



# City Garden Montessori School

## Board Meeting

---

### Date and Time

Wednesday May 6, 2020 at 6:30 PM CDT

---

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>			2 m
• Welcome and acknowledgment of Illiniwek people who first lived on this land as well as all in our community and across the world being affected by the global pandemic.			
• Acknowledge Board Meeting Agreements			
<b>B. Record Attendance and Guests</b>			
<b>C. Mission Statement</b>		Donna Smith	1 m
City Garden exists to redefine education by developing the whole child in an excellent, inclusive, Montessori school; to reimagine community by creating spaces and systems that help to restore our collective humanity; and to reinvigorate our world by creating a culture in which individuals and communities thrive without disparities or barriers to success.			
<b>D. Introductions and Public Comment</b>	Discuss	Donna Smith	5 m
<b>E. Facilities - IFF Presentation</b>	Discuss	Kirby Burkholder	20 m

**Presenters:**

**Domarina Oshana, Ph.D. | Director of Consulting, Research**  
Jordan Brown Research and Evaluation Manager

II. Action Items				6:58 PM
<b>A. Consent Agenda</b>	Approve Minutes			2 m
Approve minutes for Board Meeting on April 1, 2020				
<b>B. March Financials</b>	Vote	Sisouphanh (Sysco) Deuanepheneh		7 m
<b>C. Policies to Vote on in May</b>	Vote	Shanika Harris		10 m
Policies to have been vetted by the Governance Committee, Tueth Keeney (City Garden's legal team), representatives from the ABAR Committee, and staff.				
<b>D. Selection of Legal Representation for 4209 Folsom Expansion Project</b>	Vote	David Blank		15 m
<b>E. Principal Hiring Consultant Proposal</b>	Vote	Christie Huck		10 m
III. Updates				7:42 PM
<b>A. Greenlight Discussion</b>	Discuss	Donna Smith		30 m
Finances				
Culture and Climate				
Academics and Instruction				
<b>B. Development Update</b>	FYI	Deb Flores		10 m
<b>C. Policies to Review in May/Vote on in June</b>	Discuss	Shanika Harris		10 m
Policies to review which have been vetted by the Governance Committee, Tueth Keeney (City Garden's legal team), and staff, and recommended for approval in June.				
There are a handful of policies not included here which are still under review by the ABAR Committee. Those policies will be available to review before the June Board meeting vote.				
<b>D. Questions and Comments</b>	Discuss	Donna Smith		3 m
<b>E. Reflection: Meeting Agreement</b>	Discuss	Donna Smith		5 m
<b>F. Included in Packet as Reading Materials</b>	FYI			
<ul style="list-style-type: none"> <li>CEO Report to the Board</li> <li>Committee Meeting Minutes <ul style="list-style-type: none"> <li>Academic Excellence - April</li> <li>Building and Grounds - April</li> <li>Development - April</li> <li>Finance - April</li> <li>Governance- April</li> </ul> </li> <li>Board Meeting Schedule</li> <li>Board Roster</li> </ul>				
IV. Upcoming Events and Initiatives				8:40 PM
<b>A. Dates and Times for Upcoming Committee and Board Meetings</b>	FYI			
<b>Being held virtually via Zoom until further notice:Board and Committee Meetings (All virtual via Zoom until further notice):</b>				
<b>May</b>				
5/12 Governance Committee, 8:30 AM				
5/13 Development Committee, 5:30 PM				
5/20 Finance Committee, 5:30 PM				
5/21 Building and Grounds Committee, 9:00 AM				
<b>June</b>				
6/3 (1st. Wed) <b>Annual Meeting of the Board of Directors, 6:30 PM</b>				
6/17 Finance Committee, 5:30 PM				
6/18 Building and Grounds Committee, 9:00 AM				

**B. Dates and Times for Events and Other Items of Interest**

FYI

**Events and Other Items of Interest:**

Possible Virtual Graduation Ceremony for 8th Graders

Possible Primary Sunrise to Sunset (graduation) via Parade

Last day of school is May 22nd

**V. Closing Items**

**8:40 PM**

**A. Adjourn to Closed Session**

Vote

Donna Smith

5 m

Requires a roll call vote

**B. Adjourn Meeting**

Vote

## **2019-20 Board Meeting Agreements**

- Create room for all voices and actively listen
- Acknowledge, affirm, and respect the ideas of other board members
- Ask questions, and do not shy away from challenging ones
- Use language that is grounded in ABAR
- Keep the children at the center of every decision



# City Garden Montessori Expansion Analysis

Final Presentation

April 17, 2020



# Research Purpose & Questions

# Research Purpose & Questions

**Inform City Garden's Decision-making and Strategic Planning for Expansion**

Research Questions	
<b>Research Question 1</b>	What factors around student enrollment should City Garden account for when planning for growth?
<b>Research Question 2</b>	What do student demographics and student enrollment tell us about gentrification?
<b>Research Question 3a</b>	What is the geographic catchment area that would help City Garden fill its school?
<b>Research Question 3b</b>	What is the geographic catchment area that would help City Garden achieve its enrollment goal of 50% free and reduced price lunch and 50% people of color?

## Main Takeaways

## Meeting Total Enrollment Target

There are several indications that City Garden will be able to meet its total enrollment goals in the future.

### High-Level Trends

- Families throughout St. Louis have been opting for charter schools at an increasingly higher rate.
- Throughout its existence, City Garden has fallen within this trend, demonstrating sustained enrollment growth and regularly making decisions regarding its waitlist.

### Admissions Type

- When accounting for enrollment in magnet schools and charter schools (assuming that they do not have traditional attendance boundaries), the majority of public school students are opting to not attend neighborhood schools.
- While the data does not provide a definitive path forward in this regard, City Garden should take the trend of dwindling enrollment in neighborhood schools into consideration.

### Catchment Area

- The data does not indicate that a change in catchment areas will inhibit the school's ability to meet its total enrollment target but potentially adjusting to a more flexible attendance boundary could align better with how St. Louis families are exercising school choice.

## Meeting Enrollment Goals for People of Color and Free and Reduced Price Lunch Eligibility

More targeted strategies may need to be implemented along with a catchment area adjustment in order to accomplish the race/ethnicity and economic diversity enrollment goals.

- There are indications that extending the catchment area to the east could aid City Garden in achieving its goal of 50% students of color.
- However, the analysis provides some indication that families of color choosing to travel further to the school may also be characterized by lower rates of free and reduced price lunch eligibility.
- As City Garden makes its decisions about whether or not to continue as a neighborhood school, extend its catchment areas or do away with attendance boundaries all together, it should further investigate how its efforts to have both a racially and economically diverse student body could conflict.

# St. Louis Population Demographics

## Decreasing School-Aged Population Density and School Enrollment

### Detailed Takeaway

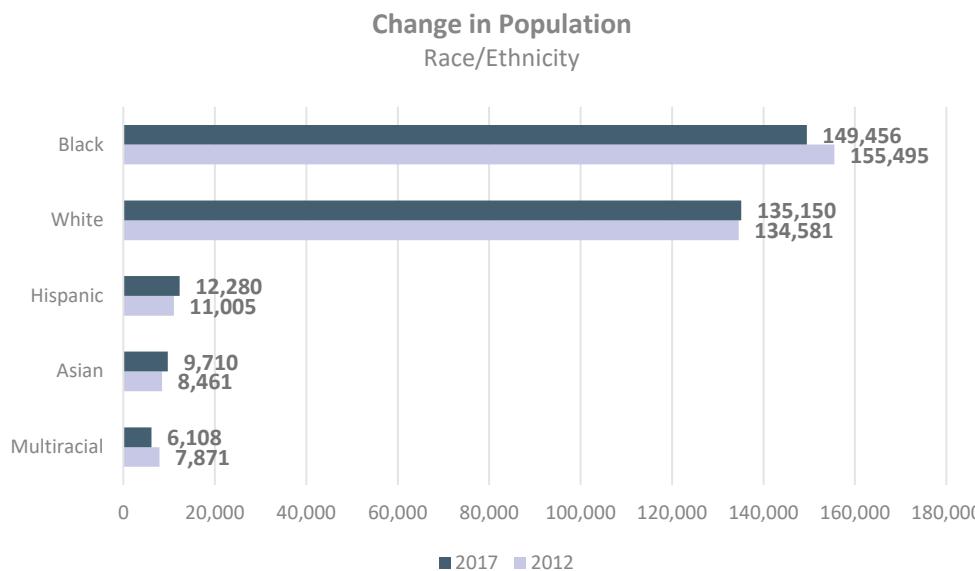
In recent years, it is estimated that St. Louis City's total population decreased by approximately 1%. However, both population estimates and audited school enrollment counts indicate that the city's younger population, particularly those 5<sup>th</sup>-8<sup>th</sup> grade aged, is declining at a faster pace.

Change in Population by Grade-Level of School Enrollment			
Grade-Level Group	Change (%)	2017 5-Year Estimate (#)	2012 5-Year Estimate (#)
Kindergarten-8 <sup>th</sup> Grade	-6%	29,737	31,665
Kindergarten-4 <sup>th</sup> Grade	-3%	16,736	17,255
5 <sup>th</sup> -8 <sup>th</sup> Grade	-11%	13,001	14,410

## Notable Decline in the City's Black Population

### Detailed Takeaway

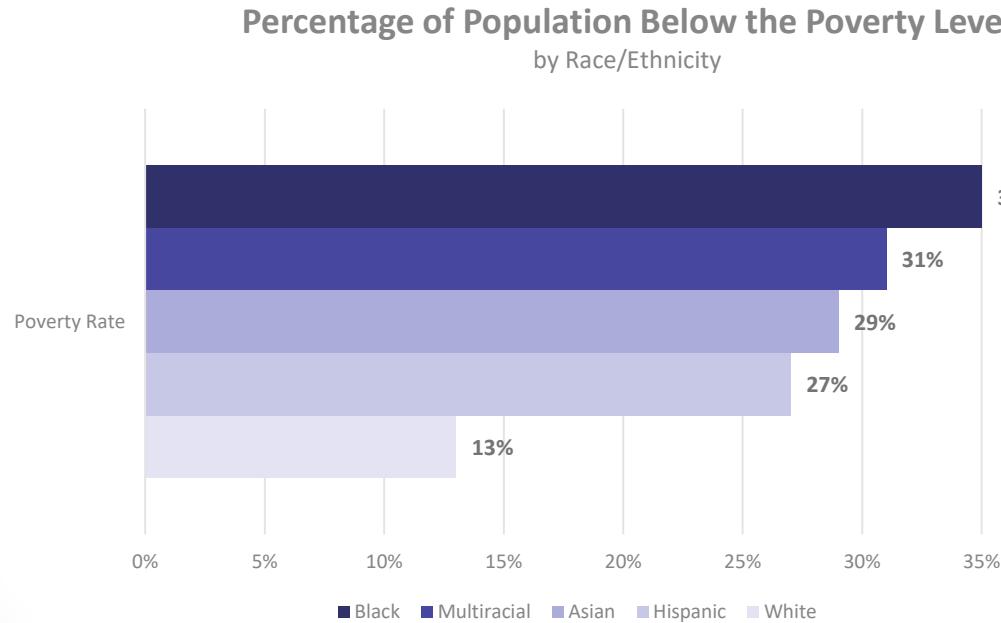
Although Black residents still account for the largest racial/ethnic group, in recent years, it is estimated that the Black population decreased by 4%.



## Decreasing Citywide Poverty Rate, Although Persisting Disparities Across Races

### Detailed Takeaway

Populations of color were characterized by the highest percentages of St. Louis residents below the poverty level.

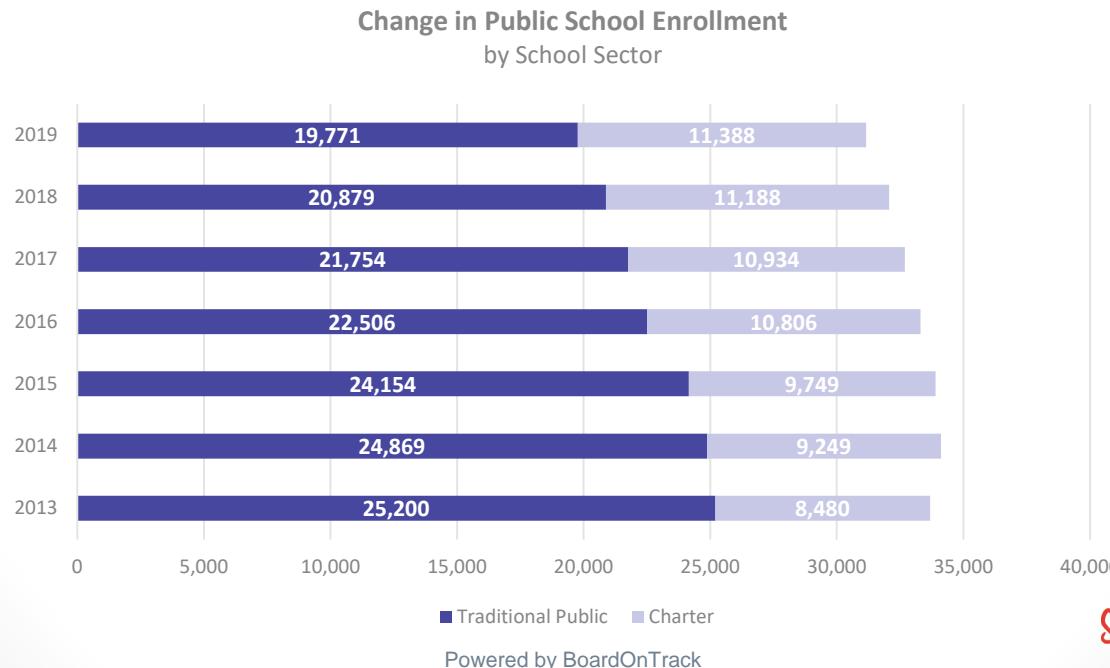


# St. Louis School Enrollment Trends

## Differing Enrollment Growth/Decline Trends Across School Governance Types

### Detailed Takeaway

While the total enrollment across all public schools in St. Louis declined by approximately 6% between 2013 and 2019, not all school types within the city experienced declines. During the period, traditional public schools lost approximately 5,500 students, while enrollment in the charter sector increased by close to 3,000 students.

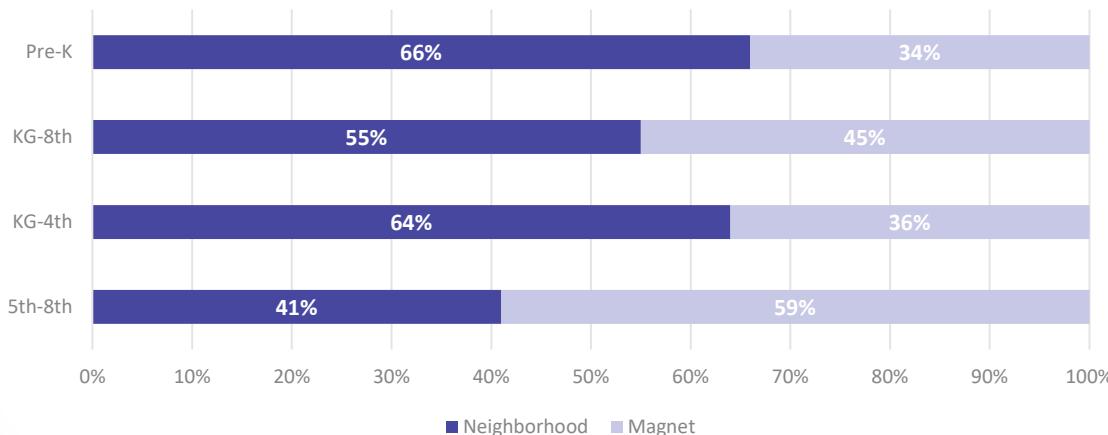


## Close to Half of Traditional Public Students Are Attending Schools Without Attendance Boundaries

### Detailed Takeaway

While enrollment in the traditional public school sector has been declining in recent years, the sector still accounted for 63% of total public school enrollment in 2019. Forty-five percent of Kindergarten-8<sup>th</sup> grade students were not attending neighborhood schools with traditional attendance boundaries but instead opting for magnet schools.

