services- INV	Attorney	208.00
Check	03/11/2020	DBT	Tractor Supply CO	SUPPLIES	Instructional Su...	13.99
Check	03/11/2020	DBT	Amazon.com	handheld radio	Office Supplies	91.15
Bill	03/13/2020		CUSD	INV20-00106 JAN	CUSD FUA Cha...	1,577.16
Bill	03/13/2020	ID 9...	Office Depot	GLUE 2390259669	Office Supplies	9.09
Bill	03/13/2020	ID 9...	Office Depot	SANITIZER 2389950061	Office Supplies	22.88
Bill	03/13/2020	INV1...	Advanced Document	INV 16539	Copier Lease	451.10
Bill	03/13/2020	19/2...	NICOLE R. JARMUSH	SPEECH & LANGUAGE P...	SELPA	1,450.00
Bill	03/13/2020	SHE...	Natalie Wren	Nurse Service - 9 HRS @ ...	SELPA	585.00
Check	03/13/2020	7019	Heather Fisher	mileage	5200-Travel and...	12.12
Check	03/13/2020	7019	Heather Fisher	SUPPLIES - FUNDRAISIN...	Ashland Trip	15.67
Check	03/13/2020	7020	Steve Duke	supplies	Custodial Suppli...	14.76
Check	03/13/2020	DBT	FoodMaxx	SUPPLIES - ASHLAND FU...	Instructional Su...	16.77
Check	03/13/2020	DBT	WINCO FOODS	SUPPLIES	Custodial Suppli...	4.01
Check	03/13/2020	DBT	Tractor Supply CO	SUPPLIES	Instructional Su...	14.99
Check	03/13/2020	DBT	EDUCATION.COM	ANNUAL SUBSCRIPTION	Instructional Su...	59.94
Check	03/16/2020	DBT	Mendes Supply Co.	supplies	Custodial Suppli...	376.50
Check	03/18/2020	DBT	Wufoo	2020 MAR-APR	Online List Man...	19.00
Check	03/19/2020	DBT	HP LEASE 7603	CHROME BOOKS LEASE	HP DIRECT LE...	394.89
Check	03/25/2020	DBT	USPS	POSTAGE - MAILINGS TO...	Postage	9.00
Bill	03/26/2020	3566...	PG & E	FEB 2020 SERVICE	Electricity	130.92
Bill	03/26/2020		Comcast Business	2020 MAR-APR	Internet Service ...	269.14
Bill	03/26/2020	INV3...	Waste Management	SERVICE 2020 FEB	Trash/Recycling	188.26
Bill	03/26/2020	2392...	Office Depot	HP INK	Office Supplies	35.33
Check	03/26/2020	7021	Marlo . Knox	SUPPLIES	Instructional Su...	131.10
Check	03/26/2020	DBT	Costco	STAMPS - NOTICES TO P...	Office Supplies	109.50
Bill	03/28/2020	INV ...	Glenda H. Anderson	ASSESSMENT-IEP R.Y. - I...	SELPA	1,980.00
Check	03/30/2020	DBT	Costco	GAL ZIPLOK	Office Supplies	12.75
Bill	03/30/2020		Druin Heal	ARCHERY SERVICE - 202...	Extracurricular S...	200.00
Bill	03/31/2020	PO#...	BCOE-Cfte	Registration - one day teac...	Extracurricular S...	50.00
Bill	03/31/2020	2019...	Pat Casey	SERVICES 2019-20 MARCH	Business Manag...	3,000.00
Bill	03/31/2020		Comcast Business	2020 MAR-APR	Internet Service ...	200.29
Bill	03/31/2020	5491...	California Water Service Co...	5491510977 - 2020 MARCH	Water	41.33
Bill	03/31/2020		Waste Management	SERVICE 2020 MAR	Trash/Recycling	188.26
Bill	03/31/2020	INV0...	Raphael DiGenova	FEB-MAR 15 HOURS @ \$....	Extracurricular S...	270.00
Bill	03/31/2020	INV1...	Advanced Document	MAR SERVICE IMV18788	Copier Lease	414.50
Bill	03/31/2020		CUSD	INV20-00127 FEB	CUSD FUA Cha...	1,851.67
Check	03/31/2020	7057	Teresa Shippen	SUPPLIES	Instructional Su...	72.53
Check	03/31/2020	7059	Kathryn Jordan	CONTRACT SERVICE	Extended Day	266.25
Bill	03/31/2020		Law Office of Gregory P. Ein...	Professional Services- INV	Attorney	1,001.00

TOTAL**34,146.86**

Sherwood Montessori
Profit & Loss YTD Comparison

March 2020

	Mar 20	Mar 19	Jul '19 - Mar 20
Ordinary Income/Expense			
Income			
8000-Revenues	82,522	143,437	924,094
Total Income	82,522	143,437	924,094
Gross Profit	82,522	143,437	924,094
Expense			
1000 Certificated Salaries	43,863	40,151	349,207
2000 Classified Salaries	28,901	28,976	239,680
3000-Employee Benefits	21,671	21,973	183,565
4000-Books and Supplies	1,546	2,159	28,663
5000 Services/Other Op. E...	33,721	15,102	231,539
Total Expense	129,702	108,360	1,032,655
Net Ordinary Income	-47,179	35,076	-108,560
Net Income	-47,179	35,076	-108,560



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: ***Due to Butte County Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting***
<https://us04web.zoom.us/j/77117098293?pwd=bUlRbGpEODVvcWZHSWVCa3VFTlE1dz09>
Meeting ID: 771 1709 8293 Password: 0YXTcK

Physical Meeting Address: 1071 E. 16th St. Room 3 Note: Social distancing requires fewer than 9 people meet physically at this location.

Date/Time: **Thursday, April 16, 2020 – 6:00 p.m.**

AGENDA

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

A.1 Roll Call Russell Shapiro, Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

Meeting called to order at 6:03pm. All board members present.

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

B.1 Minutes Approval

Consider approval of minutes from Regular Meeting, March 26, 2020

Spelling of Russell Shapiro's name to be corrected on page 2. Rosie Paulson motioned. Approved by the Board.

B.2 Comprehensive Safety Plan

The Board will be asked to approve the Comprehensive Safety Plan for 2020-2021.

Rosie Paulson motioned. Approved by the Board with minor adjustments to be made.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS—None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

E.2 Reports and Communication

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.2 Director of Special Education Report

E.2.3 Treasurer Report

E.3 Student Performance

Discussion of data on student attrition during the 2015-2020 school years.

Discussed by the Board.

E.4 Board Development

Review of roles and responsibilities of Board of Director and School Director; Review of critical Brown Act issues; General discussion of Committees and Board activities. To be led by R. Shapiro.

Discussed by the Board.

F. FUTURE AGENDA ITEMS

G. ADJOURNMENT (app. 7:00 pm)

Meeting adjourned at 7:46pm.

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

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

THIS AGREEMENT ("Agreement") is made this ~~4th~~ day of ~~October-June~~ 20~~19~~²⁰ by and between the Chico Unified School District, a public school district organized and existing under the laws of the State of California ("District") and Sherwood Montessori Charter School ("Charter School"), a California public charter school. The District and the Charter School are collectively referred to as "the parties."

R E C I T A L S

WHEREAS, pursuant to Proposition 39, the Charter School has made a request for facilities for the 20~~19~~-20~~19~~²⁰ school year; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

under Education Code Section 47614 and the Proposition 39 regulations (CCR, Title 5, Section 11969.9) for the 20~~20~~¹⁹-20~~21~~²⁰ school year.

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

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

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

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

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

(c) The reimbursement amount owed by the Charter School for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. For purposes of this subdivision, the actual in-district classroom ADA shall be determined using the report submitted pursuant to section 11969.9(l) in conjunction with the second principal apportionment under Education Code section 41601.

Section 4. Term. The term of this Agreement shall begin on June __, 2020 and shall end on June 30, 20~~21~~²⁰ unless terminated beforehand by the parties or revocation of the charter.

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

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

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

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

Section 8. Installation of Improvements/Signage. Charter School shall not construct or install any improvements (as defined in California Civil Code Section 660) on the Site, or otherwise substantially alter the Site, without the prior written consent of District, and if required, the Division of the State Architect and/or State Department of Education. Charter School agrees to file a written Request for approval with the District's Facilities Department in accordance with District policy should it desire to add any fixture (as defined in California Civil Code 660) or make substantial alternations to the site as necessary. District approval of any improvements, including the construction schedule, work hours, and modifications, shall be at District's sole and absolute discretion. Contractors retained by Charter School with respect to the construction or installation of improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability and workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The District shall be named as an additional insured on any applicable insurance policies and bonds. Charter School shall bear full responsibility for ensuring that the construction or installation of improvements shall be performed in a sound and workmanlike manner, in compliance with all laws applicable to public schools, including buildings codes and prevailing wage laws. District or District's agent shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the premises and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students.

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

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

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

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

Section 11. Insurance.

District. The District shall maintain, during the term of this Agreement, insurance against claims for injuries to persons or damages to property (real and personal, including the structures on the Site), excluding coverage for contents for the Charter School's personal property, in amounts equal to that which would be in place if the Site were occupied by another school of the District.

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

General & Excess Liability

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

Automobile Liability

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

Property Insurance

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

Charter School shall be solely responsible for obtaining adequate property insurance for Charter School's contents, personal property, building improvements while located on the Premises or elsewhere. The District is not responsible for real or personal property losses suffered by the Charter School; it's elected or appointed officials, employees, agents, volunteers or students.

Workers' Compensation

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

Bond/Crime Insurance

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

Risk Management

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

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

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

Proof of Insurance

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

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

body, administrators, employees, agents, representatives, volunteers, successors and assigns, unless caused wholly by the negligence or willful misconduct of any of the indemnified parties.

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

This indemnification clause shall survive termination of this Agreement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHICO UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

CHARTER SCHOOL

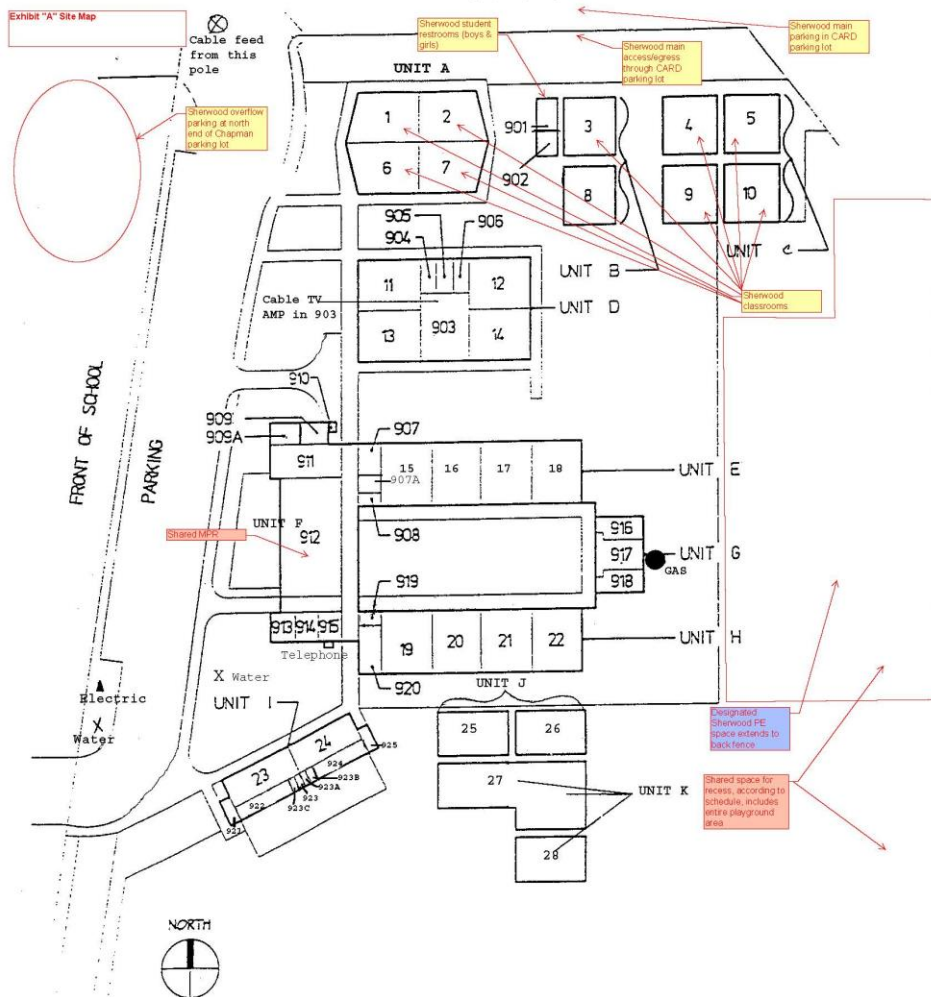
By: _____

Title: _____

EXHIBIT “A”

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

(Remainder of this page intentionally blank)



CHAPMAN ELEMENTARY SCHOOL

Updated 2011

EXHIBIT “B”

CONDITIONS FOR USE OF THE CHAPMAN ELEMENTARY SCHOOL SITE

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

Exclusive use of the following:

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

Charter School before school care: 7:30 a.m. - 8:30 a.m. at 1010 Cleveland Ave.

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Charter School morning recess: 8:30 a.m. - 8:45a.m.
To be held on the old playground, closest to Room 10.

Charter School day start: 8:45 a.m.
Charter School lunch: 12:35 p.m. - 1:35 p.m.
Charter School lunch recess: 12:55 p.m. - 1:35p.m.

Charter School grades TK-3 ends: 2:50 p.m.
4-8 ends: 2:55 p.m.

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

Lunch Times

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

Shared use of the following:

Charter School Staff will utilize restrooms on adjacent private property owned by Charter School and will not utilize the shared campus restrooms.

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

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

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

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

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

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

Deleted Library

The Multipurpose room for lunch service at the following times:

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

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

PEP Grant Area: By reservation with Chapman Principal.

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

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

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

5 Bookshelves

4 small desks

12 lower elementary sized chairs

8 kindergarten chairs

8 kindergarten size tables

1 teacher desk

26 Kindergarten size cubbies

20 large student desks (6th grade size)

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

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

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

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

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

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

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

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

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

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

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

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

EXHIBIT “C”

Chapman Elementary School Behavior Expectations for Common Areas



Chapman Expectations



	Common Areas	Courtyard	Cafeteria	Bathroom	Playground	Library	Assemblies	Offices	Classroom
Safe	<ul style="list-style-type: none"> Walking feet only facing forward Keep hands and feet to yourself An adult must be in every room you enter 	<ul style="list-style-type: none"> You must be supervised by an adult Walking feet only facing forward Keep hands and feet to yourself 	<ul style="list-style-type: none"> Sit with your feet on the floor Eat your own food (allergies) Walking feet only facing forward 	<ul style="list-style-type: none"> Walking feet only, facing forward Wash hands with soap and dry them with no more than 2 towels Keep the water in the sink 	<ul style="list-style-type: none"> Stay on the playground side of the red line Keep hands and feet to yourself Use equipment appropriately 	<ul style="list-style-type: none"> Enter and exit through the proper doors An adult must be present Hold all books with two hands 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Wait for the dismissal signal 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Hold the door for the person behind you Wash your hands in the health office 	<ul style="list-style-type: none"> Walking feet only, facing forward Keep hands and feet to yourself An adult must be in the room
Responsible	<ul style="list-style-type: none"> Stay to the right Follow adult directions Clean up after yourself and others 	<ul style="list-style-type: none"> Clean up after yourself and others Follow adult directions Hold the door for the person behind you 	<ul style="list-style-type: none"> Remain seated and wait to be excused Excuse yourself quickly to quiet signals Clean your area 	<ul style="list-style-type: none"> Only 1 person per stall Put aside the garbage can Follow adult directions 	<ul style="list-style-type: none"> Clean up after yourself and others Follow game rules Follow adult directions 	<ul style="list-style-type: none"> Follow adult directions Use your backpack when looking for a book Push your chair in 	<ul style="list-style-type: none"> Sit next to anyone Sit across from anyone Respond quickly to quiet signals 	<ul style="list-style-type: none"> Wait your turn Only 2 people waiting for a turn Make your visit purposeful Push your chair in 	<ul style="list-style-type: none"> Finish all work with quality and care Work in on time Push your chair in
Respectful	<ul style="list-style-type: none"> Quiet voices Remember, class is in session Remove your hats and hoods when indoors Hold the door for the person behind you 	<ul style="list-style-type: none"> Use quiet voices Stay on the sidewalk Use kind words and actions 	<ul style="list-style-type: none"> Use soft table voices Say "Please" and "Thank you" 	<ul style="list-style-type: none"> Flush the toilet Knock on the stall door Give others privacy 	<ul style="list-style-type: none"> Use kind words and actions Include everyone Be a good sport 	<ul style="list-style-type: none"> Handle book with care Say "Please" and "Thank you" Use quiet voices, there are 4 classes in session around you. 	<ul style="list-style-type: none"> Sit quietly Allow for others to see words and actions 	<ul style="list-style-type: none"> Use quiet voices Say "Please" and "Thank you" Say "Excuse me" 	<ul style="list-style-type: none"> Wait your turn to speak Clean up after yourself Be a positive work partner
Scholarly	<ul style="list-style-type: none"> Leave your toys at home Use cell phones after school only Pay attention to your surroundings 	<ul style="list-style-type: none"> Make good choices Show care for the landscape Use complete sentences 	<ul style="list-style-type: none"> Use complete sentences Recycle 	<ul style="list-style-type: none"> Use water and paper towels wisely (2 towels) Return to room promptly Report problems to an adult 	<ul style="list-style-type: none"> Use complete sentences Pay attention to your surroundings Take time to help others 	<ul style="list-style-type: none"> Remember to return your books Don't forget to take your AIR test! Use complete sentences 	<ul style="list-style-type: none"> Listen with ears, eyes, and mind Applaud appropriately Use complete sentences 	<ul style="list-style-type: none"> Use complete sentences Think about how kind it is when someone helps you Be kind to learning something new 	<ul style="list-style-type: none"> Use complete sentences Transition quickly and quietly so that the learning can continue Be kind to learning something new