**Neighborhood & Magnet School Enrollment**  
by Grade-Level Groups



# Student Commute & Neighborhood Displacement Analysis

## Highly Localized Student Body

### Detailed Takeaway

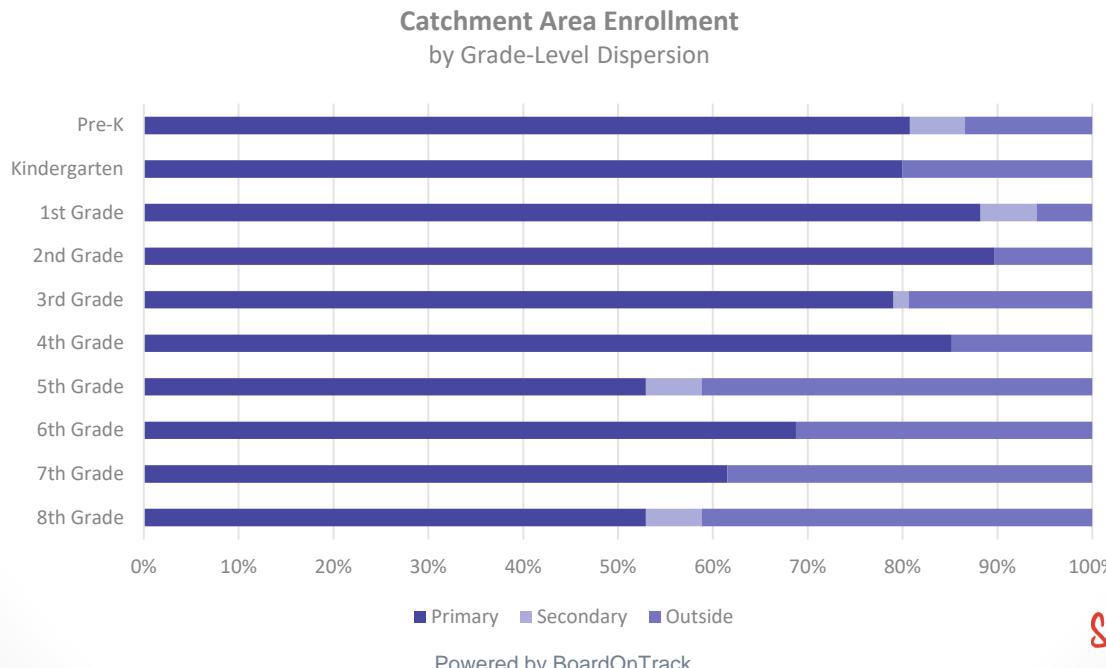
City Garden's primary catchment area, consisting mostly of the Shaw, Botanical Heights and Forest Park Southeast neighborhoods, accounted for the bulk of the school's students. Seventy-six percent of students resided in the school's primary catchment area and 74% of students lived within 1 mile of the campus.

Student Dispersion – Catchment Areas Overview		
Primary Catchment Area	Secondary Catchment Area	Outside Catchment Areas
76%	3%	21%

## Differences Across Grade-Level Groups

### Detailed Takeaway

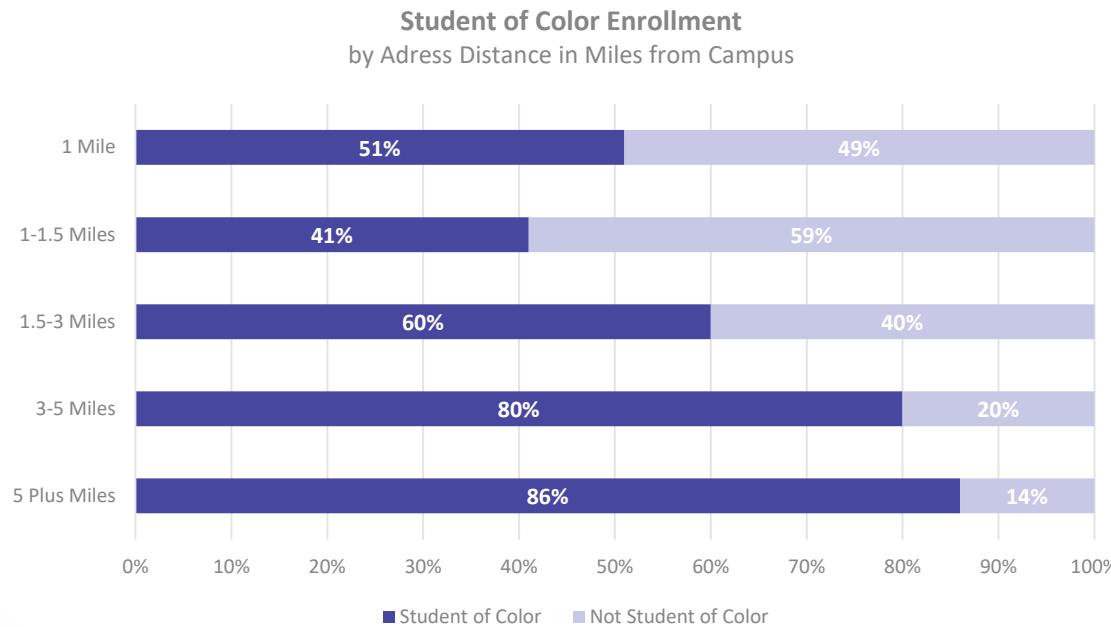
The younger students (Kindergarten-4th grade) were characterized by larger percentages of residents in the primary catchment area. Older students (5th-8th grade) were characterized by larger percentages of students residing in the secondary catchment area or outside both catchment areas.



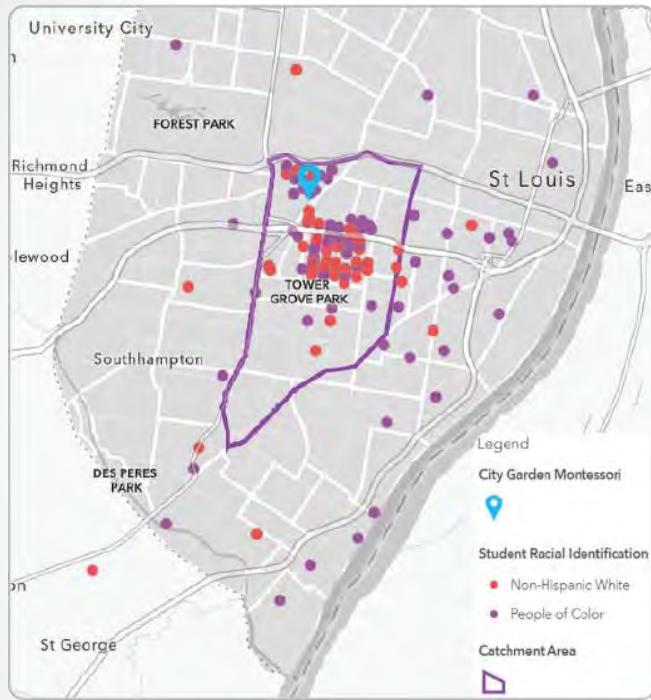
## Larger Percentages of Students of Color Residing Further From the School

### Detailed Takeaway

Progressively larger percentages of students of color were found living in radii moving outward from the campus.



### Student Racial Identification



## Larger Percentages of Students of Color Residing Further From the School

### Map Details

- Purple dots on the map represent block addresses for students of color.
- Red dots on the map represent block addresses for white students.

### Detailed Takeaways

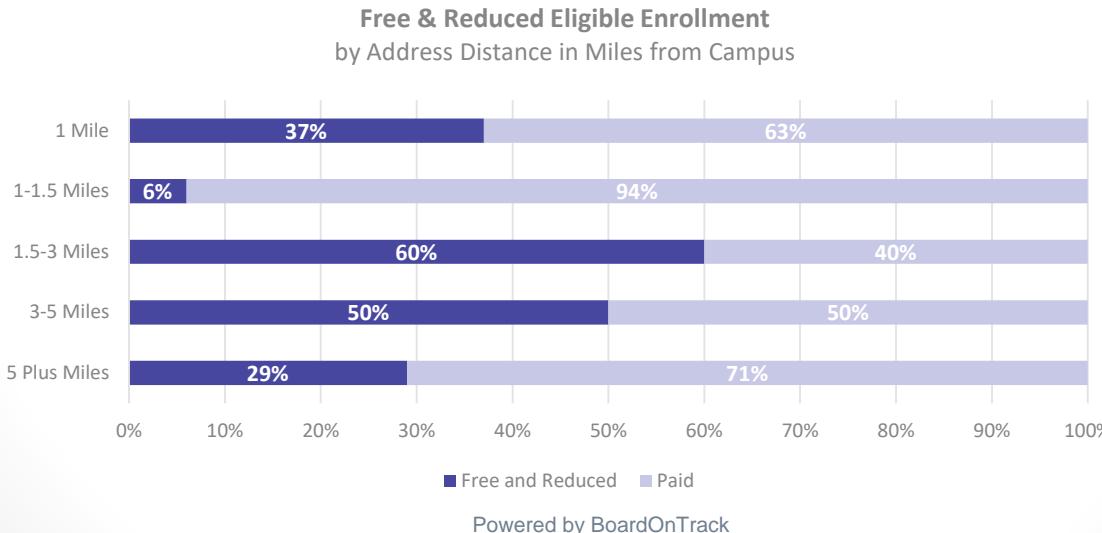
1. Progressively larger percentages of students of color were found living in radii moving outward from the campus.
2. The largest concentrations were found along the eastern border of the catchment areas.



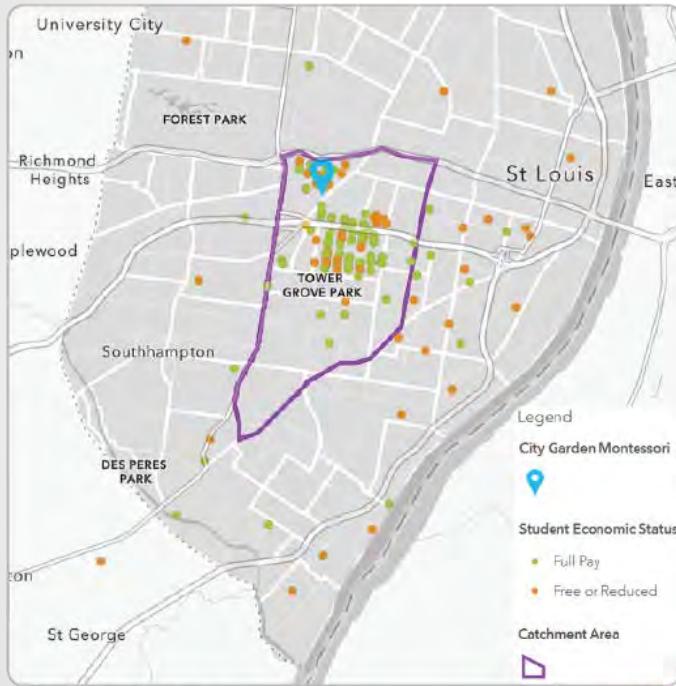
## Small Percentages of Free and Reduced Price Eligible Students Residing in the Medium and Far Fringe Radii

### Detailed Takeaways

1. The secondary catchment area was characterized by having a notably lower percentage of student residents who qualified for free and reduced price lunch.
2. The 1-1.5 mile and 5 mile plus radii were characterized by a notably lower percentage of student residents eligible for free and reduced price lunch.



## Eligibility for Free or Reduced Lunch



Data source: US Census ACS 2012 and 2017

## Small Percentages of Free and Reduced Price Eligible Students Residing in the Medium and Far Fringe Radii

### Map Details

- Orange dots on the map represent block addresses for students eligible for free and reduced price lunch.
- Green dots on the map represent block addresses for full pay lunch students.

### Detailed Takeaways

1. The secondary catchment area was characterized by having a notably lower percentage of student residents who qualified for free and reduced price lunch.
2. The 1-1.5 mile and 5 mile plus radii were characterized by a notably lower percentage of student residents eligible for free and reduced price lunch.

## Map Details

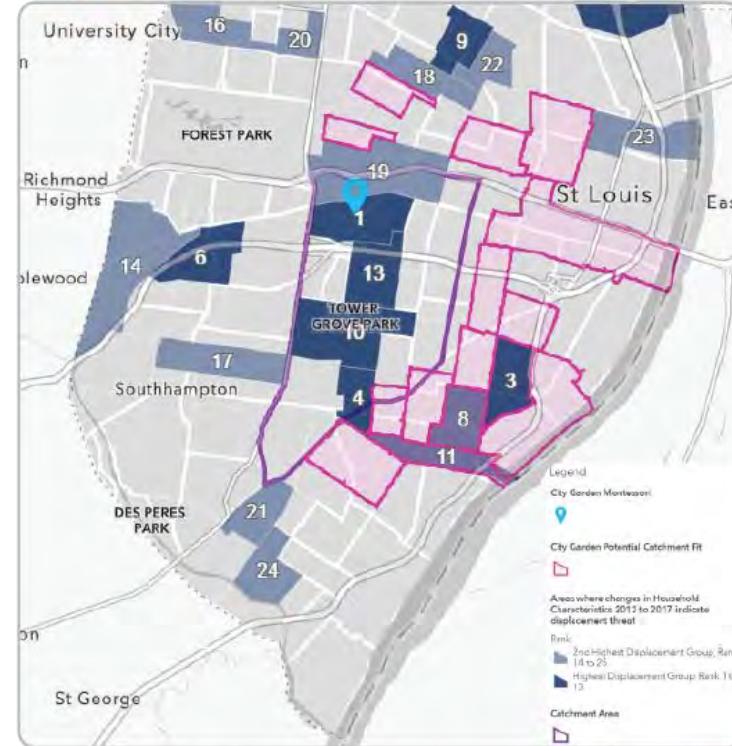
**Population Displacement** – Census Tracts shaded in blue were identified as experiencing some of the highest levels of population displacement in St. Louis City.

**Potential Catchment Area Fits** – Census Tracts shaded in purple are identified as potential fits for City Garden's expanded catchment area based on the following criteria:

- Adjacent to or nearby City Garden's current catchment boundary
- At least 35% Black residents
- Household income below the city-wide, median household income

### Areas with Highest Indication of Displacement

#### US Census Tract



Data source: US Census ACS 2012 and 2017



Sharing a mission of change  
27 of 157

## Notable, Estimated Displacement in Surrounding Neighborhood

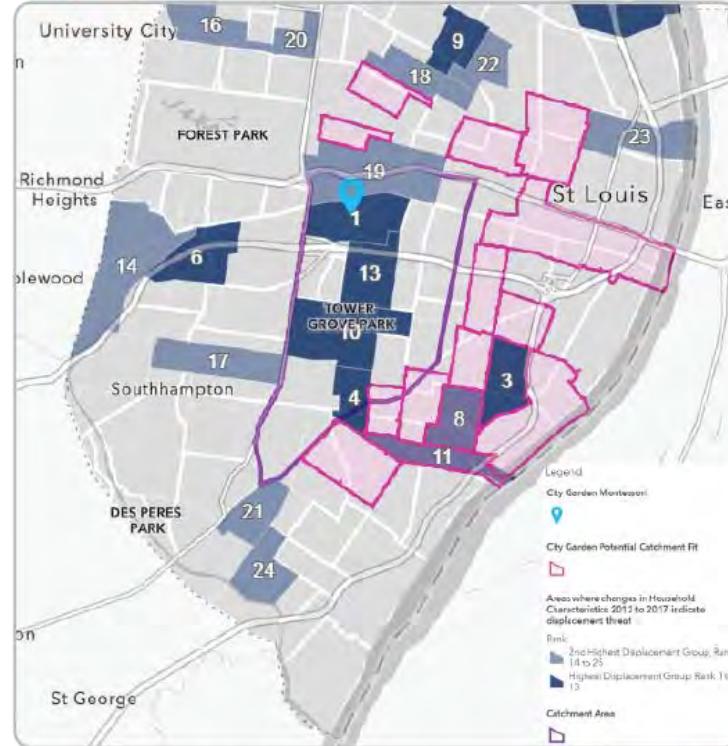
The neighborhoods immediately surrounding City Garden, which also house the bulk of the school's current enrollment, are estimated to be experiencing the city's most intense population displacement.

## Notable, Estimated Neighborhood Stagnation to the Near Northeast and Far Southeast

The Fox Park neighborhood along the eastern border on City Garden's secondary catchment area was identified as experiencing significant stagnation as well as being the home to the largest cluster of enrollment outside the catchment areas. Other neighboring communities flagged for stagnation were Midtown to the north and Bevo Mills and Dutchtown to the southeast.