Back to School 2020- 2021

Sherwood Montessori's Plan for Reopening During the
COVID-19 Pandemic

School on
Campus

Distance
Learning

Hybrid

- All three models are being planned for
- Families will have choice
- Illnesses may require whole county, whole school, whole class, or individuals moving from on campus to distance learning model
- Professional development opportunities and communication among school leaders have supported planning
- Recommendations from California Department of Education (CDE) and the California Department of Public Health (CDPH) are informing planning

Healthy Hygiene Practices

CDPH & CDE

- teach and reinforce washing hands, avoiding contact with eyes, nose and mouth, covering coughs/sneezes
- develop handwashing routines
- teach and reinforce student use of face coverings/masks/shields, especially when cannot physically distance
- all staff should use face coverings/shields
- students *should be encouraged* to use face coverings
- ensure adequate supplies (soap, tissues, no-touch trash cans, masks, sanitizers)

CDPH

- consider portable handwashing stations

CDE

- train staff and students on proper handwashing techniques and proper PPE use
- "ensure sufficient access" to handwashing stations and sanitizer
- students "should use" face coverings, with minimum requirements listed (waiting to enter campus, while on school grounds, etc.)
- provide masks and PPE

Cleaning

Disinfecting

Ventilation

CDPH & CDE

- **limit use of shared playground equipment** *In communication with Mike Allen regarding playground equipment protocol*
- **limit sharing of objects and equipment** *bleach water disinfectant solution between uses*
- **ensure proper ventilation with as much fresh outdoor air as possible**

CDPH

- **suspend use of resources that necessitate sharing/touching (e.g. water fountains)** *replace drinking fountain hardware with bottle filling hardware*
- **staff should clean and disinfect frequently-touched surfaces** *students will return materials to a cleaning area rather than back to the shelf*

CDE

- **In accordance with CDC guidance, ensure that ventilation systems and fans operate properly**
- **Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma symptoms).**
- **Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems**

Distancing:

Arrival &

Departure

CDPH & CDE

- designate routes for entry and exit *gate on 16th and gate to CARD parking lot*

CDHP

- minimize contact at school at beginning and end of school day
- stagger arrival/drop off times and locations *dismissal is staggered, will consider more if needed*

CDE

- "supervised and sufficient" points of access to school campus

CDPH & CDE

- designate routes for entry and exit

Distancing: Classroom

CDPH & CDE

- **students should remain in same space with same group as much as possible** *spaces will be cleaned between uses of different group*
- **teachers should stay with same groups as much as possible; ideally same teacher with same group of students all day** *outdoor instruction is the exception*
- **maximize space between seating and desks. distance teacher and other staff desks at least 6 feet away from student desks** *Use of outdoor areas and library and science lab to achieve distance*
- **consider ways to establish separation of students (floor stickers, signage, etc.) marking 6 foot separation on all ramps**

CDE

- **Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals** *tours by appointment rather than group, observe from doorway*
- **Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives**
- **LEAs should plan to limit number of students physically reporting to school, if needed to maintain physical distancing** *may need to cap new in-school enrollment at lower elementary level*

Distancing:

Non- Classroom Spaces

CDPH & CDE

- limit non-essential visitors, volunteers, and activities
- limit communal activities
- consider use of non-classroom space for instruction

CDPH

- minimize congregate movement
- consider holding recess activities in separated areas

CDE

- Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Meal Service

CDPH & CDE

- serve meals in classrooms or outdoors
- food service workers should use gloves/face coverings

CDE

- suspend use of shared tables and buffet-style service
- considerations for changes in food service operations

CUSD is our meal service provider and will develop policy with consideration to recommendations

Limit Sharing

CDPH & CDE

- keep child's belongings separated and individually labeled *cubbies, outdoor hooks*
- minimize sharing of high-touch materials *disinfecting Montessori materials between uses*
- avoid sharing electronic devices, toys, books as much as possible *keyboards covered with clear plastic*

CDE

- send child's belongings home each day to be cleaned *will be encouraged*

Checking Signs & Symptoms

CDPH & CDE

- actively encourage staff and students who are sick or have had contact with someone with COVID-19 to stay home
- implement screening or other procedures for students and staff
- conduct visual wellness checks and take student temperatures with no-touch thermometer
- monitor staff and students throughout day for illness

CDPH

- document incidents of possible exposure and notify local health officials, staff and families immediately while maintaining confidentiality

When Staff, Child or Visitor Becomes Sick

CDPH & CDE

- anyone showing symptoms should be required to wear a face covering and go into isolation area
- close off areas used by sick person and do not use before cleaning; wait 24 hours before cleaning *office back room for isolating an ill person*

CDE

- sick student/staff may not return until they meet "CDC criteria to discontinue home isolation"
- all teachers to have emergency sub plans

Maintain Healthy Operations

CDPH & CDE

- designate staff liaison to be responsible for responding to COVID-19 concerns
- maintain communication systems that allow staff/families to self-report symptoms and receive notifications of exposures and closures

CDE

- all students/staff must wash or sanitize hands as they enter campus
- protocol for accepting deliveries

Instructional Models

CDPH

- **Special Education: Develop a plan to support students with access/functional needs**

CDE

- **Instructional model scheduling options provided**
- **essential questions for consideration for instructional planning**
- **assessments and progress monitoring considerations**
- **Social Emotional Learning (SEL) and trauma-informed practices**
- **Special Education (Universal Design for Learning [UDL], inclusive plan)**
- **English Learner (EL) roadmap policy**

Professional Relationships & Learning

CDE

- planning questions (from CDE)
- models and best practices
- Professional Development: Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions; Training on trauma-informed practices and suicide prevention.



REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 *Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting

Meeting ID: Join Zoom Meeting

<https://us04web.zoom.us/j/73602291911?pwd=bEZuSlRtdkZmdCNO5hZGILNj9OUT09>

Meeting ID: 736 0229 1911
Password: fHC735

Date/Time: **Thursday, May 21, 2020 – 6:00 p.m.**

AGENDA

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

A.1 Roll Call Russell Shapiro, Denise Snoke, Anna Ling, Nathan McGraw, Rosie Paulson

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

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, April 16, 2020

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS

None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

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

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

- E.2.1 School Director Report**
- E.2.2 Director of Special Education Report**
- E.2.3 Instructional Staff Report**
- E.2.4 Treasurer Report**

E.3 Action Items

- E.3.1 Measure K facilities request (discussion/action)**
- E.3.2 LCAP Resolution (discussion/action)**

E.4 Board Governance

- E.4.1 Elections for new Board Members**
- E.4.2 Update on Committees**
- E.4.3 Discussion of School Director Review**
- E.4.4 Short Term Goals**
- E.4.5 Long Term Goals**

F. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

G. ADJOURNMENT

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



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: School Director Report
Date: May 21, 2020

Safety

- We are continuing to use physical distancing and cleaning protocols when on campus and as much as possible, all employees are working from home.
- A statewide taskforce is developing recommendations for safely returning to school. LEAs are now making tentative plans based on guidance given so far. The draft of a recommendations document has been shared to begin planning, urging that plans include:
 - Total reopen for all students and staff on site for normal hours.
 - Partial reopening.
 - Blended reopening that balances in-person learning and continued distance learning for students.
 - In-person opportunities also are made available for special populations of students, including students with disabilities.
- Teaching and reinforcing prevention behaviors such as handwashing and cough/sneeze etiquettes will continue to be emphasized when we return to school.
- Anyone who enters campus will have their temperature taken as they enter. Parents will be asked to say goodbye at the gates and avoid coming to campus.



- Masks may be required while indoors.
- Teachers have been asked to plan to prioritize cleaning and sanitizing as a task for instructional aides in the classroom. Procedures for sanitizing materials after use will be put in place.
- A return to school with physical distancing would require fewer students in the classroom. Models used currently in schools that have resumed (in the U.S. and abroad) include students remaining 6 feet apart using desks. South Loop Montessori School in Chicago has opened for children of essential workers. These classrooms have been rearranged to create spaces with physical distancing in which children may use desks or rugs on the floor:

Individual tables



Shelves as separations



- Outdoor activities can be used to allow more students to come to school while keeping physical distancing in the classrooms.
- Lunches will be eaten outside and/or in classrooms.
- Normal operations at school will be safe to resume after:
 - a. The California stay-at-home order has been lifted.
 - b. The number of confirmed COVID-19 cases in the county has remained constant or declined for a period of time as determined by the local public health department.
 - c. A directive regarding physical distancing and group gatherings has been established and implemented.

Distance Learning

- Teachers have learned a great deal about providing learning opportunities through

distance learning, a theme is that they would prefer not to and miss in-person in-classroom instruction!

- Distance learning is especially challenging for younger learners. Colleagues in independent studies programs have advised classroom-based school leaders to consider that truly the parent is the teacher in K-2 independent study programs, the teacher partners with parents but must remain flexible and allow the parent to make needed changes.
- Attending to meetings via screens requires more cognitive load than in-person meetings or telephone meetings. The brain works to decipher myriad cues from multiple faces in the grid view of screen-based meetings. Attendees feel fatigue and have difficulty focusing sooner as their brains process the experience.
- Distance learning programs ideally should have 3-5 hours of work for students daily.
- It is likely that distance learning will have a role in the next 12-18 months before a vaccine for COVID-19 is widely available. A second wave of infections is expected, possibly coinciding with flu season in October or November. This wave is not expected to be as significant as the first but could result in local, regional, or countywide school closures for up to four weeks.
- Long-term independent study will be available in the event a student becomes infected or needs to quarantine because a family member is infected.

Fiscal

- The May Revision of the Governor's proposed budget includes significant anticipated cuts and deferrals are expected.
- We received our first apportionment of the Emergency Impact Aid funds distributed by the federal government to reimburse expenditures already made when we enrolled students who lost access to their education due to the Camp Fire. This included students from schools that were lost in the fire and students who had been previously homeschooled. Sherwood received the largest apportionment of any charter school in Butte County.

Resilient Montessorians

On April 23rd, I sent an announcement to the community that highlighted the ways in which our school is well-prepared to handle the consequences of the pandemic:

As Montessorians, we value relationships, our community, our carefully planned learning environments, and the engaging materials in our classrooms. The school closure has created challenges in accessing these. At the same time, our Montessori philosophy has prepared us well to meet many challenges presented by the current circumstances:

- We value the whole child and understand the importance of emotional, physical, and social development, not academic development only.
- We individualize our approach to each student and know that one size does not fit all.
- We believe in the potential for every person to reach greatness and respect that everyone's growth is unique.

- We respect that families are the first teachers of our students and consider our partnership with parents essential.
- Montessori students are taught to be independent learners and make choices, skills that are key when engaging in distance learning.
- Montessori students are taught to advocate for themselves, to reflect on what they need and to problem-solve how to get those needs met.
- The Montessori curriculum includes Grace & Courtesy and Practical Life and the home is actually an ideal environment in which to continue pursuing these skills.
- Right now, the entire human family is facing the same crisis and working together to keep one another safe. Montessori students are global citizens, they are taught geography from an early age to understand that people everywhere have common basic needs that they meet in ways that work for their cultural and physical environments.

And on May 7th, I shared the following quote, which suggests that Montessori education was developed to give students the skills necessary to face unexpected and challenging circumstances:

“It is necessary that the human personality should be prepared for the unforeseen, not only for the conditions that can be anticipated by prudence and foresight..... For success in life depends in every case on self-confidence and the knowledge of one’s own capacity and many-sided powers of adaptation.” (Montessori, *From Childhood to Adolescence*, Appendix A, 1948)



MEMORANDUM

To: Board of Directors
From: Justin Allan, Director of MTSS
Subject: Director of MTSS Report
Date: May 21, 2020

Much has changed since COVID-19 has closed school campuses throughout the country. Many aspects of special education have been especially challenging during this time. The biggest change has been the way that services are provided. This has been through zoom, email, text, and parent phone calls. While there are some families and students that are actively communicating and participating there are also many families that have been unable or reluctant to participate. One aspect of special education that has not changed is that we are still holding all our IEP meetings (annual, triennial, transition). We had a bit of luck because we finished our formal assessments before school was physically closed and we were able to hold our triennial IEPs properly with good data.

As this is my last board report as Director of MTSS I wanted to delve into the current state of special education at Sherwood. We currently have thirty students that have an IEP and receive special education services. Out of those thirty students we have four students transferring to high school, and two students who are transitioning from 5th grade to a traditional middle school. We have been told by another middle school parent that she has already enrolled her daughter in a homeschool program for next year. If those seven leave we would start the year with 23 students with IEPs. Three of those students are speech only. That would leave the new special education teacher a caseload of 20 to start the year if no new students with IEPs enrolled. Over the last three years we have an average of 5 students with IEPs that transfer over the summer. We also have two current students that would have been assessed for special education had it not been for COVID 19 and they will need to be assessed when school returns.

We have not been told by the CDE if targeted review will continue next year. It is currently on pause. We were put in targeted review for math performance on state testing. There was some question about this data. We were looking forward to a meeting where we could analyze the data, find out if it is accurate, and plan. We had already made it a priority to improve math scores this year and I believe state testing would have shown improvement.

The next year school year still has many unknowns, but regardless of the future one resonating fact is that the Camp Fire and COVID 19 have significantly interrupted school the last two years for some of our students. Consecutive years with gaps in school combined with the stress and trauma of dealing with the Camp Fire and COVID 19 are going to impact overall student learning and state test scores. It is going to take extra diligence and intense focus to try to counteract the effects.



MEMORANDUM

To: Board of Directors
From: Michelle Yezbick, School Director
Subject: Instructional Staff Report
Date: May 21, 2020

Transitional Kindergarten/Kindergarten -Teresa Shippen

OK...here is a list of positives for our board! Of course...nothing will replace being able to gather as a class...so much SEL takes place when we all get together! ❤️ The more we get together the happier we'll be! 🧩

- I am becoming much more technologically adept (the learning curve has been huge!)
- I am learning new (creative) ways to teach
- I have really had to evaluate what lessons are most important, and how can I deliver them most effectively.
- I have developed closer relationships with families (even visiting their houses via facetime and zoom)
- I have more time to think and come up with new and creative ideas- about teaching and about life
- I have more time to plan
- I have taken the time to connect more with the larger Montessori community- attending webinars and zoom meetings to grow as a person and educator
- I have also connected more with my fellow teachers- both friends locally and across the country
- There is a greater sense of camaraderie and community
- I am more open to what the world holds for me/us
- I have strengthened my desire to be a classroom teacher, and have a newfound appreciation for every bit of our day, every tiny lesson learned, seeing the joy on a child's face as they start reading on their own, the joy at losing a tooth, the sadness when missing home, the butterfly in the garden, the yummy snack, the joy of fingerpainting, the pain of a squabble with a friend, I miss it all!!
- I am so appreciative of the many ways parents have reached out to share these moments with me- videos of learning to read, ride a bike, swim, showing me their gardens and baby chicks and bee stings and pets and yes! the hole where the tooth fell out!