### Areas with Highest Indication of Displacement

#### US Census Tract



Data source: US Census ACS 2012 and 2017



Sharing a mission of change  
28 of 157



## Call to Action

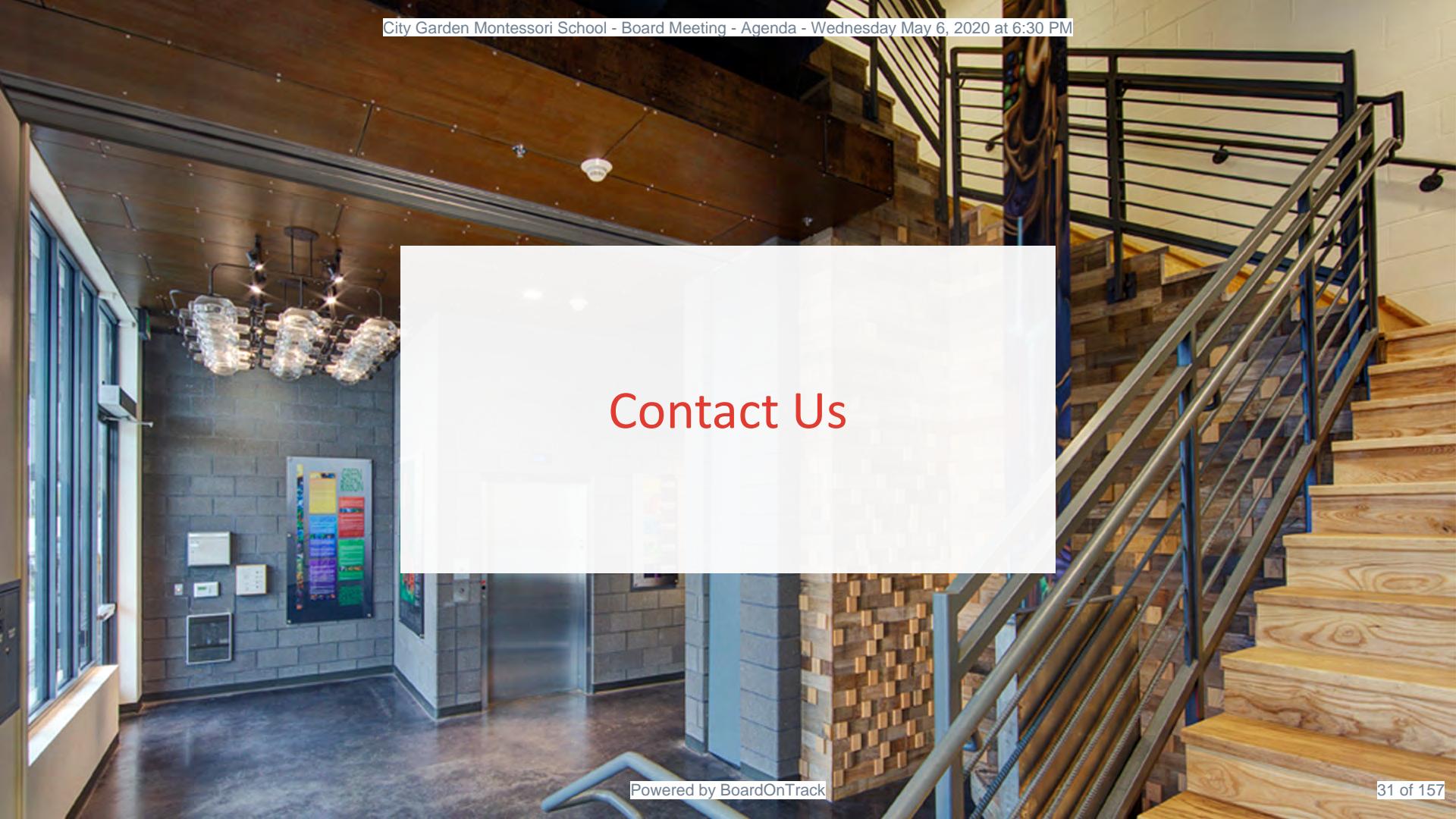
## Connecting Action Steps & Findings

### **Recommendation 1: Expand Catchment Areas to Achieve Student Diversity Goals**

- Based on the analysis findings, City Garden should feel confident about moving forward with its expansion plan. The school's sustained enrollment growth, along with notable enrollment growth indicate that meeting its total enrollment goals will not be a significant challenge.
- The analysis does indicate that expanding the school's catchment area, particularly to the east, could aid in helping the school to meet its student diversity goals.

### **Recommendation 2: Identify Additional Recruitment/Admissions Strategies to Accompany a Catchment Area Expansion**

- The analysis provides some indication that families of color residing outside the current catchment areas who choose to travel further to the school may also be characterized by lower rates of free and reduced price lunch eligibility. It is recommended that City Garden leaders further investigate this potential relationship and create recruitment/admissions processes to respond as the catchment area expands.



# Contact Us

## Team Contact Information



**Jordan Brown**  
Research &  
Evaluation Manager  
[jbrown@iff.org](mailto:jbrown@iff.org)



**Cindy Copp**  
Director of  
Spatial  
Analytics  
[ccopp@iff.org](mailto:ccopp@iff.org)



**Domarina Oshana**  
Director of  
Consulting, Research  
[doshana@iff.org](mailto:doshana@iff.org)

## Additional Analysis

A PDF containing more detailed analysis findings is also available.

# Sharing a mission of change



## Project Summary – May 2020

Project #: 19.001.02

Project: CITY GARDEN MONTESSORI – 4209 FOLSOM RENOVATION

Meeting Date: 5.6.20      Date Issued: 5.1.20

Meeting Location:      By: BF

### Project Financing

Work continues in earnest on structuring the overall project financing and phasing necessary to respond to more immediate project needs (i.e. takeout of remaining seller financing for 4202 and 4209 Folsom) and fully leverage tax credit programs (e.g. Missouri and Federal Historic Tax Credit – HTC – programs and New Markets Tax Credits - NMTCs). Structuring has involved the procurement of legal and accounting services to support the financing process. The financing is being approached in three phases:

- 1 Phase One – financing to takeout the leasehold improvement loan on 1618 and the seller financing on 4202 and 4209 Folsom and cover some project related costs. Anticipated closing end of May.
- 2 Phase Two – bridge financing to enable pre-development work and keep the project moving while the longer term financing is structured. Anticipated closing mid-Summer.
- 3 Phase Three – permanent financing structured to fully leverage HTCs, NMTCs, and/or Opportunity Zone vehicles and fully fund construction and project related costs. Anticipated closing in the Fall.

City Garden and IFF have been in conversations with multiple lenders, in addition to IFF as a financing source, including Simmons Bank, Arch to Park, and USBCDC. Additional outreach will happen to People's Bank, SLDC, and other regional and national CDEs and tax credit investors. The conversations with the lenders are being sequenced based on the evolution and refinement of the operating model and on the evolution of the deal structure to ensure we have the appropriate level of detail to best position the deal for financing at each stage.

### Project Schedule and Design

- Schematic Design was completed at the end of March – A preliminary pricing set was shared with Simms Building Group in early April for development of an initial GMP budget.
- The design includes a new entry pavilion and internal daylighting clerestory structure. Through multiple sessions with staff prior to the COVID outbreak, feedback has been given and incorporated to the greatest extent possible with the footprint.
- Design Team is currently in the Design Development phase of work, refining scope and developing detail and specifications for the renovation work.
- Historic tax credit application to the Missouri DED will be submitted by May 29<sup>th</sup>. Deadline was extended by the State from April 30<sup>th</sup> to June 30<sup>th</sup>.
- The project is still tracking to have bidding documents completed at the end of June 2020 with an anticipated construction start in August 2020.
- Simms BG recently completed their initial construction pricing exercise – the construction hard costs fall within the expected budget range previously outlined in the overall project costs. Simms used conservative numbers in many categories and the team sees opportunities for savings moving forward.
- HKW and Simms have completed some early exploratory work on the existing building structural system as well as the exterior masonry.
- In conjunction with Phase Two of the financing above, some early construction work has been identified by Simms BG and HKW that would commence prior to August including:
  - Tuckpointing
  - Abatement and demolition
  - Waterproofing

These items are critical to begin prior to Phase Three financing to take advantage of the favorable weather months.

DRAFT



# City Garden Montessori School

## Minutes

### Board Meeting

---

#### Date and Time

Wednesday April 1, 2020 at 6:30 PM

---

Join Zoom Meeting

---

#### Directors Present

A. Beasley (remote), A. Tillman (remote), C. Schell (remote), D. Smith (remote), J. Dixon (remote), J. Fouse (remote), J. Sharp (remote), L. Fathman (remote), M. Gleason (remote), S. Deuanepheneh (remote), S. Harris (remote), S. Shelton-Dodge (remote)

#### Directors Absent

D. Desai-Ramirez

#### Guests Present

A. Mogaji (remote), C. Huck (remote), D. Blank (remote), D. Flores (remote), D. Fox (remote), J. Achtenberg (remote), P. Hurst (remote), S. Sanchez (remote)

---

#### I. Opening Items

##### A. Call the Meeting to Order

##### B. Record Attendance and Guests

##### C. Mission Statement

##### D. Introductions and Public Comment

No public comments were received via Google Form created for this meeting.

##### E. Update of COVID-19 Pandemic Response and Impact

Christie provided an update about the school's activity in response to the pandemic. More details can be found in the CEO Report provided in the board packet.

**F. Key questions the board should consider re: COVID-19**

The board reviewed the recommendations provided by the Board on Track resource. The key areas that would need to be addressed:

- What are the critical votes that the board must take before the end of the fiscal year (June 30)?
- How will decisions/ new policies from DESE, the state, etc. impact us?
- Who steps in if the CEO or other staff leadership become ill?
- Who steps in if the Board Chair or other Executive Committee members become ill?

Action items to address the key areas identified include:

- Donna will continue to forward to the full board all communication she has/receives as it relates to the crisis, from Tueth Keeney (our legal team), charter school associations, results of her weekly meetings with Christie, etc.
- The Executive Committee will check in with school leadership this week, and every other week thereafter, to review these areas and engage the full board when necessary.
- The Governance Committee will look at the policies that might be affected by the COVID-19 crisis and make appropriate recommendations to the board.
- Donna and other board members (TBD) will provide school leadership with a synthesis of organizational resources, recommendations, new laws/policies, etc. which could be useful to pursue.

**II. Action Items**

**A. Consent Agenda**

S. Harris made a motion to approve the minutes from. Board Meeting on 02-12-20  
C. Schell seconded the motion.

The board **VOTED** unanimously to approve the motion.

**B. January Financials**

A. Beasley made a motion to approve the January 2020 financials.  
L. Fathman seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**C. February Financials**

J. Fouse made a motion to approve the February 2020 financials.  
S. Shelton-Dodge seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**D. Virtual Learning Policy**

S. Deuanepheneh made a motion to approve the Virtual Learning Policy.  
A. Tillman seconded the motion.  
The ABAR committee will review the policy, and bring it back for renewal if there are changes to recommend. The board **VOTED** unanimously to approve the motion.

**III. Updates**

**A. Policies to Review in April/ Vote on in May**

- The board was asked to thoroughly review the policies, and make recommendations via email to Shanika, Donna, Christie, and Debra
- The ABAR committee will review this group of policies as well
- The policies will be brought to the board for approval/adoption at the May meeting
- There will be additional policies to review and approve by the end of the fiscal year

#### **B. Development Update**

Deb Flores provided an update of the where we are in terms of meeting this years fundraising goals, noting:

- Although we achieved our goal for Gala sponsorship, there were fewer in attendance at the event, and we did not reach our Fund a Need goals
- We are planning to move forward with the Chardy Campaign on April 28/29, and are considering making the child/school connection the focus.

#### **C. Facilities**

David provided an update on the Folsom project.

- Regarding the funding for the project, we have been assured that we are still on track to meet our June obligations
- The Building and Grounds Committee will be meeting in the morning to review options in light of the crisis

#### **D. Questions and Comments**

If we do use Zoom Webinar for the next meeting, we should strive for individuals to not be muted.

#### **E. Reflection: Meeting Agreement**

- We made room for all voices
- We asked the hard questions
- We listened
- We kept children at the center

#### **F. Included in Packet as Reading Materials**

### **IV. Closing Items**

#### **A. Adjourn to Closed Session**

S. Harris made a motion to adjourn the regular meeting and move to closed session.

S. Shelton-Dodge seconded the motion.

The board **VOTED** unanimously to approve the motion.

##### **Roll Call**

A. Beasley	Aye
M. Gleason	Aye
A. Tillman	Aye
C. Schell	Aye
L. Fathman	Aye
S. Deuanepheneh	Aye
S. Harris	Aye
J. Sharp	Aye
J. Fouse	Aye
D. Desai-Ramirez	Absent
S. Shelton-Dodge	Aye

J. Dixon	Aye
D. Smith	Aye

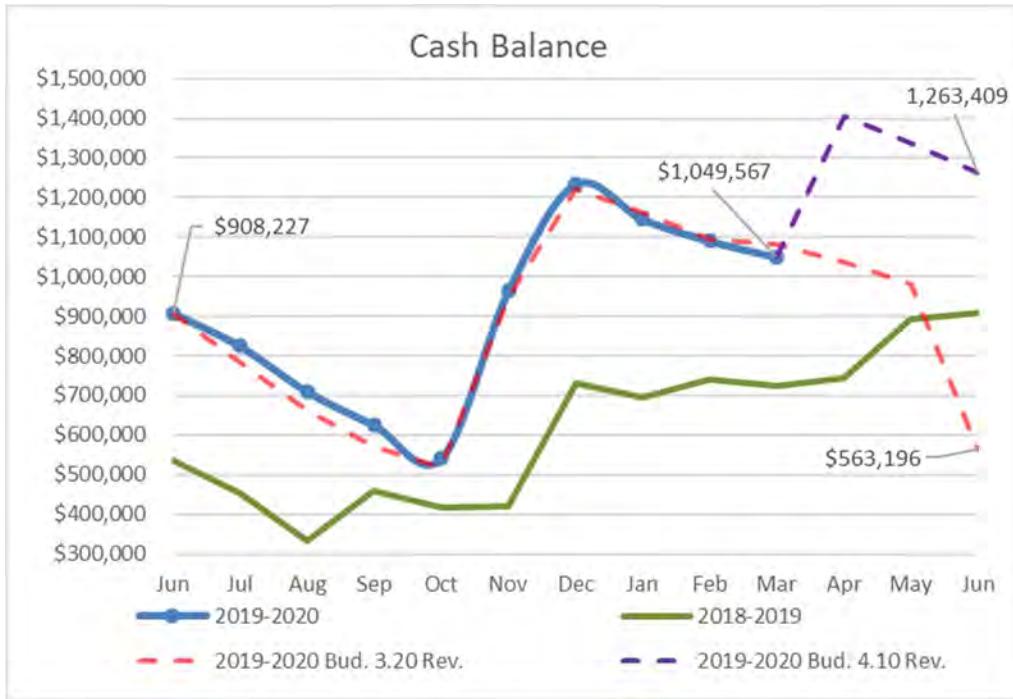
**B. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:10 PM.

Respectfully Submitted,  
D. Fox

**City Garden Montessori School**  
**Notes Accompanying Financial Statements**  
**March 31, 2020**

The period ending March 31, 2020 had a cash balance of \$1,049,567. This is an increase of \$141,340 from the beginning of the fiscal year and a decrease of \$40,927 from the period ending February 29, 2020.



**Highlights of Financial Statements and Budget:**

- Revenue:
  - State and Local \$12K over budget and Federal \$10K under budget due to timing. \$50K in federal funds were received in March.
  - Operational and Event fundraising below budget. Due to school shutdown we expect donation and fundraising to be \$200K below budget for the year, permanent.
  - Preschool tuition exceeding budget by \$19K due to better than expected collections year to date, timing. Due to school shutdown, tuition will be \$35K below budget for the year.
- Expenses:
  - Salary and benefits under budget by \$25K due to benefits. \$10K of this is permanent.
  - Purchase Services are over budget by \$2k due to legal fees. Due to school shutdown, we will reduce professional development, travel, food service, and consulting for a total \$57K reduction, permanent.
  - Supplies are \$18k over budget due to larger than expected tech and building supplies expenditures, permanent.

## Strategic Plan / Operations Split

	School Operations	Strategic Plan	New Building	Total
Revenue	\$ 2,765,943	\$ 517,010	\$ 1,350,000	\$ 4,632,953
Expense	3,104,418	344,618	92,578	3,541,613
<b>Net Income \ (Loss)</b>	<b>(338,474)</b>	<b>172,392</b>	<b>1,257,422</b>	<b>1,091,340</b>
Beginning Fund Balance	658,329	251,618	(1,720)	908,227
Net Income \ (Loss)	(338,474)	172,392	1,257,422	1,091,340
<b>Ending Fund Balance</b>	<b>\$ 319,855</b>	<b>\$ 424,010</b>	<b>\$ 1,255,702</b>	<b>\$ 1,999,567</b>

**2019-2020 Budget- April Revision:****Revenue-**

- Added \$492K in Revenue for the Payroll Protection Program funds.
- Reduced Philanthropy by \$200K
- Reduced Tuition/Before/Aftercare by \$52K

**Expenses-**

- Reduction of Salary and Benefits for tutoring/before/aftercare \$10K
- Reduction in Subs, travel, consulting \$14K
- Delayed capital spending to next year, reduced expenses \$400K
- Increase in supplies due to 4202 and new hire Tech spending \$20K

2019-2020- March Revision Surplus-	\$ 610,207
2019-2020-April Revision Surplus-	<u>\$1,305,420</u>
Change	<u>\$ 695,213</u>