- Seeing their faces and personalities on Zoom each week!

I am so grateful that this is all happening in a time where technology is more available. I am so saddened by the families who do not have as easy access to these things.

Thank you for letting us reflect on this journey

Transitional Kindergarten/Kindergarten -April Pearce

- Most Kindergarten families are enjoying the extra family time
 - Kids are playing with their siblings more than before
- I have mostly enjoyed learning new technologies to engage my students
- It is nice to have slower paced mornings
- I had the time to become a foster parent a few months earlier than planned
- Before I became a foster parent (4/20/20) I had time during the day to work on my arts and crafts and home projects
 - Now I am finding joy in building with K'Nex, Legos, and, most enjoyably, marble runs (did you know building marble runs is like riding a bike?)
 - I am also riding my bike regularly, which is fun
- I am happy Michelle is back on as our principal
- I am proud that as a staff, we were able to get our distance learning act together faster than any other school I know of that had to make the switch
- I am grateful we went into this with a sense of cohesion as a staff and have been able to be there for each other as we navigate this new world.
- Shannon has been great in supporting my plans and coming up with ideas to engage students

1st/2nd/3rd -Marlo Knox

Teachers were asked to reflect on the positives of distance learning. I'm struggling because the most positive part of my job is working with children and standing by them supporting their growth. That is why I teach....I actually like being with children, in the presence of children, their honesty, authenticity, transparency, connects human to human. As adults we do not have the courage to live so boldly.

My happiest moment during distance learning was the first Zoom community meeting I held. At the end of the meeting we all unmuted and the 17 students who attended started talking to one another, all at once, but they were so earnest and honest. I heard things like, "I miss you so much", " Did you get a haircut", "I see your slippers, I'm wearing my slippers too", Then, they all started to say goodbye. They did not say goodbye and click out. They said each person's name they could see. "Goodbye Jeo", "Goodbye Jylan", everyone said everyone else's name, except for one or two kids that said, "Goodbye to everyone!" because they could not see all the students attending. They actually said, "Goodbye everyone because I can't see you all." Children who would not reach out to each other in the classroom reached out to each other in that Zoom meeting.

It's as if they intuitively knew we can not take each other for granted anymore.

I actually cried when that meeting ended. It was such a pleasure to watch them for 5 to 10 minutes being them, being wonderful.

Perhaps that is my bullet point, distance learning has taught me we can not take moments we have to be together for granted anymore. Being physically together is a gift.

1st/2nd /3rd -Eric Parish

4th /5th/6th -Sheng Vang

Positives from this Pandemic:

- Getting familiar with online resources such as:
 - Khan Academy
 - Mobymax
 - Scholastic News
- Getting familiar with virtual meeting platforms:
 - Zoom
 - Using it as a form of socializing through
 - Sharing of works
 - Playing games such as: Go Find (Scavenger Hunt) and Guess My Number
 - Doing breakout rooms to provide more intimate smaller groups to have group discussions.
 - One-on-one help with assignments
- Getting familiar with online recording platforms:
 - Loom
 - On here I've created videos of the works that are assigned on my work plan each week and walk-through of
 - Easier to access for my families (they don't have to download the video)
 - Flipgrid
 - Video recording site that's student-friendly
 - View some of our videos: <https://flipgrid.com/47a209e5>
- Families telling me that some of the works have allowed them to further develop their relationship with their child on a different level.

4th /5th /6th-Debbie Zimmerman

- Parents are collaborating with students one-on-one more than before
- Students are interacting socially via the internet and showing resilience
- My computer skills are improving, out of necessity
- New ways of communicating and interacting virtually are being discovered

- Staff are proving that they are very adaptable

7th/8th-Ioanna Lekkakou

- Students with strong Montessori foundation followed easily and enjoy distance and self-paced learning
- Students who were reserved in the classroom setting, became quite social in their virtual communications
- The time management required by the distance learning has been an excellent preparation for high school's accountability
- Students who were easily distracted in the classroom by others or by different physical stimuli, had an opportunity to prove themselves they can stay focused for a longer period when away from friends
- We had the opportunity to enjoy as a group many fun activities that weren't directly linked to any academic goal
- We had the opportunity to work more in depth in social-emotional teaching and learning
- We came closer to our students' families facing this challenge together. The sense of belonging to a wonderful community became much stronger
- There were given many opportunities for a one-on-one time between teachers and students. The coaching component of teaching became central in this distance learning period especially using texts/chats in the google hangouts app

Patrick Curran-6th Grade Math & 7th/8th Grade Science

- some advanced students are getting free reign on exploring their interests with more free time
- some struggling students are getting some one on one help through Zoom tutoring
- almost all students have access to enriching and sometimes in depth learning
- students and teachers are learning alternative teaching methods and technology
- reflection time for some middle students has made them realize the value of school and their peers at school

Learning Center-Bree Allan

Sherwood Montessori
Balance Sheet - Current Month
 As of April 30, 2020

Apr 30, 20

ASSETS**Current Assets****Checking/Savings****9100-Assets**

600,624

Total Checking/Savings

600,624

Other Current Assets**Total Other Current Assets**

0

Total Current Assets

600,624

Fixed Assets**9410 - Land**

95,000

9430- Building

182,515

9435-Accumulated Depreciation

-9,100

Total Fixed Assets

268,415

TOTAL ASSETS**869,039****LIABILITIES & EQUITY****Liabilities****Current Liabilities****Other Current Liabilities****9500-Liabilities**

71,795

Total Other Current Liabilities

71,795

Total Current Liabilities

71,795

Total Liabilities

71,795

Equity**Restricted Assets**

44,444

Restricted Fixed Assets

268,415

Designated for Economic Uncertainty

90,000

Other Designations

350,000

Undesignated

67,429

Net Income

-23,044

Total Equity

797,244

TOTAL LIABILITIES & EQUITY**869,039**

Accrual Basis

[illegible]



MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: Measure K Proposal: Additional Funds to Complete Additional Required Site Work

Date: May 21, 2020

SUMMARY

The third classroom with teaching kitchen may require additional funding now that the County is requiring more site improvements.

DISCUSSION

Because the property at 1010 Cleveland Ave. is soon to be annexed to the City of Chico, site improvements that were initially not part of the plan now must be included. Contracts are now being bid at lower costs, so it may not be an issue, and our project proposals that were already approved included overages, but we don't want delays in our project. All funds for the project come from the Measure K bond for school facilities.

ACTION REQUESTED: Approve Measure K Spending Proposal

Attachment: Measure K Spending Proposal, Engineers Estimation of Costs

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

GENERAL INFORMATION:

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

1. Type of Project:

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

2. Project Narrative:

On June 26, 2019, the Chico Unified School District's Board of Education approved \$40,000 from Measure K to be spent on planning for the placement of a third relocatable classroom containing a teaching kitchen at the 1010 Cleveland Ave. site. On December 11, 2019, \$366,379 was approved to execute the plan. Since then, additional costs are now required by the County of Butte related to site improvements in anticipation of the location being annexed to the City of Chico.

This proposal is to request that the remainder of the costs for this project be allocated from Round 3 of Sherwood's bond allocation.

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

a. Does your school currently operate on a CUSD School Site: ☒ yes ☐ no

b. Does your school lease property/buildings from a private owner: ☐ yes ☒ no

Note: Sherwood also operates on a site it owns, adjacent to Chapman Elementary, at 1010 Cleveland Ave,

4. Current enrollment and ADA: 151/143

5. Financial Questions

a. Was your prior annual audit report free of any negative findings? ☒ yes ☐ no
(if no, please explain)

b. What were your cash reserves as a percent of expenditures at the end of the prior fiscal year?
30%

6. Project Schedule

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

Programming/Schematic Design Documents – completed

Design Development Documents – completed

Construction Documents – completed

DSA Review & Approval –n/a

Bid & Award – May/June 2020

7. Preliminary Estimate (Cost)

Series A-C Allocation	\$1,402,006
Less Previously Allocated Funds	\$961,781
Less Current Project Funds Requested	\$25,000
Remaining Allocation	\$415,225

School Facilities Projects to be Funded with Proceeds of Bonds

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

Documentation *(please indicate those completed)*

All Projects

Project Narrative: general scope of work ___X___ Included

Enrollment Capacity: Current Facility and/or Proposed ___X___ Included

Preliminary Estimate (Cost) ___X___ Included

Project Schedule ___X___ Included

Building/Modernization/Renovation Projects

Feasibility Study and Site Review ___X___ Included ___ Not Applicable

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

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

Facility Assessment ___ Included ___X___ Not Applicable

Schematic Drawing(s) *(areas of work)* ___X___ Included ___ Not Applicable

CEQA Process Determination *(pre-CEQA-form)* ___ Included ___X___ Not Applicable

Design Development Drawings ___ Included ___X___ Not Applicable

Design or Bid Estimate _X___ Included ___ Not Applicable

Construction Documents ___X___ Included ___ Not Applicable

For Committee Use:

All necessary documents were included:
(if no: request for additional documentation)

 X yes no

CORE QUESTIONS:

1. Does the project fall under the bond language? yes
2. Given the life span of a bond, did the proposal explain how this project was an appropriate use of funds? yes
3. Has the school demonstrated the feasibility of project completion? yes
4. Has the local school board approved the project? May 21, Regular Meeting

MEASURE K—CHARTER FACILITIES COMMITTEE APPROVAL

Date of Committee Approval: May 18, 2020

Attestation of Committee Secretary: _____

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

Sherwood Montessori					
Chico, CA					
Preliminary Engineer's Opinion of Costs					
Offsite Improvements					
<u>Item</u>	<u>Quantity</u>	<u>Unit</u>	<u>Unit Cost</u>		<u>Item Total</u>
Mobilization	1	ls	\$3,000		\$3,000
Project Layout	1	ls	\$600		\$600
Site demolition	1	ls	\$2,000		\$2,000
Excavation/fill	50	cy	\$49		\$2,450
Asphalt Concrete (2")	2	tons	\$200		\$400
Aggregate Base (11")	4	cy	\$200		\$800
Sidewalk	361	sf	\$15.00		\$5,415
Curb & Gutter	140	lf	\$30		\$4,200
Valley gutter	312	sf	\$15		\$4,680
Adjust signage	1	ls	\$475		\$475
City Std. ADA ramp	2	ea	\$2,500		\$5,000
Storm Drain inlet and drywell	1	ea	\$5,000		\$5,000
	Sub Total				\$31,020
		Engineering 5%			\$1,861
		Plan Check/Inspection 4%			\$1,241
		Contingency 15%			\$4,653
		Total			\$38,775





MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: LCAP COVID-19 Operations Written Report for Sherwood Montessori

Date: May 21, 2020

SUMMARY

In compliance with Executive Order N-56-20, a COVID-19 Operations Report for the school has been completed.

DISCUSSION

Governor Newsom issued an executive order directing schools to publish a written report to their communities explaining how they are responding to COVID-19. The report must explain steps the school has taken to deliver high-quality distance learning opportunities, provide school meals in non-congregate settings, and arrange for supervision of students during ordinary school hours. It must also explain steps taken to meet the needs low-income students, English learners, and foster youth. The report is intended to provide transparency and accountability to communities.

The order also extends the deadlines for local educational agencies to submit Local Control and Accountability Plans (LCAP), which are multi-year planning documents tied to budget projections. By law, LCAPs must be developed in collaboration with parents, students, teachers, and community groups. Given the COVID-19 pandemic, school leaders are appropriately focused on managing the immediate needs of their students and families.

ACTION REQUESTED: Adopt COVID-19 Operations Report

COVID-19 Operations Written Report for Sherwood Montessori

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600	May 21, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Changes to Program Offerings

The most significant change has been the loss of the access to the prepared Montessori environment with the Montessori learning materials and daily, in-person contact with teachers and classmates. Sherwood educators realized quickly how important it would be to establish a safe way to preserve the human connectedness that is a hallmark of our program. Virtual meetings via Google Hangouts and Zillow were established for each classroom, devices were distributed to families who needed them, and glitches were problem-solved to give every child access to see and hear their teachers and friends. Paper packets were also offered to supplement online learning opportunities. Teachers and support staff have been keeping in touch with families regarding distance learning preferences and have made adjustments as the school closure was extended. For example, some families opted in to paper packets to have a screen-free option when needed, and others chose to accept a device to access the class meetings once it was clear that the closure was long-term.

Major Impacts of the Closures on Students and Families

The school closure has impacted families differently. Some families have made an easier transition to a home-based learning model having an adult available to support the student in the home. Other parents find it difficult to do so as they are essential workers who are employed outside the home. Some families have had struggles with limited internet connectivity as increased usage taxes a system not designed for the increased use. Staff has continued to contact families via phone calls, Zoom meetings, email and surveys and have made adjustments according to parents' feedback.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Teachers have provided appropriate learning opportunities for their English learners and low-income students during the school closure. Sherwood does not have students in foster care at this time. We currently have fewer than ten English learners, and their academic development is well-known to their teachers. Beginning learners have been given technology with translation capabilities to help them access content in their primary language. English learners at more developed stages are given learning opportunities that are accessible and beneficial through online distance learning and/or paper packet materials. Low-income students have access to two meals per day provided by the local school district. Technology and delivery of materials have also been provided to low-income students. The school is also sharing information about low cost and free resources for support that are available in the community and online, including mental wellness resources, free internet opportunities, and access to meals.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Sherwood Montessori announced to families over the scheduled Spring Break that the school site would remain closed due to the shelter in place order. Teachers took March 23rd as a planning day and prepared to shift to distance learning. Families were contacted and offered a choice between paper packets and online distance learning opportunities or a combination. Chromebooks were distributed to students who needed them, and support for internet connectivity was also provided. Plans were made for distribution of paper packets and technology. Some families picked up materials just off campus in the parking lot, some families received paper packets in the mail or email, and some families had materials delivered to their homes by staff. Teachers scheduled online class meetings to give students a chance to see one another and their teacher to offer social emotional support during the school closure.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The local school district, Chico Unified School District, is offering breakfast and lunch to area children. One of the distribution sites is at the campus on which Sherwood Montessori is located. Families are able to pick up meals from the parking lot of the school. CUSD Nutrition Services staff bring the meals out to the family's car wearing personal protective equipment and hand the bagged meal to the adult driver without entering the airspace of the vehicle.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The LEA is not providing supervision of students during ordinary school hours. It was determined that it was not practicable to offer child care safely at this time.

COVID-19 Operations Written Report for Sherwood Montessori

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REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Location: 1071 E. 16th St. Room 3, Chico, CA 95928 *Physical distancing requires that fewer than 9 people attend in-person. Please use Zoom meeting link if possible.*

Due to Shelter in Place orders, this meeting will be held online at: Join Zoom Meeting

Join Zoom Meeting

<https://us02web.zoom.us/j/81579506276?pwd=ZVU1TEhwb2N3SWxHOHZ4azEzMStodz09>

Meeting ID: 815 7950 6276 Password: 9DcSYe

Meeting ID

Date/Time: **Thursday, June 25, 2020 – 6:00 p.m.**

AGENDA

A. CALL TO ORDER

A.1 Roll Call Russell Shapiro, Anna Ling, Nathan McGraw, Rosie Paulson

B. CONSENT AGENDA

B.1 Minutes Approval Consider approval of minutes from Regular Meeting, March 26, Regular Meeting April 16, 2020, and Regular Meeting May 21, 2020.

B.2 Facilities Use Agreement Consider approval of the FUA for the 2020-2021 school year.

C. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA

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

D. NOTICED PUBLIC HEARINGS None

E. REGULAR BUSINESS

E.1 Items Removed from Consent (If any)

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

E.2 Reports and Communications

This time will be for Board members to ask questions regarding the provided written materials.

E.2.1 School Director Report

E.2.2 Treasurer Report

E.3 Action Items

E.3.1 Budget 2020-2021 Consider adopting budget **(discussion/action)**

E.3.2 LCAP Resolution Consider adopting LCAP Resolution **(discussion/action)**

E.3.3 Appointment of Measure K Board Alternate Member Consider approving appointment of Pat Casey to Measure K Charter Facilities Board **(discussion/action)**

E.4 Board Governance

E.4.1 Elections for new Board Members

F. Closed Session

F.5.1. Discussion of School Director Review

G. FUTURE AGENDA ITEMS

The Board will be asked to adopt the Strategic Plan

H. ADJOURNMENT

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To: Board of Directors
From: Pat Casey, Business Manager
Subject: **Agenda Item , Treasurer's Report**
Date: June 25, 2020

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statements for the month of May 2020 reconciled with, or matched, those of the school's internal reports. The cash balance totaled \$ 614,216.05 as of May 31, 2020.
- There were no unusual or unexpected high-cost expenses during the month of May.