## City Garden Finance Dashboard

Budget					Annual Trends				
Revenue					Revenue				
Source	Actual March 2018- YTD	Actual March 2019- YTD	Budget 19-20 YTD	Variance to Budget	Source	Actual FY 18-19	Actual FY 19-20	Forecast FY 19-20	Budget FY 19-20
State	\$ 1,554,729	\$ 1,565,968	\$ 1,555,834	\$ 10,134	State	\$ 1,967,595	\$ 2,137,749	\$ 2,074,000	\$ 2,074,000
Federal	111,794	107,796	118,329	(10,533)	Federal	152,351	177,279	313,608	316,504
Prop C	180,020	180,017	177,750	2,267	Prop C	235,578	241,884	241,740	241,740
Intercompany	190,341	190,341	190,341	-	Intercompany	253,793	253,788	253,788	253,788
Donations	719,765	2,089,688	2,125,570	(35,882)	Donations	597,613	1,050,257	2,318,628	2,518,628
Fundraising	209,127	159,570	192,000	(32,430)	Fundraising	209,308	239,842	206,000	206,000
Preschool Tuition	207,079	234,135	214,254	19,882	Preschool Tuition	289,757	301,408	266,318	301,318
Other	133,036	105,437	97,576	7,862	Other	150,572	1,467,554	596,619	125,700
Total	\$ 3,305,891	\$ 4,632,953	\$ 4,671,653	\$ (38,700)	Total Revenue	\$ 3,856,568	\$ 5,869,761	\$ 6,270,701	\$ 6,037,678
Expenses					Expenses				
Category	Actual March 2018- YTD	Actual March 2019- YTD	Budget 19-20 YTD	Variance to Budget	Category	Actual FY 18-19	Actual FY 19-20	Forecast FY 19-20	Budget FY 19-20
Salaries	\$ 1,415,008	\$ 1,764,163	\$ 1,765,502	\$ (1,339)	Salaries	\$ 1,882,884	\$ 1,926,430	\$ 2,379,487	\$ 2,387,029
Benefits	492,876	576,155	600,255	(24,100)	Benefits	640,474	655,090	810,319	812,943
Purchased Services	1,058,227	897,037	895,481	1,556	Purchased Services	1,084,117	1,388,074	1,381,978	1,453,849
Supplies	112,260	178,494	159,797	18,697	Supplies	186,090	166,750	220,432	200,650
Capital/Debt Services	39,205	125,764	128,155	(2,391)	Capital Outlay/Debt Services	45,038	1,362,658	173,000	573,000
Total	\$ 3,117,577	\$ 3,541,613	\$ 3,549,190	\$ (7,576)	Total Expenses	\$ 3,838,603	\$ 5,499,003	\$ 4,965,216	\$ 5,427,471
Net Income\Loss	\$ 188,315	\$ 1,091,340	\$ 1,122,463	\$ (31,124)	Net Income\Loss	\$ 17,985	\$ 370,758	\$ 1,305,485	\$ 610,207
Financial Health Check					School Stats				
Category	FY17-18	FY18-19	Actual March 2019- YTD	Budget FY19-20	Category	FY 17-18	FY 18-19	03/31/2020	Original FY18-19 Budget
Ending Cash Fund Balance	\$ 494,477	\$ 908,227	\$ 1,999,567	\$ 1,518,434	Charter School Enrollment	228	224	216	227
Cash Days on Hand*	50	62	153	101	Pre-School Enrollment	52	52	52	52
State Reimbursement per WADA	\$ 8,040	\$ 8,271	\$ 9,004	\$ 9,010	Average Daily Attendance - Charter	211	212	204.12	215.65
Revenue per Student*	\$ 12,116	\$ 15,565	\$ 16,577	\$ 21,582	Free & Reduced Lunch Count - Charter	89	87	85	95
Cost per Student*	\$ 11,634	\$ 14,222	\$ 12,505	\$ 19,305	Free & Reduced Lunch % - Charter	39%	39%	39%	42%
Excess/(Deficit) Per Student	\$ 482	\$ 1,343	\$ 4,072	\$ 2,277	Weighted Average Daily Attendance	238.6	237.1	223.25	230.2

\* Excludes Intercompany revenue/expense and Debt Proceeds and Capital Expense

## City Garden Finance Operations/Strategic Plan Split

### Actual March 2019- YTD

Revenue				
Source	School Operations	Strategic Plan	New Building	Total
State	\$ 1,565,968			\$ 1,565,968
Federal	107,796			107,796
Prop C	180,017			180,017
Intercompany	190,341			190,341
Donations	222,678	517,010	1,350,000	2,089,688
Fundraising	159,570			159,570
Preschool Tuition	234,135			234,135
Other	105,437		-	105,437
<b>Total</b>	<b>\$ 2,765,943</b>	<b>\$ 517,010</b>	<b>\$ 1,350,000</b>	<b>\$ 4,632,953</b>

Expenses				
Category	School Operations	Strategic Plan	New Building	Total
Salaries	\$ 1,549,301	\$ 214,862		\$ 1,764,163
Benefits	507,399	68,756		576,155
Purchased Services	858,037	39,000	-	897,037
Supplies	168,494	10,000		178,494
Capital/Debt Services	21,186	12,000	92,578	125,764
<b>Total</b>	<b>\$ 3,104,418</b>	<b>\$ 344,618</b>	<b>\$ 92,578</b>	<b>\$ 3,541,613</b>
<b>Net Income\Loss</b>	<b>\$ (338,474)</b>	<b>\$ 172,392</b>	<b>\$ 1,257,422</b>	<b>\$ 1,091,340</b>

Beginning Fund Balance	\$ 658,329	\$ 251,618	\$ (1,720)	\$ 908,227
Net Income\Loss	\$ (338,474)	\$ 172,392	\$ 1,257,422	\$ 1,091,340
<b>Ending Balance</b>	<b>\$ 319,855</b>	<b>\$ 424,010</b>	<b>\$ 1,255,702</b>	<b>\$ 1,999,567</b>

**City Garden Montessori****2019-2020 Balance Sheet**

	<u>as of 03/31/2019</u>	<u>as of 03/31/2020</u>
<b>Assets</b>		
Operating Account- Commerce	\$ 15,710	\$ 37,142
Operating Account- Reliance	555,406	-
Operating Account- Simmons	-	361,129
MMA Account	18,278	418,580
Upper School Account	19,743	24,588
4209 Folsom Account	-	13,394
4202 Folsom Account	-	5,058
US Bank	551	9,934
Edward Jones	116,209	179,742
Cash	<u>725,898</u>	<u>1,049,567</u>
Undeposited Funds	-	-
Note Receivable	382,164	-
Real Estate	-	1,319,974
<b>Total Assets</b>	<b><u>\$ 1,108,062</u></b>	<b><u>\$ 2,369,541</u></b>
<b>Liabilities &amp; Net Assets</b>		
Note Payable - IFF	\$ 382,164	\$ -
Note Payable- 4209 Folsom	-	79,904
Note Payable- 4202 Folsom	-	290,070
Liabilities	<u>382,164</u>	<u>369,974</u>
Fund Balance Prior YE	537,469	908,227
Income/(Loss)	188,429	1,091,340
Current Fund Balance	<u>725,898</u>	<u>1,999,567</u>
<b>Total Liabilities &amp; Net Assets</b>	<b><u>\$ 1,108,062</u></b>	<b><u>\$ 2,369,541</u></b>

## City Garden Montessori

### 2019-20 Revenue & Expenses as of 03/31/2020 Compared to Annual Budget

	Amended Mar 2020						
	Actual YTD 03/31/2019	Actual YTD 03/31/2020	Budget YTD 03/31/2020	Variance Over/(Under)	Amended Mar 2020 Budget FY20	Variance Over/(Under)	% of Budget
<b>Revenues</b>							
5100 Local	\$ 1,639,368	2,959,188.52	\$ 2,997,490	\$ (38,301)	\$ 3,647,174	\$ (687,985)	81%
5300 State	1,554,729	1,565,968	1,555,834	10,134	2,074,000	(508,032)	76%
5400 Federal	111,794	107,796	118,329	(10,533)	316,504	(208,708)	34%
<b>5899 GRAND TOTAL REVENUES</b>	<b>3,305,891.12</b>	<b>4,632,953</b>	<b>4,671,653</b>	<b>(38,700)</b>	<b>6,037,678</b>	<b>(1,404,725)</b>	<b>77%</b>
<b>Expenditures</b>							
1111 Classroom Instruction	949,876	1,002,927	1,021,462	(18,535)	1,411,664	(408,737)	71%
1221 Special Programs	162,210	188,875	171,903	16,972	228,291	(39,416)	83%
1251 Culturally Different	118,593	106,656	96,013	10,643	128,147	(21,491)	83%
1411 Student Activity-Extracurricular	-	-	-	-	-	-	-
<b>1999 TOTAL INSTRUCTION</b>	<b>1,230,679</b>	<b>1,298,458</b>	<b>1,289,378</b>	<b>9,080</b>	<b>1,768,103</b>	<b>(469,644)</b>	<b>73%</b>
2111 Support Services-Pupils	136,207	98,420	106,817	(8,397)	144,354	(45,934)	68%
2213 Professional Development	49,846	66,481	45,287	21,193	201,360	(134,879)	33%
2321 Executive Administration Services.	371,785	379,129	415,512	(36,383)	682,600	(303,471)	56%
2411 Building Principal Services	130,850	249,145	208,815	40,330	258,512	(9,367)	96%
2511 Business Support Services	114,975	135,399	136,644	(1,245)	183,244	(47,846)	74%
2541 Operation of Plant Services	368,089	415,151	415,210	(60)	536,435	(121,284)	77%
2562 Food Services	59,083	66,321	73,470	(7,149)	99,846	(33,525)	66%
2661 Technology Services	5,181	46,694	31,770	14,924	34,840	11,854	134%
<b>2998 TOTAL SUPPORT SERVICES</b>	<b>1,236,015</b>	<b>1,456,739</b>	<b>1,433,526</b>	<b>23,213</b>	<b>2,141,191</b>	<b>(684,452)</b>	<b>68%</b>
3901 Community/Resource Development	262,642	283,016	313,408	(30,392)	428,986	(145,970)	66%
3905 Preschool	301,272	306,230	305,658	572	409,830	(103,600)	75%
3906 After Care Program	17,512	23,121	45,037	(21,916)	63,739	(40,618)	36%
3912 Parental Involvement	30,251	48,285	34,127	14,157	42,624	5,661	113%
<b>3999 TOTAL COMMUNITY SERVICES</b>	<b>611,677</b>	<b>660,652</b>	<b>698,230</b>	<b>(37,579)</b>	<b>945,178</b>	<b>(284,526)</b>	<b>70%</b>
4011 Facility Acquisition/Improvement	39,205	125,764	128,155	(2,391)	573,000	447,236	22%
<b>4999 TOTAL FACILITY ACQUISITION</b>	<b>39,205</b>	<b>125,764</b>	<b>128,155</b>	<b>(2,391)</b>	<b>573,000</b>	<b>447,236</b>	<b>22%</b>
<b>9999 GRAND TOTAL EXPENDITURES</b>	<b>3,117,577</b>	<b>3,541,613</b>	<b>3,549,290</b>	<b>(7,676)</b>	<b>\$ 5,427,471</b>	<b>(991,387)</b>	<b>65%</b>
<b>Total Revenue Over/(Under) Total Expenses</b>	<b>188,315</b>	<b>1,091,340</b>	<b>1,122,363</b>	<b>(31,024)</b>	<b>610,207</b>	<b>(413,338)</b>	
<b>Beginning Fund Balance, July 1</b>	<b>519,504</b>	<b>908,227</b>	<b>908,227</b>		<b>908,227</b>		
<b>Ending Fund Balance, March 31</b>	<b>\$ 707,819</b>	<b>\$ 1,999,567</b>	<b>\$ 2,030,591</b>		<b>\$ 1,518,434</b>		

## City Garden Montessori

### 2019-20 Revenue as of 03/31/2020 Compared to Annual Budget

Revenue	Amended Mar 2020		Variance Over/(Under)	Amended Mar 2020		Variance Over/(Under)	% of Budget
	Actual YTD 03/31/2019	Actual YTD 03/31/2020		Budget YTD 03/31/2020	Budget FY20		
<b>5100 Local Revenue</b>							
5113 Prop C	180,020	\$ 180,017	\$ 177,750	\$ 2,267	\$ 241,740	\$ (61,723)	74%
5141 Interest	18,497	13,778	12,600	1,178	13,200	578	104%
5151 Student Food Sales	10,485	10,192	9,600	592	13,000	(2,808)	78%
5172 Student Activity - JRH	4,790	4,981	5,000	(20)	5,500	(520)	91%
5178 Student Activity-Club	-	-	-	-	-	-	-
5179 Student Activity-Field Trips	6,425	6,635	6,000	635	6,000	635	111%
5188 Facility Rental	1,550	1,538	1,459	79	2,000	(463)	77%
5191 Intercompany - PS to Charter	190,341	190,341	190,341	-	253,788	(63,447)	75%
5192 Fundraising/Special Events	209,127	159,570	192,000	(32,430)	206,000	(46,430)	77%
5194 Donations	284,765	199,678	265,570	(65,891)	658,628	(458,950)	30%
5195 Donations-Restricted	435,000	1,890,010	1,860,000	30,010	1,860,000	30,010	-
5196 Preschool Tuition	207,079	234,135	214,254	19,882	301,318	(67,183)	78%
5197 After Care Tuition	48,625	48,941	44,400	4,541	57,000	(8,059)	86%
5197.1 Before Care Tuition	10,294	9,330	8,517	813	19,000	(9,670)	49%
5199 Debt Proceeds	-	-	-	-	-	-	-
5198 Other	32,371	10,044	10,000	44	10,000	44	100%
<b>5100 Total Local Revenue</b>	<b>1,639,368</b>	<b>2,959,188.52</b>	<b>2,997,490</b>	<b>(38,301)</b>	<b>3,647,174</b>	<b>(687,985)</b>	<b>81%</b>
<b>5300 State Revenue</b>							
5311-19 Basic Formula/CTF	1,554,729	1,565,968	1,555,834	10,134	2,074,000	(508,032)	76%
5333 Food Service-State	-	-	-	-	-	-	-
<b>5300 State Revenue</b>	<b>1,554,729</b>	<b>1,565,968</b>	<b>1,555,834</b>	<b>10,134</b>	<b>2,074,000</b>	<b>(508,032)</b>	<b>76%</b>
<b>5400 Federal Revenue</b>							
5124 Medicaid Admin Billing	10,307	9,379	10,500	(1,121)	12,000	(2,621)	78%
Federal Grant	-	-	-	-	-	-	-
5441 Special Ed Part B	20,000	13,906	16,500	(2,594)	38,000	(24,094)	37%
5445 Lunch Program	25,200	25,435	17,421	8,014	32,004	(6,569)	79%
5446 Breakfast Program	4,398	5,811	3,804	2,007	7,608	(1,797)	76%
5448 Snack Program	1,034	1,162	804	359	1,392	(229)	84%
5451-66 Consolidated Federal Funds	50,855	52,103	69,300	(17,197)	225,500	(173,397)	23%
<b>5400 Federal Revenue</b>	<b>111,794</b>	<b>107,796</b>	<b>118,329</b>	<b>(10,533)</b>	<b>316,504</b>	<b>(208,708)</b>	<b>34%</b>
<b>5899 GRAND TOTAL REVENUES</b>	<b>3,305,891</b>	<b>4,632,953</b>	<b>4,671,653</b>	<b>(38,700)</b>	<b>6,037,678</b>	<b>(1,404,725)</b>	<b>77%</b>

## City Garden Montessori

### 2019-20 Expenses as of 03/31/2020 Compared to Annual Budget

Expenditures by Function	Actual YTD 03/31/2019	Actual YTD 03/31/2020	Amended Mar 2020 Budget YTD 03/31/2020	Variance Over/(Under)	Amended Mar 2020 Budget FY20	Variance Over/(Under)	% of Budget
<b>1111 Classroom Instruction</b>							
6100 Salaries	\$ 630,400	\$ 695,495	699,609	\$ (4,114)	978,129	(282,635)	71%
6200 Benefits	219,946	243,780	258,685	\$ (14,905)	347,160	(103,380)	70%
6300 Purchased Services	65,391	25,451	27,649	\$ (2,198)	43,511	(18,059)	58%
6400 Supplies & Materials	34,139	38,202	35,520	2,682	42,865	(4,663)	89%
<b>Total Classroom Instruction</b>	<b>949,876</b>	<b>1,002,927</b>	<b>1,021,462</b>	<b>(18,535)</b>	<b>1,411,664</b>	<b>(408,737)</b>	<b>71%</b>
<b>1221 Special Programs</b>							
6100 Salaries	86,902	124,763	114,171	10,593	153,330	(28,566)	81%
6200 Benefits	34,606	45,014	39,616	5,398	52,822	(7,808)	85%
6300 Purchased Services	40,308	18,894	17,876	1,018	21,740	(2,846)	87%
6400 Supplies & Materials	394	204	240	(36)	400	(196)	-
<b>Total Special Programs</b>	<b>162,210</b>	<b>188,875</b>	<b>171,903</b>	<b>16,972</b>	<b>228,291</b>	<b>(39,416)</b>	<b>83%</b>
<b>1251 Culturally Different</b>							
6100 Salaries	83,766	75,006	70,593	4,412	94,174	(19,168)	80%
6200 Benefits	34,795	31,619	25,180	6,439	33,573	(1,954)	94%
6400 Supplies & Materials	32	32	240	(209)	400	(369)	-
<b>Total Title I</b>	<b>118,593</b>	<b>106,656</b>	<b>96,013</b>	<b>10,643</b>	<b>128,147</b>	<b>(21,491)</b>	<b>83%</b>
<b>2111 Support Services-Pupils</b>							
6100 Salaries	90,809	56,220	67,187	(10,967)	85,324	(29,104)	66%
6200 Benefits	30,553	17,500	20,720	(3,220)	28,408	(10,908)	62%
6300 Purchased Services	6,004	15,036	9,842	5,194	17,880	(2,844)	84%
6400 Supplies & Materials	8,842	9,664	9,068	596	12,742	(3,078)	76%
<b>Total Support Services-Pupils</b>	<b>136,207</b>	<b>98,420</b>	<b>106,817</b>	<b>(8,397)</b>	<b>144,354</b>	<b>(45,934)</b>	<b>68%</b>
<b>2213 Professional Development</b>							
6300 Purchased Services	45,964	61,750	42,587	19,163	196,700	(134,950)	31%
6400 Supplies & Materials	3,883	4,731	2,700	2,031	4,660	71	102%
<b>Total Professional Development</b>	<b>49,846</b>	<b>66,481</b>	<b>45,287</b>	<b>21,193</b>	<b>201,360</b>	<b>(134,879)</b>	<b>33%</b>