Profit & Loss

- Although the P&L statement shows a Net Ordinary Income (loss) of (\$ 63,999) for fiscal year-to-date through May 31, 2020, the school received a check for \$ 91,805 in early June, bringing net income to a net gain of +\$27,806.

Balance Sheet

- The 2nd Interim Report was filed with CUSD showing a projected Ending Fund Balance of \$90,000 as Designated for Economic Uncertainty and \$ 350,000 as Other Designations (Unrestricted). Because of these very unusual times there may not be a guarantee of current funding levels and final funding won't be known until July 2020 because personal income taxes are delayed until then.

Cash Flow

- The school is projected to end the year with a positive cash balance ***even with the June apportionment check delayed until July 2020.***
 - All regular employees (excludes Extended Day) will be paid their contract amount or the budgeted hours per day for each position times the work days in their Conditions of Employment times the remaining school teaching days.

Sherwood Montessori
Balance Sheet - Current Month
 As of May 31, 2020

May 31, 20

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

9100-Assets 575,882

Total Checking/Savings 575,882

Other Current Assets

9290 - Due from Grantor Govts.

Total Other Current Assets 0

Total Current Assets 575,882

Fixed Assets

9410 - Land 95,000

9430- Building 182,515

9435-Accumulated Depreciation -9,100

Total Fixed Assets 268,415

TOTAL ASSETS 844,297

LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

9500-Accounts Payable 9,501

Total Accounts Payable 9,501

Other Current Liabilities

9500-Liabilities 78,418

Total Other Current Liabilities 78,418

Total Current Liabilities 87,919

Total Liabilities 87,919

Equity

Restricted Assets 44,444

Restricted Fixed Assets 268,415

Designated for Economic Uncertainty 90,000

Other Designations 350,000

Undesignated -20,490

Net Income -63,910

Total Equity 756,378

TOTAL LIABILITIES & EQUITY 844,297

Sherwood Montessori
Profit & Loss YTD Comparison
May 2020

	May 20	May 19	Jul '19 - May 20
Ordinary Income/Expense			
Income			
8000-Revenues	103,383	126,447	1,224,319
Total Income	103,383	126,447	1,224,319
Gross Profit	103,383	126,447	1,224,319
Expense			
1000 Certificated Salaries	43,640	41,671	435,979
2000 Classified Salaries	35,115	31,936	307,695
3000-Employee Benefits	22,610	20,421	234,860
4000-Books and Supplies	310	1,593	33,723
5000 Services/Other Op. E...	32,956	42,727	276,061
Total Expense	134,631	138,348	1,288,318
Net Ordinary Income	-31,248	-11,901	-63,999
Net Income	-31,248	-11,901	-63,999

06/23/20

Accrual Basis

Sherwood Montessori

Board of Directors - Vendor Payments Report

May 2020[illegible]

	2020-21	PROJ. ENROLL. 151 = EST. 144 ADA	PROJ. ENROLL. 151 = EST. 141 ADA		
	2020-21 ORIGINAL BUDGET	2019-20 2ND INTERIM BUDGET	2020-21 ORIGINAL BUDGET	CHANGE	
Revenue					
	8011 Local Control Funding	721,150	648,980		
	8012 Education Protection Act	227,285	174,219		
	8096 In Lieu Taxes	350,810	350,810		
	Subtotal LCFF Revenues	1,299,245	1,174,009	(125,236)	
	8011 Project Serve	11,340		(11,340)	
	8010 FED- Emergency Impact Aid	39,375		(39,375)	
	8181 Spec. Educ.- SELPA Fed	12,000	12,000	-	
	8311 Spec. Educ. - SELPA State	80,000	80,000	-	
	8312 Spec. Educ. - SELPA ERMHS	12,000	12,000	-	
	8550 Mandates Block Grant	2,475	2,475	-	
	8560 State Lottery	30,000	15,000	(15,000)	
	8673 Billed Services - Extended Day	25,000	25,000	-	
	8699 Fundraising / Donations	34,600		(34,600)	
	8710 Other Local Revenue	1,000		(1,000)	
	TOTAL REVENUES	1,547,035	1,320,484	(226,551)	
	LOSS OF FUNDRAISING REVENUE	(34,600)			
Expense					
	1000 Certificated Salaries	482,984	435,498	(47,486)	33%
	2000 Classified Salaries	359,355	329,336	(30,019)	25%
	3000 Employee Benefits	251,365	263,738	12,373	20%
	SUBTOTAL	1,093,704	1,028,572	(65,132)	77%
	4100 Texts and Core Curricula	3,000	3,000	-	
	4200 Reference Materials	5,000	5,000	-	
	4300 Materials and Supplies	27,250	27,250	-	
	4400 NonCap Equipment	6,000		(6,000)	
	4700 Food (Nutrition)	250		(250)	
	SUBTOTAL	41,500	35,250	(6,250)	3%
	5200 Travel and Conferences	2,000		(2,000)	
	5300 Dues and Memberships	2,500	1,600	(900)	
	5400 Property/Liability Insurance	18,387	27,800	9,413	
	5500 Operations / Housekeeping	68,620	64,600	(4,020)	
	5600 Rentals, Leases, and Repairs	12,600	11,800	(800)	
	5800 Prof. & Consulting Services	211,800	158,100	(53,700)	5%
	5900 Communications	9,650	8,300	(1,350)	
	SUBTOTAL	325,557	272,200	(53,357)	20%
	6200 CAPITAL OUTLAY- BLDG			-	
	TOTAL EXPENDITURES	1,460,761	1,336,022	(124,739)	100%
Excess/(Deficiency)		51,674	(15,538)	ADA Equiv.	3
Net Assets - Unrestricted - Prior Year		440,000	491,674		
Project. Unrestr. Ending Fund Balance		491,674	476,136		
Designated for Economic Uncertainties		220,000	220,000	Est. 2 mos. salary/benes.	
Undesignated/Unappropriated Amount		271,674	256,136	ADA Equiv.	28
	STATE DEFICIT - INCOME DEFERRAL	(140,000)	(150,000)		
	NET CASH WITH DEFERRAL	351,674	326,136		

SHERWOOD MONTESSORI CHARTER SCHOOL CASH FLOW PROJECTIONS FOR 2020-21																
	ACTUAL Jul-20	ACTUAL Aug-20	ACTUAL Sep-20	ACTUAL Oct-20	ACTUAL Nov-20	ACTUAL Dec-20	ACTUAL Jan-21	ACTUAL Feb-21	ACTUAL Mar-21	PROJ. Apr-21	PROJ. May-21	PROJ. Jun-21	PROJ. Accrual	PROJECTED TOTAL	INITIAL BUDGET	
state aid percentages	0.00%	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	100.00%		
in-lieu percentages	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%		
LCFF CALC v21.1a	648,980		INCOME DEFERRAL AMOUNTS													
CASH IN		174,219									-22.00%	-100.00%	-100.00%			
8011 Local Control Funding	-	32,449	32,449	58,408	58,408	58,408	58,408	58,408	58,408	58,408	58,408	58,408	58,408	648,980	648,980	
8012 Education Protection Act	-			43,555			43,555		43,555				43,555	174,219	174,219	
8096 In Lieu Taxes		21,049	42,097	28,065	28,065	28,065	28,065	28,065	49,108	24,558	24,558	24,558	24,558	350,810	350,810	
8181 FED - SELPA				4,000					4,000			2,000		10,000	10,000	
														-	-	
8311 Special Education - SELPA AB602	3,926	3,926	7,066	7,066	7,066	7,066	7,066	7,156	7,156	7,156	7,156	7,154	1,040	80,000	80,000	
8312 Special Education - SELPA-ERMHS								6,000				6,000		12,000	12,000	
8550 Mandates Block Grant														-	-	
8560 State Lottery				3,000				3,000			3,000	3,000	3,000	15,000	15,000	
8590 All Other State Revenue																
8673 Billed Services (Ext. Day)														-	-	
8699 Fundraising / Donations																
8710 Other Local Revenue																
Total Current Year Revenues	3,926	57,424	81,612	144,094	93,539	93,539	137,094	102,629	118,673	133,677	93,122	101,120	130,561	1,291,009	1,291,009	
											(12,850)	(58,408)	(58,408)	(129,666)		
9200 Accounts Receivable											(9,582)		(43,555)	(53,137)		
9200 Due from state/local government	123,000	JUNE LCF+EPA DEFERRED TO JULY														
Total Cash In	126,926	57,424	81,612	144,094	93,539	93,539	137,094	102,629	118,673	133,677	70,690	42,712	28,598	1,231,206	1,414,009	
Total Cash In Y-T-D	126,926	184,350	265,962	410,056	503,595	597,134	734,227	836,856	955,529	1,089,206	1,159,896	1,202,608	1,231,206			
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries		37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	37,000	28,498	435,498	435,498	
2000 Classified Salaries	10,000	16,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	15,336		329,336	329,336	
3000 Employee Benefits	5,700	23,300	23,300	23,300	23,300	23,300	23,300	23,300	23,300	23,300	23,300	23,300	1,738	263,738	263,738	
Total Salaries & Benefits	15,700	76,300	92,300	92,300	92,300	92,300	92,300	92,300	92,300	92,300	92,300	75,636	30,236	1,028,572	1,028,572	
Books/Materials/Supplies/N-C Equip./Food																
4100 Texts and Core Curricula		3,000												3,000	3,000	
4200 Reference Materials		5,000												5,000	5,000	
4300 Materials and Supplies		2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,000	50		27,250	27,250	
4400 NonCap Equipment														-	-	
4700 Food														-	-	
Total 4000 Books-Materials-NonCap Equip	-	10,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,000	50	-	35,250	35,250	
Travel/Services / Other Op Exp																
5200 Travel and Conferences					1,600	-	-	-	-	-	-	-	-	-	-	
5300 Dues and Memberships	-	-	-	-										1,600	1,600	
5400 Property/Liability Insurance	10,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	-	-	-	-	27,800	27,800	
5500 Operations / Housekeeping	6,406	4,326	4,526	5,569	5,469	5,559	5,569	5,649	5,569	5,649	5,569	4,741		64,600	64,600	
5600 Rentals, Leases, and Repairs	944	1,044	1,144	1,044	944	944	944	944	944	944	944	1,020		11,800	11,800	
5800 Prof. & Consulting Services	10,000	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	14,500	3,100		158,100	158,100	
5900 Communications	1,900	600	600	600	600	600	600	600	600	600	600	400		8,300	8,300	
Total 5000 Travel-Dues-P.L. Ins.-Services	29,449	22,669	22,969	23,913	25,313	23,803	23,813	23,893	23,813	21,693	21,613	9,261	-	272,200	272,200	
Capital Outlay																
6200 Buildings and Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Current Year Expenses	45,149	109,769	118,069	119,013	120,413	118,903	118,913	118,993	118,913	116,793	115,913	84,947	30,236	1,336,022	1,336,022	
NET ORDINARY INCOME																
9500 Accounts Payable- Other														-	-	
9500 Accounts Payable- PROP 39														-	-	
9511 Payroll Liabilities														-	-	
9520 Due to Grantor Governments														-	-	
Total Cash Out	45,149	109,769	118,069	119,013	120,413	118,903	118,913	118,993	118,913	116,793	115,913	84,947	30,236	1,336,022	1,336,022	
Total Cash Out Y-T-D	45,149	154,918	272,987	392,000	512,413	631,316	750,228	869,221	988,133	1,104,926	1,220,839	1,305,786	1,336,022			
Percent of Budget	3.38%	11.60%	20.43%	29.34%	38.35%	47.25%	56.15%	65.06%	73.96%	82.70%	91.38%	97.74%	100.00%			
Beginning Cash Balance*																
Net Change by Month - Yearly Total	440,000	521,777	469,431	432,974	458,055	431,182	405,818	423,999	407,635	407,396	424,280	379,058	336,822	440,000	440,000	
Ending Cash Balance	81,777	(52,346)	(36,457)	25,081	(26,874)	(25,364)	18,181	(16,364)	(240)	16,884	(45,222)	(42,235)	(1,638)	(104,816)	77,987	
	521,777	469,431	432,974	458,055	431,182	405,818	423,999	407,635	407,396	424,280	379,058	336,822	335,184	335,184	517,987	

SHERWOOD MONTESSORI 2020-21 BUDGET DISCUSSIONS re 6-25-20 BOARD MEETING:

COST OF INCREASES TO BUDGET re STEP-COLUMN-MIN. WAGE AND STRS+MEDICARE+WC
BASED ON STEP INCREASE AND 4% PAY RAISE

POTENTIAL DECREASE IN COST OF HEALTH BENEFITS IF CAPS ARE ADOPTED

INCREASE IN BUDGETED EXPENSES=		EACH 1.00%	
COST OF MINIMUM WAGE REQUIREMENT	\$ 5,000		
COST OF SALARY STEP INCREASES	1.31% \$ 4,500		
COST OF PAY RAISE	4.00% \$ 19,500	\$ 4,875	
COST OF STRS+MEDICARE+WC	17.24% \$ 5,000	\$ 1,250	
TOTAL INCREASES	\$ 34,000	\$ 6,125	
DECREASE IN BUDGETED EXPENSES			
HEALTH BENEFIT CAP - MONTHLY			
1 PARTY =	\$ 900		
2 PARTY=	\$ 1,100		
3+ PARTY=	\$ 1,200		
NET REDUCTION IN HEALTH BENEFITS COST=	\$ (6,000)		
NET INCREASE IN BUDGETED EXPENSES =	\$ 28,000		

6-22-20

COVID-19 Operations Written Report for Sherwood Montessori

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600	June 25, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Changes to Program Offerings

The most significant change has been the loss of the access to the prepared Montessori environment with the Montessori learning materials and daily, in-person contact with teachers and classmates. Sherwood educators realized quickly how important it would be to establish a safe way to preserve the human connectedness that is a hallmark of our program. Virtual meetings via Google Hangouts and Zoom were established for each classroom, devices were distributed to families who needed them, and glitches were problem-solved to give every child access to see and hear their teachers and friends. Paper packets were also offered to supplement online learning opportunities. Teachers and support staff have been keeping in touch with families regarding distance learning preferences and have made adjustments as the school closure was extended. For example, some families opted in to paper packets to have a screen-free option when needed, and others chose to accept a device to access the class meetings once it was clear that the closure was long-term.

Major Impacts of the Closures on Students and Families

The school closure has impacted families differently. Some families have made an easier transition to a home-based learning model having an adult available to support the student in the home. Other parents find it difficult to do so as they are essential workers who are employed outside the home. Some families have had struggles with limited internet connectivity as increased usage taxes a system not designed for the increased use. Staff has continued to contact families via phone calls, Zoom meetings, email and surveys and have made adjustments according to parents' feedback.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Teachers have provided appropriate learning opportunities for their English learners and low-income students during the school closure. Sherwood does not have students in foster care at this time. We currently have fewer than ten English learners, and their academic development is well-known to their teachers. Beginning learners have been given technology with translation capabilities to help them access content in their primary language. English learners at more developed stages are given learning opportunities that are accessible and beneficial through online distance learning and/or paper packet materials. Low-income students have access to two meals per day provided by the local school district. Technology and delivery of materials have also been provided to low-income students. The school is also sharing information about low cost and free resources for support that are available in the community and online, including mental wellness resources, free internet opportunities, and access to meals.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Sherwood Montessori announced to families over the scheduled Spring Break that the school site would remain closed due to the shelter in place order. Teachers took March 23rd as a planning day and prepared to shift to distance learning. Families were contacted and offered a choice between paper packets and online distance learning opportunities or a combination. Chromebooks were distributed to students who needed them, and support for internet connectivity was also provided. Plans were made for distribution of paper packets and technology. Some families picked up materials just off campus in the parking lot, some families received paper packets in the mail or email, and some families had materials delivered to their homes by staff. Teachers scheduled online class meetings to give students a chance to see one another and their teacher to offer social emotional support during the school closure.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The local school district, Chico Unified School District, is offering breakfast and lunch to area children. One of the distribution sites is at the campus on which Sherwood Montessori is located. Families are able to pick up meals from the parking lot of the school. CUSD Nutrition Services staff bring the meals out to the family's car wearing personal protective equipment and hand the bagged meal to the adult driver without entering the airspace of the vehicle.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The LEA is not providing supervision of students during ordinary school hours. It was determined that it was not practicable to offer child care safely at this time.