## City Garden Montessori

### 2019-20 Expenses as of 03/31/2020 Compared to Annual Budget

Expenditures by Function	Actual YTD	Actual YTD	Amended Mar 2020	Variance Over/(Under)	Amended	Variance Over/(Under)	% of Budget
	03/31/2019	03/31/2020	Budget YTD 03/31/2020		Mar 2020 Budget FY20		
<b>2321 Executive Administration Services</b>							
6100 Salaries	102,294	200,890	227,443	(26,553)	301,091	(100,201)	67%
6200 Benefits	40,659	73,962	77,968	(4,006)	106,819	(32,857)	69%
6300 Purchased Services	212,852	70,243	79,264	(9,021)	239,926	(169,683)	29%
6400 Supplies & Materials	15,981	34,034	30,837	3,197	34,764	(730)	98%
<b>Total Executive Admin Services</b>	<b>371,785</b>	<b>379,129</b>	<b>415,512</b>	<b>(36,383)</b>	<b>682,600</b>	<b>(303,471)</b>	<b>56%</b>
<b>2411 Building Principal Services</b>							
6100 Salaries	95,176	196,709	159,187	37,522	192,268	4,441	102%
6200 Benefits	35,436	52,242	49,453	2,789	65,544	(13,302)	80%
6300 Purchased Services	-	-	-	-	-	-	-
6400 Supplies & Materials	238	194	175	19	700	(506)	28%
<b>Total Building Principal Services</b>	<b>130,850</b>	<b>249,145</b>	<b>208,815</b>	<b>40,330</b>	<b>258,512</b>	<b>(9,367)</b>	<b>96%</b>
<b>2511 Business Support Services</b>							
6100 Salaries	81,651	98,772	98,781	(9)	131,707	(32,936)	75%
6200 Benefits	27,465	31,498	32,959	(1,460)	44,522	(13,024)	71%
6300 Purchased Services	5,597	5,128	4,905	223	7,015	(1,887)	73%
6400 Supplies & Materials	262	-	-	-	-	-	-
<b>Total Business Support Services</b>	<b>114,975</b>	<b>135,399</b>	<b>136,644</b>	<b>(1,245)</b>	<b>183,244</b>	<b>(47,846)</b>	<b>74%</b>
<b>2541 Operation of Plant Services</b>							
6100 Salaries	14,679	17,900	16,927	973	22,569	(4,669)	79%
6200 Benefits	5,697	6,227	5,862	365	7,816	(1,589)	80%
6300 Purchased Services	309,811	351,179	349,372	1,807	442,348	(91,169)	79%
6400 Supplies & Materials	37,902	39,845	43,050	(3,204)	63,702	(23,857)	63%
<b>Total Operation of Plant Services</b>	<b>368,089</b>	<b>415,151</b>	<b>415,210</b>	<b>(60)</b>	<b>536,435</b>	<b>(121,284)</b>	<b>77%</b>
<b>2562 Food Services</b>							
6100 Salaries	3,739	9,240	9,128	113	13,125	(3,885)	70%
6200 Benefits	286	707	950	(243)	1,267	(560)	56%
6300 Purchased Services	51,315	52,905	59,705	(6,800)	81,461	(28,556)	65%
6400 Supplies & Materials	3,743	3,469	3,687	(218)	3,994	(525)	87%
<b>Total Food Services</b>	<b>59,083</b>	<b>66,321</b>	<b>73,470</b>	<b>(7,149)</b>	<b>99,846</b>	<b>(33,525)</b>	<b>66%</b>

## City Garden Montessori

### 2019-20 Expenses as of 03/31/2020 Compared to Annual Budget

Expenditures by Function	Actual YTD	Actual YTD	Amended Mar 2020	Variance Over/(Under)	Amended	Variance Over/(Under)	% of Budget
	03/31/2019	03/31/2020	Budget YTD 03/31/2020		Mar 2020 Budget FY20		
<b>2660 Technology Services</b>							
6300 Purchased Services	4,425	6,849	7,767	(918)	10,240	(3,391)	67%
6400 Supplies & Materials	756	39,845	24,003	15,842	24,600	15,245	162%
<b>Total Technology Services</b>	<b>5,181</b>	<b>46,694</b>	<b>31,770</b>	<b>14,924</b>	<b>34,840</b>	<b>11,854</b>	<b>134%</b>
<b>3901 Community/Resource Development</b>							
6100 Salaries	98,482	139,451	154,598	(15,146)	214,630	(75,179)	65%
6200 Benefits	36,010	41,812	50,538	(8,726)	72,615	(30,803)	58%
6300 Purchased Services	49,536	46,514	42,695	3,819	58,491	(11,977)	80%
6395 Special Events	76,685	52,746	63,477	(10,731)	80,750	(28,004)	65%
6400 Supplies & Materials	1,928	2,492	2,000	492	2,500	(8)	100%
<b>Total Community/Resource</b>	<b>262,642</b>	<b>283,016</b>	<b>313,308</b>	<b>(30,292)</b>	<b>428,986</b>	<b>(70,791)</b>	<b>66%</b>
<b>3905 Preschool</b>							
6100 Salaries	92,503	97,685	93,586	4,099	124,953	(27,268)	78%
6200 Benefits	16,918	16,782	19,500	(2,718)	27,300	(10,518)	61%
6300 Purchased Services	190,341	190,341	190,341	-	253,788	(63,447)	75%
6400 Supplies & Materials	1,511	1,422	2,232	(809)	3,789	(2,367)	38%
<b>Total Preschool</b>	<b>301,272</b>	<b>306,230</b>	<b>305,658</b>	<b>572</b>	<b>409,830</b>	<b>(103,600)</b>	<b>75%</b>
<b>3906 Before/After Care Program</b>							
6100 Salaries	13,778	18,124	32,961	(14,837)	47,259	(29,135)	38%
6200 Benefits	3,543	4,611	11,442	(6,831)	15,256	(10,644)	30%
6400 Supplies & Materials	192	385	634	(249)	1,224	(839)	31%
<b>Total Before/After Care Program</b>	<b>17,512</b>	<b>23,121</b>	<b>45,037</b>	<b>(21,916)</b>	<b>63,739</b>	<b>(40,618)</b>	<b>36%</b>
<b>3912 Parental Involvement</b>							
6100 Salaries	20,830	33,908	21,333	12,575	28,470	5,438	119%
6200 Benefits	6,962	10,401	7,383	3,019	9,844	558	106%
6400 Supplies & Materials	2,459	3,975	5,412	(1,437)	4,310	(335)	92%
<b>Total Parental Involvement</b>	<b>30,251</b>	<b>48,285</b>	<b>34,127</b>	<b>14,157</b>	<b>42,624</b>	<b>5,661</b>	<b>113%</b>
<b>4011 Facility Acquisition/Improvement</b>							
6500 Capital Outlay	12,617	90,770	108,000	(17,230)	525,000	(434,230)	-
6600 Interest	26,588	34,994	20,155	14,839	48,000	(13,006)	73%
<b>Total Facility Acquisition</b>	<b>39,205</b>	<b>125,764</b>	<b>128,155</b>	<b>(2,391)</b>	<b>573,000</b>	<b>(447,236)</b>	<b>22%</b>
<b>9999 GRAND TOTAL EXPENDITURES</b>	<b>\$ 3,117,577</b>	<b>\$ 3,541,613</b>	<b>\$ 3,549,190</b>	<b>\$ (7,576)</b>	<b>\$ 5,427,471</b>	<b>\$ (1,885,858)</b>	<b>65%</b>

## City Garden Montessori

### 2019-20 Purchased Services as of 03/31/2020 Compared to Annual Budget

Purchased Services by Function	Amended Mar 2020		Amended Mar 2020		% of Budget
	Actual YTD 03/31/2020	Budget YTD 03/31/2020	Variance Over/(Under)	Budget FY20	
<b>1111 Classroom Instruction</b>					
6311-A Pyhsical Education	\$ -	\$ -	\$ -	\$ -	-
6311-B Jesuit Volunteer	-	-	-	-	-
6311-C Online Learning Subscriptions	3,686	4,660	(974)	6,121	(2,435)
6311-D Summer School	-	-	-	2,040	(2,040)
6311-E NWEA Testing	3,391	3,247	144	3,247	144
6311-F Arts Program	-	-	-	-	-
6311-G Substitutes	14,343	14,951	(608)	23,943	(9,599)
<b>6311 Instructional Services</b>	<b>21,420</b>	<b>22,858</b>	<b>(1,438)</b>	<b>35,350</b>	<b>(13,931)</b>
<b>6334 Rental Equipment</b>	<b>3,854</b>	<b>4,791</b>	<b>(938)</b>	<b>8,160</b>	<b>(4,307)</b>
<b>6343 Travel</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>6371 Dues &amp; Memberships</b>	<b>178</b>	<b>-</b>	<b>178</b>	<b>-</b>	<b>178</b>
<b>6391 Other Purchased Services</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Classroom Instruction</b>	<b>25,451</b>	<b>27,649</b>	<b>(2,198)</b>	<b>43,511</b>	<b>(18,059)</b>
					<b>58%</b>
<b>1221 Special Programs</b>					
6311 Instructional Services	18,894	17,876	1,018	21,740	(2,846)
6319-C Information System	-	-	-	-	-
6398 Prior Year Adjustment	-	-	-	-	-
<b>Total Special Programs</b>	<b>18,894</b>	<b>17,876</b>	<b>1,018</b>	<b>21,740</b>	<b>(2,846)</b>
					<b>87%</b>
<b>1251 Culturally Different</b>					
6312 Instructional Improvement	-	-	-	-	-
6398 Prior Year Adjustment	-	-	-	-	-
<b>Total Culturally Different</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>2111 Support Services-Pupils</b>					
6319-A Student Information System	1,519	1,813	(293)	5,000	(3,481)
6319-B E-mail/Website	-	530	(530)	2,040	(2,040)
<b>6319 Professional &amp; Technical Services</b>	<b>1,519</b>	<b>2,342</b>	<b>(823)</b>	<b>7,040</b>	<b>(5,520)</b>
<b>6341 McKinney-Vento Student Transport.</b>	<b>12,612</b>	<b>7,500</b>	<b>5,112</b>	<b>10,000</b>	<b>2,612</b>
<b>6391 Other Purchased Services</b>	<b>905</b>	<b>-</b>	<b>905</b>	<b>840</b>	<b>65</b>
<b>Total Support Services-Pupils</b>	<b>15,036</b>	<b>9,842</b>	<b>5,194</b>	<b>17,880</b>	<b>(2,844)</b>
					<b>84%</b>

## City Garden Montessori

### 2019-20 Purchased Services as of 03/31/2020 Compared to Annual Budget

Purchased Services by Function	Amended Mar 2020		Amended Mar 2020		% of Budget
	Actual YTD 03/31/2020	Budget YTD 03/31/2020	Variance Over/(Under)	Budget FY20	
<b>2213 Professional Development</b>					
6312-A Montessori Traning	23,032	6,781	16,251	29,700	(6,668) 78%
6312-B Common Training	19,493	25,797	(6,305)	24,500	(5,007) 80%
6312-C Outside Training	(1,432)	-	(1,432)	-	(1,432) -
6312-D Administrative Staff	16,091	-	16,091	117,500	(101,409) 14%
<b>6312 Instructional Improvement</b>	<b>57,183</b>	<b>32,578</b>	<b>24,605</b>	<b>171,700</b>	<b>(114,516) 33%</b>
<b>6343 Travel</b>	<b>4,567</b>	<b>10,009</b>	<b>(5,442)</b>	<b>25,000</b>	<b>(20,433) 18%</b>
<b>Total Professional Development</b>	<b>61,750</b>	<b>42,587</b>	<b>19,163</b>	<b>196,700</b>	<b>(134,950) 31%</b>
<b>2321 Executive Administration Services</b>					
6315 Audit Services	12,300	12,300	-	12,300	- 100%
6317 Legal Fees	24,795	20,978	3,817	29,946	(5,151) 83%
6319 Professional Services/Board Develop	4,241	15,000	(10,759)	145,100	(140,859) 3%
6343 Travel	759	-	759	-	-
6352 Liability Insurance	10,460	13,379	(2,919)	14,537	(4,076) 72%
6361 Communication	410	-	410	-	410 -
6362 Advertising	2,250	2,393	(142)	3,271	(1,021) 69%
6371 Dues & Memberships	9,226	1,861	7,364	4,630	4,596 199%
6391-Other Purchase Services	4,023	-	4,023	-	4,023 -
6391-A Fingerprinting	-	202	(202)	22	(22) -
6391-B Other Purchased Services	-	11,455	(11,455)	28,120	(28,120) -
<b>6391 Other Purchased Services</b>	<b>4,023</b>	<b>11,657</b>	<b>(7,635)</b>	<b>28,142</b>	<b>(24,120) 14%</b>
<b>6392- Admin Fees</b>	<b>1,780</b>	<b>1,695</b>	<b>84</b>	<b>2,000</b>	<b>(220) 89%</b>
<b>Total Executive Administration Serv</b>	<b>70,243</b>	<b>79,264</b>	<b>(9,021)</b>	<b>239,926</b>	<b>(170,442) 29%</b>
<b>2511 Business Support Services</b>					
6319 Professional & Technical Services	-	4,615	(4,615)	6,115	(6,115) -
6392 Admin Fees	5,128	290	4,838	900	4,228 570%
<b>Total Business Support Services</b>	<b>5,128</b>	<b>4,905</b>	<b>223</b>	<b>7,015</b>	<b>(1,887) 73%</b>

## City Garden Montessori

### 2019-20 Purchased Services as of 03/31/2020 Compared to Annual Budget

Purchased Services by Function	Amended Mar 2020		Amended Mar 2020		% of Budget
	Actual YTD 03/31/2020	Budget YTD 03/31/2020	Variance Over/(Under)	Budget FY20	
<b>2541 Operation of Plant Services</b>					
<b>6331 Cleaning Services</b>	24,963	25,768	(805)	36,000	(11,037) 69%
6332-A Building Maintenance	14,547	14,793	(246)	15,320	(773) 95%
6332-B HVAC Maintenance	4,278	3,200	1,078	4,610	(332) 93%
6332-C Repairs	3,070	4,096	(1,026)	12,300	(9,230) 25%
<b>6332 Maintenance</b>	21,895	22,089	(194)	32,230	(10,335) 68%
<b>6333 Building Rent</b>	260,659	260,659	-	314,000	(53,341) 83%
<b>6336 Trash Removal</b>	4,136	2,743	1,392	3,655	481 113%
6339-A Extermination	4,438	2,665	1,773	5,287	(849) 84%
6339-B Security	2,664	1,720	944	3,828	(1,164) 70%
6339-C Lawn & Snow Removal	2,910	800	2,110	4,080	(1,170) 71%
6339-D Water/Sewer	3,317	1,572	1,745	2,260	1,057 147%
<b>6339 Other Property Services</b>	13,329	6,756	6,573	15,455	(2,126) 86%
<b>6351 Property Insurance</b>	4,798	8,529	(3,731)	10,500	(5,702) 46%
<b>6361 Communication</b>	6,765	7,827	(1,061)	11,803	(5,038) 57%
<b>6391 Other Purchased Services &amp; Prop Tax</b>	14,633	15,000	(367)	18,705	(4,072) 78%
<b>Total Operation of Plant Services</b>	<b>351,179</b>	<b>349,372</b>	<b>1,807</b>	<b>442,348</b>	<b>(91,169) 79%</b>
<b>2562 Food Services</b>					
<b>6391 Other Purchased Services</b>	52,905	59,705	(6,800)	81,461	(28,556) 65%
<b>Total Food Services</b>	<b>52,905</b>	<b>59,705</b>	<b>(6,800)</b>	<b>81,461</b>	<b>(28,556) 65%</b>
<b>2661 Technology Services</b>					
<b>6319 Professional &amp; Technical Services</b>	6,849	7,767	(918)	10,240	(3,391) 67%
<b>Total Technology Services</b>	<b>6,849</b>	<b>7,767</b>	<b>(918)</b>	<b>10,240</b>	<b>(3,391) 67%</b>

## City Garden Montessori

### 2019-20 Purchased Services as of 03/31/2020 Compared to Annual Budget

Purchased Services by Function	Amended Mar 2020		Amended Mar 2020		% of Budget
	Actual YTD 03/31/2020	Budget YTD 03/31/2020	Variance Over/(Under)	Budget FY20	
<b>3901 Community/Resource Development</b>					
<b>6319 Professional Services</b>	24,000	-	24,000	-	24,000
6319-A Development Training	-	24,000	(24,000)	30,000	(30,000)
6319-B Website Development	2,868	178	2,690	-	2,868
6319-C Grant Writing	15,456	16,587	(1,131)	20,000	(4,544)
<b>6319 Professional &amp; Technical Services</b>	42,323	40,765	1,558	50,000	(7,677)
<b>6362 Advertising</b>	-	-	-	-	-
<b>6371 Dues &amp; Memberships</b>	-	-	-	-	-
<b>6391 Other Purchased Services</b>	-	1,148	(1,148)	5,991	(5,991)
<b>6392 Admin Fees</b>	4,191	782	3,409	2,500	1,691
<b>Total Purchased Services</b>	<b>46,514</b>	<b>42,695</b>	<b>3,819</b>	<b>58,491</b>	<b>(11,977)</b>
					<b>80%</b>
6395-A Gala	44,840	51,965	(7,125)	53,750	(8,910)
6395-B Direct Mail	3,992	2,800	1,192	5,000	(1,008)
6395-C Mid-Level Giving	1,002	3,805	(2,803)	5,000	(3,998)
6395-D Major Gifts	283	861	(578)	4,000	(3,717)
6395-E Charidy Campaign	-	-	-	4,000	(4,000)
6395-F Block Party	-	-	-	-	-
6395-G Community Engagement	-	-	-	-	-
6395-H Give STL	-	1,000	(1,000)	4,000	(4,000)
6395-I General	-	-	-	-	-
6395-J	-	-	-	-	-
6395-K	-	-	-	-	-
6395-L Jr High Fundraisers	2,629	3,046	(416)	5,000	(2,371)
<b>6395 Special Events</b>	<b>52,746</b>	<b>63,477</b>	<b>(10,731)</b>	<b>80,750</b>	<b>(28,004)</b>
<b>Total Comm/Res Develop Special Events</b>	<b>99,260</b>	<b>106,172</b>	<b>(6,912)</b>	<b>139,241</b>	<b>(39,981)</b>
					<b>71%</b>
<b>3905 Preschool</b>					
<b>6391 Other Purchased Services</b>	190,341	190,341	-	253,788	(63,447)
<b>Total Preschool</b>	<b>190,341</b>	<b>190,341</b>	<b>-</b>	<b>253,788</b>	<b>(63,447)</b>
					<b>75%</b>
<b>6399 GRAND TOTAL PURCHASED SERVICES</b>	<b>897,037</b>	<b>895,481</b>	<b>1,556</b>	<b>1,453,849</b>	<b>(557,570)</b>
					<b>62%</b>

## City Garden Montessori

### 2019-20 Purchased Supplies as of 03/31/2020 Compared to Annual Budget

Supplies & Materials by Function	Actual YTD 03/31/2020	Amended Mar 2020		Amended Mar 2020		Variance Over/(Under)	% of Budget
		Budget YTD 03/31/2020	Variance Over/(Under)	Budget FY20	Variance Over/(Under)		
<b>1111 Classroom Instruction</b>							
<b>6411-A Art/Music/Spanish Supplies</b>	\$ -	\$ 125	\$ (125)	\$ 500	\$ (500)		0%
6411-B1 · Supplies-B1 Primary 3- Willems	760	2,800	(2,040)	3,000	(2,240)	25%	
6411-B2 · Supplies-B2 Lower EI 1- Lacey	2,230	2,987	(757)	3,200	(970)	70%	
6411-B3 · Supplies-B3 Lower EI 2-Veresh	3,711	1,920	1,791	3,200	511	116%	
6411-B4 · Supplies-B4 Lower EI 3- McDonald	2,129	2,320	(191)	3,200	(1,071)	67%	
6411-B5 · Supplies-B5 Upper EI 2- Bowers	1,522	1,960	(438)	2,100	(578)	72%	
6411-B6 · Supplies-B6 Uper EI 3- Campbell	1,102	1,960	(858)	2,100	(998)	52%	
6411-B7 · Supplies-B7 JH Garrett	1,473	1,540	(67)	1,650	(177)	89%	
6411-B8 · Supplies B-8 Upper EI 1- Nelson	133	1,960	(1,827)	2,100	(1,967)	6%	
6411-B9 · Supplies B-9 JH Denother	503	1,540	(1,037)	1,650	(1,147)	30%	
<b>6411-B Classroom Supplies (\$100 per student)</b>	13,564	19,112	(5,548)	22,700	(9,136)	60%	
<b>6411-C General Instructional Supplies</b>	19,211	10,860	8,351	14,100	5,111	136%	
<b>6411-F Summer School</b>	-	329	(329)	2,000	(2,000)	0%	
<b>6411 Homeworks</b>	481	-	481	-	481	0%	
<b>6411-G PE &amp; Recreational Supplies</b>	4,100	4,076	24	2,720	1,380	151%	
<b>6411 Outdoor/Stem Education</b>	845	-	845	-	845	0%	
<b>6411 Technincal</b>	-	1,143	(1,143)	1,345	(1,345)	0%	
<b>Total Classroom Instruction</b>	<b>38,202</b>	<b>35,520</b>	<b>2,682</b>	<b>42,865</b>	<b>(4,663)</b>	<b>89%</b>	
<b>1221 Special Programs</b>							
<b>6411 General Supplies</b>	204	240	(36)	400	(196)	-	
<b>Total Special Programs</b>	<b>204</b>	<b>240</b>	<b>(36)</b>	<b>400</b>	<b>(196)</b>	<b>0%</b>	
<b>1251 Culturally Different</b>							
<b>6411 General Supplies</b>	32	240	(209)	400	-	-	
<b>Total Culturally Different</b>	<b>32</b>	<b>240</b>	<b>(209)</b>	<b>400</b>	<b>-</b>	<b>0%</b>	

## City Garden Montessori

### 2019-20 Purchased Supplies as of 03/31/2020 Compared to Annual Budget

Supplies & Materials by Function	Actual YTD	Amended Mar 2020	Amended Mar 2020	% of Budget		
	03/31/2020	Budget YTD 03/31/2020	Variance Over/(Under)			
<b>2111 Support Services-Pupils</b>						
6411-A Character Education/ Family Support	4,043	3,288	754	4,300	(257)	94%
6411-B Childcare Events	944	1,420	(476)	1,700	(756)	56%
6411-C Family Events - Parent Advisory Cmmt	2,080	2,695	(615)	3,600	(1,520)	58%
6411-D Outreach Supplies	2,140	1,565	574	1,942	198	110%
6411-E SLU/JVC Appreciation	360	-	360	-	360	0%
6411-F Volunteer Appreciation	98	100	(2)	1,000	(902)	10%
6411-G Affordable Housing	-	-	-	200	(200)	0%
<b>Total Support Services-Pupils</b>	<b>9,664</b>	<b>9,068</b>	<b>596</b>	<b>12,742</b>	<b>(3,078)</b>	<b>76%</b>
<b>2213 Professional Development</b>						
6411-A Books-Montessori Training	-	-	-	1,330	(1,330)	0%
6411-B Other	4,731	2,500	2,231	2,500	2,231	189%
6411-C Staff Resources	-	-	-	830	(830)	0%
<b>Total Professional Development</b>	<b>4,731</b>	<b>2,700</b>	<b>2,031</b>	<b>4,660</b>	<b>71</b>	<b>102%</b>
<b>2321 Executive Administration Services</b>						
6411-A Board Supplies & Materials	1,637	1,073	564	1,173	464	140%
6411-B Office Supplies	25,428	24,917	511	27,091	(1,663)	94%
6411-C Staff Appreciation	6,969	4,847	2,122	4,100	2,869	170%
6411-D Staff/Board Holiday Party	-	-	-	2,400	(2,400)	0%
<b>Total Executive Administration Serv</b>	<b>34,034</b>	<b>30,837</b>	<b>3,197</b>	<b>34,764</b>	<b>(730)</b>	<b>98%</b>
<b>2411 Building Principal Services</b>						
6411-A Supplies & Materials	194	175	19	700	(506)	28%
<b>Total Business Support Services</b>	<b>194</b>	<b>175</b>	<b>19</b>	<b>700</b>	<b>(506)</b>	<b>28%</b>
<b>2541 Operation of Plant Services</b>						
6411-A Building Supplies	14,745	18,253	(3,507)	30,380	(15,635)	49%
6411-B Outdoor Space	-	219	(219)	2,040	(2,040)	0%
6481 Electric	21,809	21,760	49	28,782	(6,973)	76%
6483 Natural Gas	3,291	2,818	472	2,500	791	132%
<b>Total Operation of Plant Services</b>	<b>39,845</b>	<b>43,050</b>	<b>(3,204)</b>	<b>63,702</b>	<b>(23,857)</b>	<b>63%</b>

## City Garden Montessori

### 2019-20 Purchased Supplies as of 03/31/2020 Compared to Annual Budget

Supplies & Materials by Function	Actual YTD	Amended Mar 2020	Variance Over/(Under)	Amended Mar 2020	Variance Over/(Under)	% of Budget
	03/31/2020	Budget YTD 03/31/2020		Budget FY20		
<b>2562 Food Services</b>						
<b>6411-A Supplies</b>	3,469	3,687	(218)	3,994	(525)	87%
<b>Total Food Services</b>	<b>3,469</b>	<b>3,687</b>	<b>(218)</b>	<b>3,994</b>	<b>(525)</b>	<b>87%</b>
<b>2661 Technology Services</b>						
<b>6411 General Supplies</b>	39,845	24,003	15,842	24,600	15,245	162%
<b>Total Technology Services</b>	<b>39,845</b>	<b>24,003</b>	<b>15,842</b>	<b>24,600</b>	<b>15,245</b>	<b>162%</b>
<b>3901 Community/Resource Development</b>						
<b>6411-A General Supplies</b>	2,492	2,000	492	2,500	(8)	100%
<b>Total Comm/Res Develop Special Events</b>	<b>2,492</b>	<b>2,000</b>	<b>492</b>	<b>2,500</b>	<b>(8)</b>	<b>100%</b>
<b>3905 Preschool</b>						
<b>6411-A Field Trips</b>	273	332	(58)	789	(516)	-
<b>6411-B Professional Development Supplies</b>	1,149	1,900	(751)	3,000	(1,851)	-
<b>6411-C Supplies &amp; Materials</b>	-	-	-	-	-	#DIV/0!
<b>Total Preschool</b>	<b>1,422</b>	<b>2,232</b>	<b>(809)</b>	<b>3,789</b>	<b>(2,367)</b>	<b>38%</b>
<b>3906 Before/After Care Program</b>						
<b>6411-A After Games, Supplies</b>	385	634	(249)	1,224	(839)	31%
<b>6411-C Training Materials/Curriculum</b>	-	-	-	-	-	-
<b>Total Before/After Care Program</b>	<b>385</b>	<b>634</b>	<b>(249)</b>	<b>1,224</b>	<b>(839)</b>	<b>31%</b>
<b>3912 Parental Involvement</b>						
<b>6411-A Family Support</b>	3,975	5,412	(1,437)	4,310	(335)	92%
<b>Total Parental Involvement</b>	<b>3,975</b>	<b>5,412</b>	<b>(1,437)</b>	<b>4,310</b>	<b>(335)</b>	<b>92%</b>
<b>6399 GRAND TOTAL SUPPLIES &amp; MATERIALS</b>	<b>\$ 178,494</b>	<b>\$ 159,797</b>	<b>\$ 18,697</b>	<b>\$ 200,650</b>	<b>\$ (21,788)</b>	<b>89%</b>

## City Garden Montessori

April Budget Revision vs Prior version March Budget Revision

2019-2020 Budget Summary

Revenue	Prior Version- March Budget Revision					2019-2020 April Budget Revision					Change					Description
	Operating Budget	Strategic Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget	Operating Budget	Strategic Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget	Operating Budget	Strategic Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget	
<b>Local Revenue</b>																
Prop C Interest	\$ 241,740	\$ -	\$ -	\$ -	\$ 241,740	\$ 241,740	\$ -	\$ -	\$ -	\$ 241,740	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Food Sales	13,200	-	-	-	13,200	13,200	-	-	-	13,200	-	-	-	-	-	
Student Activity - JRH	13,000	-	-	-	13,000	10,500	-	-	-	10,500	(2,500)	-	-	-	(2,500)	Reduced rest of year income
Student Activity-Field Trips	5,500	-	-	-	5,500	4,981	-	-	-	4,981	(519)	-	-	-	(519)	Reduced rest of year income
Facility Rental	6,000	-	-	-	6,000	6,000	-	-	-	6,000	-	-	-	-	-	
Intercompany - PS to Charter	2,000	-	-	-	2,000	1,538	-	-	-	1,538	(462)	-	-	-	(462)	
Fundraising/Special Events	253,788	-	-	-	253,788	253,788	-	-	-	253,788	-	-	-	-	-	
Donations	206,000	-	-	-	206,000	206,000	-	-	-	206,000	-	-	-	-	-	
Donations-Restricted	658,628	-	-	-	658,628	574,000	-	-	-	574,000	(84,628)	-	-	-	(84,628)	Reduction of Philanthropy
Preschool Tuition	301,318	-	-	-	301,318	266,318	-	-	-	266,318	(35,000)	-	-	-	(35,000)	Moved anonymous donor from capital to strat
Before/After Care Tuition	76,000	-	-	-	76,000	58,400	-	-	-	58,400	(17,600)	-	-	-	(17,600)	Reduction in Preschool Tuition
Other	10,000	-	-	-	10,000	10,000	-	-	-	10,000	-	-	-	-	-	Reduction in Before/Aftercar
<b>Total Local Revenue</b>	<b>1,787,174</b>	<b>510,000</b>	<b>1,350,000</b>	<b>-</b>	<b>3,647,174</b>	<b>1,646,465</b>	<b>765,000</b>	<b>1,095,000</b>	<b>-</b>	<b>3,506,465</b>	<b>(140,709)</b>	<b>255,000</b>	<b>(255,000)</b>	<b>-</b>	<b>(140,709)</b>	
<b>State Revenue</b>	<b>\$2,074,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,074,000</b>	<b>\$2,074,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,074,000</b>	<b>\$ -</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Federal Revenue</b>																
Medicaid Admin Billing	12,000	-	-	-	12,000	12,000	-	-	-	12,000	-	-	-	-	-	
Federal Grant	-	-	-	145,100	145,100	-	-	-	145,100	145,100	-	-	-	-	-	
PPP Loan/Grant	-	-	-	-	-	492,000	-	-	-	492,000	492,000	-	-	-	492,000	PPP Loan, 90%+ will be forgiven
Special Ed Part B	38,000	-	-	-	38,000	38,000	-	-	-	38,000	-	-	-	-	-	
Lunch Program	32,004	-	-	-	32,004	30,435	-	-	-	30,435	(1,569)	-	-	-	(1,569)	Estimated reduction of food
Breakfast Program	7,608	-	-	-	7,608	6,411	-	-	-	6,411	(1,197)	-	-	-	(1,197)	Estimated reduction of Food
Snack Program	1,392	-	-	-	1,392	1,262	-	-	-	1,262	(130)	-	-	-	(130)	Estimated reduction of Food
Consolidated Federal Funds	80,400	-	-	-	80,400	80,400	-	-	-	80,400	-	-	-	-	-	
<b>Federal Revenue</b>	<b>171,404</b>	<b>-</b>	<b>-</b>	<b>145,100</b>	<b>316,504</b>	<b>660,508</b>	<b>-</b>	<b>-</b>	<b>145,100</b>	<b>805,608</b>	<b>489,104</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>489,104</b>	
<b>GRAND TOTAL REVENUES</b>	<b>4,032,578</b>	<b>510,000</b>	<b>1,350,000</b>	<b>145,100</b>	<b>6,037,678</b>	<b>4,380,973</b>	<b>765,000</b>	<b>1,095,000</b>	<b>145,100</b>	<b>6,386,073</b>	<b>348,395</b>	<b>255,000</b>	<b>(255,000)</b>	<b>-</b>	<b>348,395</b>	
<b>Expenditures</b>																
Salaries	2,030,136	356,893	-	-	2,387,029	2,058,856	283,893	-	-	2,342,749	28,720	(73,000)	-	-	(44,280)	Reduction in salary for extra duties, before and after care, tutoring, summer school and other. Currently paying all permanent employees their regular salary.
Benefits	698,738	114,206	-	-	812,943	706,540	90,846	-	-	797,385	7,802	(23,360)	-	-	(15,558)	
Intercompany -PS to Charter	253,788	-	-	-	253,788	253,788	-	-	-	253,788	-	-	-	-	-	
Purchase Services	843,711	130,500	-	145,100	1,119,311	791,248	127,500	-	145,100	1,063,848	(52,463)	(3,000)	-	-	(55,463)	Reduction in Subs, PD, travel and consulting
Fundraising Events	80,750	-	-	-	80,750	66,633	-	-	-	66,633	(14,117)	-	-	-	(14,117)	Estimated reduction in fundraising costs
Supplies	190,650	10,000	-	-	200,650	220,432	25,000	-	-	245,432	29,782	15,000	-	-	44,782	Increase due to \$25K Covid-19 family support, \$19K Tech and 4202 spending
Capital Outlay/Debt Service	400,000	-	125,000	-	525,000	-	-	125,000	-	125,000	(400,000)	-	-	-	(400,000)	Moved Anonymous donor spending to 20-21
Interest	16,000	12,000	20,000	-	48,000	16,000	12,000	20,000	-	48,000	-	-	-	-	-	
<b>Total Expenses</b>	<b>4,513,773</b>	<b>623,599</b>	<b>145,000</b>	<b>145,100</b>	<b>5,427,471</b>	<b>4,113,497</b>	<b>539,239</b>	<b>145,000</b>	<b>145,100</b>	<b>4,942,836</b>	<b>(400,275)</b>	<b>(84,360)</b>	<b>-</b>	<b>-</b>	<b>(484,635)</b>	
<b>Surplus/Deficit</b>	<b>(481,195)</b>	<b>(113,599)</b>	<b>1,205,000</b>	<b>-</b>	<b>610,207</b>	<b>267,476</b>	<b>225,761</b>	<b>950,000</b>	<b>-</b>	<b>1,443,237</b>	<b>748,670</b>	<b>339,360</b>	<b>(255,000)</b>	<b>-</b>	<b>833,030</b>	
<b>Prior Year Fund Balance</b>	<b>656,609</b>	<b>251,618</b>	<b>-</b>	<b>-</b>	<b>908,227</b>	<b>656,609</b>	<b>251,618</b>	<b>-</b>	<b>-</b>	<b>908,227</b>						
<b>Surplus/(Deficit)</b>	<b>(481,195)</b>	<b>(113,599)</b>	<b>1,205,000</b>	<b>-</b>	<b>610,207</b>	<b>267,476</b>	<b>225,761</b>	<b>950,000</b>	<b>-</b>	<b>1,443,237</b>						
<b>Ending Fund Balance</b>	<b>175,414</b>	<b>138,019</b>	<b>1,205,000</b>	<b>-</b>	<b>1,518,434</b>	<b>924,085</b>	<b>477,379</b>	<b>950,000</b>	<b>-</b>	<b>2,351,464</b>						
																<b>Risks:</b> Special Education Capital Spending on current building Federal, State, or Local funding levels Fundraising Turnover Benefit Costs

**City Garden Montessori**

2020-2021 Budget Revision vs Prior Year 2019-2020 April Budget Revision

2020-2021 Budget Summary

Revenue	Prior YEAR- 2019-2020 April Budget Revision					2020-2021 April Revision					Change					Description		
	Strategic		Strategic		Strategic		Strategic		Strategic		Strategic		Strategic		Strategic			
	Operating Budget	Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget	Operating Budget	Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget	Operating Budget	Strategic Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget			
<b>Local Revenue</b>																		
Prop C Interest	\$ 241,740	\$ -	\$ -	\$ -	\$ 241,740	\$ 216,000	\$ -	\$ -	\$ -	\$ 216,000	\$ (25,740)	\$ -	\$ -	\$ -	\$ -	\$ (25,740)		
Student Food Sales	13,200	-	-	-	13,200	2,400	-	-	-	2,400	(10,800)	-	-	-	-	(10,800)		
Student Activity - JRH	10,500	-	-	-	10,500	13,000	-	-	-	13,000	2,500	-	-	-	-	2,500		
Student Activity-Field Trips	4,981	-	-	-	4,981	5,500	-	-	-	5,500	519	-	-	-	-	519		
Facility Rental	6,000	-	-	-	6,000	6,000	-	-	-	6,000	-	-	-	-	-	-		
Intercompany - PS to Charter	1,538	-	-	-	1,538	2,040	-	-	-	2,040	502	-	-	-	-	502		
Fundraising/Special Events	253,788	-	-	-	253,788	253,788	-	-	-	253,788	-	-	-	-	-	-		
Donations	206,000	-	-	-	206,000	248,676	-	-	-	248,676	42,676	-	-	-	-	42,676		
Donations-Restricted	458,628	-	-	-	458,628	656,501	-	-	-	656,501	197,873	-	-	-	-	197,873		
Preschool Tuition	765,000	765,000	1,095,000	-	1,860,000	-	410,000	-	-	410,000	-	(355,000)	(1,095,000)	-	-	(1,450,000)		
Befor/After Care Tuition	266,318	-	-	-	266,318	307,344	-	-	-	307,344	41,026	-	-	-	-	41,026		
Other	58,400	-	-	-	58,400	76,010	-	-	-	76,010	17,610	-	-	-	-	17,610		
<b>Total Local Revenue</b>	<b>1,531,093</b>	<b>765,000</b>	<b>1,095,000</b>	<b>-</b>	<b>3,391,093</b>	<b>1,797,259</b>	<b>410,000</b>	<b>-</b>	<b>-</b>	<b>2,207,259</b>	<b>266,166</b>	<b>(355,000)</b>	<b>(1,095,000)</b>	<b>-</b>	<b>(1,183,834)</b>			
<b>State Revenue</b>	<b>\$2,074,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,074,000</b>	<b>\$ 1,869,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,869,000</b>	<b>\$ (205,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(205,000)</b>	Enrollment Flat, 10% Decrease in per WADA amount		
<b>Federal Revenue</b>																		
Medicaid Admin Billing	12,000	-	-	-	12,000	12,000	-	-	-	12,000	-	-	-	-	-	-		
Federal Grant	-	-	-	145,100	145,100	-	-	-	-	454,900	454,900	-	-	-	-	309,800		
PPP Loan/Grant	492,000	-	-	-	492,000	-	-	-	-	-	-	-	-	-	-	-		
Special Ed Part B	38,000	-	-	-	38,000	38,000	-	-	-	38,000	-	-	-	-	-	-		
Lunch Program	30,435	-	-	-	30,435	32,004	-	-	-	32,004	1,569	-	-	-	-	1,569		
Breakfast Program	6,411	-	-	-	6,411	7,608	-	-	-	7,608	1,197	-	-	-	-	1,197		
Snack Program	1,262	-	-	-	1,262	1,392	-	-	-	1,392	130	-	-	-	-	130		
Consolidated Federal Funds	80,400	-	-	-	80,400	80,400	-	-	-	80,400	-	-	-	-	-	-		
<b>Federal Revenue</b>	<b>660,508</b>	<b>-</b>	<b>-</b>	<b>145,100</b>	<b>805,608</b>	<b>171,404</b>	<b>-</b>	<b>-</b>	<b>454,900</b>	<b>626,304</b>	<b>2,896</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>309,800</b>	<b>2,896</b>		
<b>GRAND TOTAL REVENUES</b>	<b>4,265,601</b>	<b>765,000</b>	<b>1,095,000</b>	<b>145,100</b>	<b>6,270,701</b>	<b>3,837,663</b>	<b>410,000</b>	<b>-</b>	<b>454,900</b>	<b>4,702,563</b>	<b>64,062</b>	<b>(355,000)</b>	<b>(1,095,000)</b>	<b>309,800</b>	<b>(1,385,938)</b>			
<b>Expenditures</b>																		
Salaries	2,022,594	356,893	-	-	2,379,487	2,056,017	345,105	-	-	2,401,122	33,423	(11,788)	-	-	-	21,635	Teacher Increases offset by Turnover	
Benefits	696,113	114,206	-	-	810,319	693,998	110,434	-	-	804,432	(2,116)	(3,772)	-	-	-	(5,888)		
Intercompany - PS to Charter	253,788	-	-	-	253,788	253,788	-	-	-	253,788	-	-	-	-	-	-		
Purchase Services	786,022	130,500	-	145,100	1,061,622	815,049	32,800	50,000	145,100	1,042,949	29,027	(97,700)	50,000	-	-	(18,673)		
Fundraising Events	66,633	-	-	-	66,633	80,750	-	-	-	80,750	14,117	-	-	-	-	14,117		
Supplies	195,432	25,000	-	-	220,432	162,750	5,870	-	309,800	478,420	(32,682)	(19,130)	-	309,800	257,988	\$0.9 million equity contrib. to capital for expansion		
Capital Outlay/Debt Service	-	-	125,000	-	125,000	7,454	11,588	900,000	-	919,042	7,454	11,588	775,000	-	794,042			
Interest	16,000	12,000	20,000	-	48,000	7,584	18,488	-	-	26,072	(8,416)	6,488	(20,000)	-	(21,928)			
<b>Total Expenses</b>	<b>4,036,582</b>	<b>638,599</b>	<b>145,000</b>	<b>145,100</b>	<b>4,965,281</b>	<b>4,077,390</b>	<b>524,285</b>	<b>950,000</b>	<b>454,900</b>	<b>6,006,575</b>	<b>40,808</b>	<b>(114,314)</b>	<b>805,000</b>	<b>309,800</b>	<b>1,041,294</b>			
<b>Surplus/Deficit</b>	<b>229,019</b>	<b>126,401</b>	<b>950,000</b>	<b>-</b>	<b>1,305,420</b>	<b>(239,728)</b>	<b>(114,285)</b>	<b>(950,000)</b>	<b>-</b>	<b>(1,304,012)</b>	<b>23,254</b>	<b>(240,686)</b>	<b>(1,900,000)</b>	<b>-</b>	<b>(2,427,232)</b>			
Prior Year Fund Balance	656,609	251,618	-	-	908,227	885,628	378,019	950,000	-	2,213,647								
Surplus/(Deficit)	229,019	126,401	950,000	-	1,305,420	(239,728)	(114,285)	(950,000)	-	(1,304,012)								
<b>Ending Fund Balance</b>	<b>885,628</b>	<b>378,019</b>	<b>950,000</b>	<b>-</b>	<b>2,213,647</b>	<b>645,900</b>	<b>263,735</b>	<b>-</b>	<b>-</b>	<b>909,635</b>								

**City Garden Montessori**

2020-2021 Budget Revision vs Prior Year 2019-2020 April Budget Revision

2020-2021 Budget Summary

Revenue	Prior YEAR- 2019-2020 April Budget Revision					2020-2021 April Revision					Change					Description		
	Strategic		Strategic		Strategic		Strategic		Strategic		Strategic		Strategic		Strategic			
	Operating Budget	Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget	Operating Budget	Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget	Operating Budget	Strategic Plan-Operations	Strat Plan-Capital	Federal Grant	Total Budget			
<b>Local Revenue</b>																		
Prop C Interest	\$ 241,740	\$ -	\$ -	\$ -	\$ 241,740	\$ 216,000	\$ -	\$ -	\$ -	\$ 216,000	\$ (25,740)	\$ -	\$ -	\$ -	\$ -	\$ (25,740)		
Student Food Sales	13,200	-	-	-	13,200	2,400	-	-	-	2,400	(10,800)	-	-	-	-	(10,800)		
Student Activity - JRH	10,500	-	-	-	10,500	13,000	-	-	-	13,000	2,500	-	-	-	-	2,500		
Student Activity-Field Trips	4,981	-	-	-	4,981	5,500	-	-	-	5,500	519	-	-	-	-	519		
Facility Rental	6,000	-	-	-	6,000	6,000	-	-	-	6,000	-	-	-	-	-	-		
Intercompany - PS to Charter	1,538	-	-	-	1,538	2,040	-	-	-	2,040	502	-	-	-	-	502		
Fundraising/Special Events	253,788	-	-	-	253,788	253,788	-	-	-	253,788	-	-	-	-	-	-		
Donations	206,000	-	-	-	206,000	248,676	-	-	-	248,676	42,676	-	-	-	-	42,676		
Donations-Restricted	574,000	-	-	-	574,000	656,501	-	-	-	656,501	82,501	-	-	-	-	82,501		
Preschool Tuition	765,000	765,000	1,095,000	-	1,860,000	-	410,000	-	-	410,000	-	(355,000)	(1,095,000)	-	-	(1,450,000)		
Befor/After Care Tuition	266,318	-	-	-	266,318	307,344	-	-	-	307,344	41,026	-	-	-	-	41,026		
Other	58,400	-	-	-	58,400	76,010	-	-	-	76,010	17,610	-	-	-	-	17,610		
<b>Total Local Revenue</b>	<b>1,646,465</b>	<b>765,000</b>	<b>1,095,000</b>	<b>-</b>	<b>3,506,465</b>	<b>1,797,259</b>	<b>410,000</b>	<b>-</b>	<b>-</b>	<b>2,207,259</b>	<b>150,794</b>	<b>(355,000)</b>	<b>(1,095,000)</b>	<b>-</b>	<b>(1,299,206)</b>			
<b>State Revenue</b>	<b>\$2,074,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,074,000</b>	<b>\$ 1,869,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,869,000</b>	<b>\$ (205,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(205,000)</b>	Enrollment Flat, 10% Decrease in per WADA amount		
<b>Federal Revenue</b>																		
Medicaid Admin Billing	12,000	-	-	-	12,000	12,000	-	-	-	12,000	-	-	-	-	-	-		
Federal Grant	-	-	-	145,100	145,100	-	-	-	-	454,900	454,900	-	-	-	-	309,800		
PPP Loan/Grant	492,000	-	-	-	492,000	-	-	-	-	-	-	-	-	-	-	-		
Special Ed Part B	38,000	-	-	-	38,000	38,000	-	-	-	38,000	-	-	-	-	-	-		
Lunch Program	30,435	-	-	-	30,435	32,004	-	-	-	32,004	1,569	-	-	-	-	1,569		
Breakfast Program	6,411	-	-	-	6,411	7,608	-	-	-	7,608	1,197	-	-	-	-	1,197		
Snack Program	1,262	-	-	-	1,262	1,392	-	-	-	1,392	130	-	-	-	-	130		
Consolidated Federal Funds	80,400	-	-	-	80,400	80,400	-	-	-	80,400	-	-	-	-	-	-		
<b>Federal Revenue</b>	<b>660,508</b>	<b>-</b>	<b>-</b>	<b>145,100</b>	<b>805,608</b>	<b>171,404</b>	<b>-</b>	<b>-</b>	<b>454,900</b>	<b>626,304</b>	<b>2,896</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>309,800</b>	<b>2,896</b>		
<b>GRAND TOTAL REVENUES</b>	<b>4,380,973</b>	<b>765,000</b>	<b>1,095,000</b>	<b>145,100</b>	<b>6,386,073</b>	<b>3,837,663</b>	<b>410,000</b>	<b>-</b>	<b>454,900</b>	<b>4,702,563</b>	<b>(51,310)</b>	<b>(355,000)</b>	<b>(1,095,000)</b>	<b>309,800</b>	<b>(1,501,310)</b>			
<b>Expenditures</b>																		
Salaries	2,058,856	283,893	-	-	2,342,749	2,028,922	363,009	-	-	2,391,931	(29,935)	79,116	-	-	-	49,181	Teacher Increases offset by Turnover	
Benefits	706,540	90,846	-	-	797,385	688,909	116,163	-	-	805,072	(17,630)	25,317	-	-	-	7,687		
Intercompany - PS to Charter	253,788	-	-	-	253,788	253,788	-	-	-	253,788	-	-	-	-	-	-		
Purchase Services	791,248	127,500	-	145,100	1,063,848	815,049	32,800	50,000	145,100	1,042,949	23,801	(94,700)	50,000	-	(20,899)			
Fundraising Events	66,633	-	-	-	66,633	80,750	-	-	-	80,750	14,117	-	-	-	-	14,117		
Supplies	220,432	25,000	-	-	245,432	162,750	5,870	-	309,800	478,420	(57,682)	(19,130)	-	309,800	232,988	\$0.9 million equity contrib. to capital for expansion		
Capital Outlay/Debt Service	-	-	125,000	-	125,000	7,454	11,588	900,000	-	919,042	7,454	11,588	775,000	-	794,042			
Interest	16,000	12,000	20,000	-	48,000	7,584	18,488	-	-	26,072	(8,416)	6,488	(20,000)	-	(21,928)			
<b>Total Expenses</b>	<b>4,113,497</b>	<b>539,239</b>	<b>145,000</b>	<b>145,100</b>	<b>4,942,836</b>	<b>4,045,206</b>	<b>547,918</b>	<b>950,000</b>	<b>454,900</b>	<b>5,998,024</b>	<b>(68,291)</b>	<b>8,679</b>	<b>805,000</b>	<b>309,800</b>	<b>1,055,188</b>			
<b>Surplus/Deficit</b>	<b>267,476</b>	<b>225,761</b>	<b>950,000</b>	<b>-</b>	<b>1,443,237</b>	<b>(207,543)</b>	<b>(137,918)</b>	<b>(950,000)</b>	<b>-</b>	<b>(1,295,461)</b>	<b>16,981</b>	<b>(363,679)</b>	<b>(1,900,000)</b>	<b>-</b>	<b>(2,556,498)</b>			
Prior Year Fund Balance	656,609	251,618	-	-	908,227	924,085	477,379	950,000	-	2,351,464								
Surplus/(Deficit)	267,476	225,761	950,000	-	1,443,237	(207,543)	(137,918)	(950,000)	-	(1,295,461)								
<b>Ending Fund Balance</b>	<b>924,085</b>	<b>477,379</b>	<b>950,000</b>	<b>-</b>	<b>2,351,464</b>	<b>716,542</b>	<b>339,461</b>	<b>-</b>	<b>-</b>	<b>1,056,003</b>								

## DRUG FREE WORKPLACE POLICY

Student and employee safety are of paramount concern to the Board. In recognition of the threat to safety posed by employee use or possession of drugs or alcohol, the Board commits itself to a continuing good-faith effort to maintain a drug-free workplace.

### Section 1. General

**Section 1.1** The unlawful manufacture, dispensation, possession, use, sale, distribution, or being under the influence of illicit drugs, unauthorized controlled substances and/or alcohol on any City Garden Montessori School (CGMS) property; on any CGMS-approved vehicle used to transport students to and from school or CGMS activities; off CGMS property at any CGMS-sponsored or approved activity, event or function, such as a field trip or athletic event, where students are under the supervision of CGMS; or during any period of time such employee is supervising students on behalf of CGMS or is otherwise engaged in CGMS business, is prohibited.

**Section 1.2** When it is evident that an employee has consumed alcohol, illicit drugs, or an unauthorized controlled substance off school property before or during a school activity, the staff member will not be allowed on school property or to participate in the activity and will be subject to the same disciplinary measures as for possession or consumption on school property.

**Section 1.3** Employees under the influence of alcohol, illicit drugs or unauthorized controlled substances while on duty are a serious risk to themselves, to students and to other employees. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution, and possible forfeiture of benefits or compensation otherwise payable to the employee pursuant to the Missouri Worker's Compensation laws. Employees may also be required to satisfactorily participate in rehabilitation programs.

### Section 2. Enforcement

**Section 2.1** As a condition of employment, each CGMS employee must abide by the terms of this policy and notify the Chief Executive Officer or designee in writing, no later than five (5) calendar days after the conviction of any criminal drug statute conviction for a violation occurring in or on CGMS premises, or while engaged in regular employment.

**Section 2.2** The Chief Executive Officer or designee will provide notice in writing of such violation to the United States Department of Education or other appropriate federal agency within ten (10) calendar days after receiving such notification if CGMS receives any federal grants directly from such agency, as opposed to federal grants received through the Department of Elementary and Secondary Education (DESE).

**Section 2.3** CGMS will take appropriate disciplinary action within 30 calendar days.

### **Section 3. Notification to Employees**

**Section 3.1** CGMS will institute a drug-free awareness program to inform employees of:

1. The dangers of drug and alcohol abuse in the workplace.
2. This policy of maintaining a drug-free workplace.
3. Available counseling and rehabilitation.
4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

**Section 3.2** The Board recognizes that employees who have a drug abuse problem should be encouraged to seek professional assistance. Although CGMS will not assume financial responsibility, an employee who requests assistance shall be referred to a treatment facility or agency in the community if such facility or agency is available.

**Section 3.3** Upon the request of DESE or an agency of the United States, CGMS shall certify that it has adopted and implemented the drug prevention program described in this policy. CGMS shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes and ensure that the disciplinary sanctions are consistently enforced.

**Section 3.4** This policy shall be communicated in writing to all present and future employees. Compliance with this policy is mandatory.

#### **Statutory References:**

##### *Federal:*

41 U.S.C Chapter 81  
20 U.S.C. 1145g

Drug-Free Workplace Act  
Drug-Free Schools & Communities Act

##### *State:*

RSMo. 287.120

Workers' Compensation

## **PERSONNEL RECORDS**

The Board intends to maintain complete and current personnel files for all City Garden Montessori School (CGMS) employees. Personnel records will include, but are not limited to: documentation of necessary certifications and licenses; compensation records; documentation of benefits received or offered and overtime or compensatory time earned; performance evaluations; records of disciplinary actions; and other records CGMS determines are necessary to effectively manage the employment relationship and verify compliance with relevant state and federal laws.

### **Section 1. Confidentiality**

CGMS creates and maintains personnel records for its purposes, and in general personnel records will only be available to employees or independent contractors who CGMS authorizes to access the information. In accordance with law, individually identifiable personnel records, performance ratings and records pertaining to employees, former employees or applicants for employment are closed and not accessible to the public. However, the names, positions, salaries and lengths of service of employees must be available to the public upon request. In addition, CGMS will provide access to personnel records to its legal counsel, to state and federal agencies with appropriate authority, and in situations where the record is used to defend CGMS in a legal or administrative action.

### **Section 2. Storage**

Personnel records will be stored in accordance with good data management practices and in such a manner that only authorized personnel who need to know the information as part of their duties will have access to the records. Files containing immigration records and medical information regarding an employee will be kept separate from other personnel files.

### **Section 3. Parent/Guardian Access**

In accordance with federal law, at the beginning of each school year CGMS will notify the parents/guardians of each student attending any school receiving Title I funds that they may request information regarding the following:

1. Student's teacher is certified to teach in the grade levels and subject areas in which the teacher provides instruction.
2. Student's teacher is teaching under emergency or other provisional certification status.
3. Student is provided services by a paraprofessional and, if so, the qualifications of the paraprofessional.

### **Section 4. Employee Access**

Upon request to and in the presence of the appropriate administrative official, any employee will have the right, during regular working hours at a time and place that is not disruptive to the

instructional process, to inspect his or her own personnel file, with the exception of the ratings, reports and records created or obtained prior to the employment of the individual, including confidential placement papers and letters of reference.

## **Section 5. Board Member Access**

**Section 5.1** An individual Board member has no greater access to confidential personnel records than any member of the public unless the Board member has been granted access by action of the Board or is serving in a capacity that requires such access.

**Section 5.2** If an individual Board member wants to view an employee evaluation or other confidential personnel information, the Board member may ask for the item to be put on the agenda for the next closed Board meeting. At the meeting, the Board member must explain why he or she has requested access to the record. If access is granted by the Board, the record will be available for all Board members to view at the meeting.

**Section 5.3** Employment contracts are not considered confidential personnel records, and individual Board members may inspect or copy these contracts upon request.

## **Statutory References:**

### *State Statutes:*

Chapter 610, RSMo.  
RSMo. 168.128

Missouri Sunshine Law  
Personnel Records

### *Federal:*

20 U.S.C. 6312  
29 C.F.R. Part 516  
29 C.F.R. 1630.14  
29 C.F.R. 216(c)  
42 U.S.C. 12101-12213  
8 U.S.C. 1324

Elementary and Secondary Education Act  
Fair Labor Standards Act  
Federal Regulation  
Fair Labor Standards Act  
Americans with Disabilities Act  
Immigration Reform and Control Act

**Policy \_\_\_\_ PPRA - Student Survey, Analysis, and Evaluation**

**Section 1. Inspection**

**Section 1.1** Instructional materials used as part of the educational curriculum or instructional materials of City Garden Montessori School (CGMS), including teachers' manuals, films, tapes or other supplementary material, that will be used in connection with any survey, analysis or evaluation will be available for inspection by a parent or guardian upon request. A parent may, upon request, inspect surveys created by a third party prior to administration or distribution of the survey by the School to a student. However, the term "instructional material" does not include academic tests or academic assessments.

**Section 1.2** City Garden Montessori School generally will not collect, disclose or use personal student information to market or sell that information or otherwise provide the information to others for that purpose. In the event CGMS chooses to collect information from students for the purpose of marketing or selling that information, parents may request to inspect any instrument used to gather the information before the instrument is administered or distributed to a student.

**Section 2. Consent Required**

In accordance with law, no student, as part of any program wholly or partially funded by the U.S. Department of Education, shall be required to submit to a survey, analysis or evaluation (hereafter referred to as "protected information survey") that reveals any of the following information without prior written consent of a parent:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, antisocial, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

### **Section 3. Notice and Opportunity to Opt Out**

**Section 3.1** Parents will receive prior notice and an opportunity to opt a student out of:

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
2. Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student or other students.
3. The administration of any protected information survey, as defined above, regardless of the funding source.

**Section 3.2** CGMS will directly notify parents annually at the beginning of the school year of the specific or approximate dates during the school year when the above-described activities will occur or are expected to be scheduled.

### **Section 4. Notification of Policy and Privacy**

**Section 4.1** In accordance with law, parents will be directly notified of this policy at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

**Section 4.2** If a survey covering one or more of the eight issues listed above is distributed, CGMS will take measures to protect the identification and privacy of the students participating in a protected information survey, regardless of the source of funding. These measures may include limiting access to the completed surveys and the survey results as allowed by law. All student educational records will be protected in accordance with law and Board policy.

**Section 4.3** The provisions of this policy applicable to parents will transfer to a student who is 18 years old or emancipated.

**Statutory References:** Protection of Pupil Rights Amendment, 20 U.S.C. 1232 h  
Chapter 610, Missouri Revised Statutes

## STAFF GRIEVANCE POLICY

### Section 1. General

**1.1** City Garden Montessori School is interested in employee concerns and ideas for improving the school. Employees are encouraged to discuss general concerns with their immediate supervisor and the administrative staff so that issues may be addressed in a timely fashion.

**1.2** Due to the seriousness of violations of policies and procedures, however, the Board has developed the following formal process for addressing these grievances. The process is designed to be a positive and constructive effort to establish the facts upon which the grievance is based and to accurately implement City Garden's policies or procedures. City Garden prohibits discrimination or retaliation of any kind against any party in interest, any witness, any representative or any other participant in the grievance process by reason of such participation.

### Section 2. Definitions

**2.1 Days** – Calendar days, whether occurring during the regular school year or during the summer, but excluding: weekends; City Garden Montessori School-designated holidays (whether on the original school calendar or designated thereafter); winter and spring breaks and other Board-designated breaks; and closings due to inclement weather, illness, natural disaster, or other emergencies. (In reference to deadlines cited in this policy, the day of occurrence or delivery of responses will not be counted as the first day. The last day will end at the close of the normal business day.)

**2.2 Grievance** – An allegation by an individual employee that a specific, written, City Garden Montessori School policy or procedure has been violated or misinterpreted. A grievance does not include concerns regarding the content of performance evaluations or remedial documents, nonrenewal of contracts when applicable, employee discipline, or termination. This policy does not apply if another Board policy or state or federal law provides due process, a hearing or a different method for addressing the issue. The employee initiating the grievance must submit the grievance in writing and is required to sign the grievance form at each level.

**2.3 Grievant** – An employee of City Garden Montessori School who has filed a grievance.

**2.4 Performance Evaluations or Remedial Documents** – Any assessment of employee performance including, but not limited to, evaluation instruments, job targets, professional development plans and professional improvement plans.

**2.5 Supervisor** – The grievant's immediate supervisor.

### Section 3. General Provisions

**3.1** The deadlines established under this policy may be extended upon the written request of the grievant or the supervisor, but the final decision regarding any extension shall be made by the Chief Executive Officer, or his or her designee, at his or her sole discretion. Investigation and reporting deadlines may be extended when more time is necessary to adequately conduct an investigation and to render a decision as determined by the Chief Executive Officer. The Chief Executive Officer will grant or deny a request for extended time within two (2) days of the relevant request for extension. The grievant and supervisor will be notified of the decision.

**3.2** Failure of City Garden Montessori School to reply or render a decision at any step except Step Three (final appeal) shall result in the grievance being advanced to the next level.

**3.3** Failure of the grievant at any step of this process to appeal a grievance to the next level within the specified time limits shall be deemed as acceptance of the findings and remedial action taken. Late appeals will not be considered.

**3.4** All communications, notices and papers required to be in writing shall be served personally or by registered (certified) United States Postal Services.

**3.5** Once a decision is rendered under this grievance process, the decision is final. Grievance decisions cannot be the subject of a new grievance.

**3.6** The goal of the grievance procedure is to provide resolution outside the court system. Therefore, an employee may not bring an attorney to grievance proceedings. If an attorney becomes involved in the process, the Chief Executive Officer or designee will refer the matter to the school's private attorney and the grievance process will end.

**3.7** The grievant will receive a written response or report regarding his or her grievance. However, the grievant and persons investigated in the course of the grievance are not entitled to view or receive copies of the investigation file or notes taken during the investigation, unless required by law.

**3.8** All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel file of the participants, unless an employee is disciplined as a result of the grievance. In that case, the discipline may be recorded in the employee's personnel file and discussed with the employee. Information recorded in an employee's personnel file will not be shared except as provided in Board policy or required by law.

## **Section 4. Grievance Procedure**

### **4.1 Step One -- Immediate Supervisor**

1. An employee with a grievance shall first discuss it with his/her immediate supervisor with the objective of resolving the matter informally. If the grievance is not resolved after this step, the aggrieved employee must submit a written statement on the grievance form to his/her

immediate supervisor within ten (10) days of the date of the occurrence of the matter that is the basis of the grievance. The written statement must include a copy of the specific City Garden Montessori School policy alleged to be violated or misinterpreted, as well as a statement of the relief requested. The immediate supervisor shall have a period of not less than five days during which he/she shall hold a conference with the grievant.

2. If a person designated to hear a grievance is the subject of the grievance, the Chief Executive Officer may designate an alternative person to hear the grievance or the grievance process will begin at the next highest level. . If a grievance is directly based on official Board action, the grievance shall be directed to the Board secretary, and, the Board may, in its sole discretion hear the grievance.

3. No new information may be added and no new claims may be made after Step One. Each subsequent level within this grievance process will address only the facts and issues presented at Step One.

4. Following the conference, but not later than ten days from the date of filing of the grievance, the principal or supervisor shall tender a written response to the grievant.

#### **4.2 Step Two -- Chief Executive Officer**

1. If the grievance is not satisfactorily resolved at Step One within 15 days after the grievant filed a written grievance, the grievant may submit the written grievance, exactly as submitted in Step One, to the Chief Executive Officer. The Chief Executive Officer or his/her designee shall schedule and hold a conference regarding the grievance within five days of receipt of such grievance.
2. Within ten business days of the conference, the Chief Executive Officer or his/her designee shall communicate a decision in writing to the grievant.

#### **4.3 Step Three -- Board of Directors or Board Committee**

1. If the grievance is not satisfactorily resolved at Step Two within 15 days after the grievant filed a grievance at Step Two, the grievant may submit the written grievance, exactly as submitted in Step One, to the Board of Directors. The Board shall set a date to hear the dispute. The Board shall determine the procedures of the hearing.
2. Within ten business days of such meeting, the Board shall render a written decision to the grievant, which shall be final.

## **PERSONNEL**

### **Policy \_\_\_\_\_ - Staff-Student Communications**

#### **General Expectations for Communications with Students**

All City Garden Montessori School (CGMS) employees are expected to maintain respectful and professional relationships with students at all times. "Staff member" or "Employee" under this policy is defined as any individual employed by City Garden Montessori School, including part-time and substitute employees, as well as student teachers. To create a safe and effective learning environment, all employees must be aware of and maintain physical and emotional boundaries with students, regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship, or whether the staff member directly supervises the student. An employee's maintenance of appropriate boundaries with students is an essential requirement for employment at CGMS.

Staff member communication with students shall be appropriate and consistent with Board policy and the CGMS mission. This requirement applies to both personal and professional communication regardless of when, where, in what form (verbal or non-verbal) or through what medium (in person or electronic) the communication occurs.

Communication shall be deemed to be inappropriate if such communication is sexually suggestive; suggests romantic activity with student or students; or is otherwise inconsistent with Board policy or the CGMS mission.

#### **Goal and Scope of this Policy**

While the goal of this policy is to protect both students and staff members from allegations of misconduct, this policy is not intended to hamper appropriate interactions between staff members and students, which are important to the development of the child. This policy does not apply to staff members' communications with their own children, stepchildren or other persons living within the staff member's home who happen to be students of CGMS.

CGMS reserves the right to discipline an employee, up to and including termination, if the employee is found to inappropriately interact with any child, including children who do not attend CGMS.

#### **Absolute Prohibitions**

Certain interactions between CGMS staff members and students are strictly and absolutely prohibited. Examples of such behavior include, but are not limited to:

1. Dating a student or discussing a future romantic or sexual relationship with a student
2. Making sexual advances toward a student, engaging in a sexual relationship with a student, or touching a student in a sexual manner

3. Engaging in any conduct that constitutes illegal harassment or discrimination as defined by law or in Board Policy, or that could constitute a violation of that policy if pervasive.
4. Engaging in any conduct that violates Board policies and procedures, or that constitutes criminal behavior

Any staff member who engages in any of these behaviors will be disciplined, up to and including termination of employment.

### **Electronic Communication**

CGMS recognizes the convenience and popularity of electronic communications in society. Accordingly, staff members should, and are encouraged to, communicate with students and their families for educational purposes through various means, including electronic communication. Staff members must maintain respectful and professional boundaries with students while using electronic communication at all times. Using personal devices or accounts to communicate with students instead of using school-issued devices or accounts does not exempt the staff member from this policy.

Staff members may use electronic communication with students for reasons related to the staff member's position or job duties. Staff members should consider whether electronic communication with student is the most effective means of conveying the subject matter to the student.

Staff members are encouraged to use CGMS-provided devices, accounts and forms of communication (such as computers, phones, telephone numbers, email addresses and CGMS-sponsored web pages or social networking sites), when available, to communicate with students through electronic means for educational purposes. Staff members' electronic communications may be monitored. In the event a staff member would like to create a webpage or account on behalf of CGMS to enable electronic communications between staff and students or their families, the staff member must obtain prior approval from the Principal. Such websites or accounts are considered school-sponsored, and, as a result, must be professional and follow all CGMS policies and procedures.

If a CGMS staff member obtains approval from his or her supervisor to use the staff member's personal devices to communicate electronically with students, the staff member will notify parents or guardians of students regarding the communications. Staff members may also be asked to include a supervisor on the communications or produce copies of the communications to a supervisor upon request.

Employees' electronic communication with students is subject to CGMS's policies and procedures including, but not limited to, such policies and legal requirements related to the confidentiality and release of personally-identifiable student information. Pictures of students or other identifiable information obtain through employment with CGMS shall not be posted or shared on an employee's personal website or personal social networking accounts without prior permission from the Principal.

Employees should not communicate with students electronically for reasons other than educational purposes. However, an emergency situation or the temporary unavailability of CGMS's communication systems may require a brief divergence from the School's general restrictions on electronic communications. Additionally, staff members who are related to students or have contact with students through participation in civic, religious or other organizations may also have need to diverge from this policy. If concerns are raised, the staff member must be prepared to demonstrate that the communications are respectful and appropriate. CGMS encourages staff members to consult with their supervisors prior to engaging in behaviors or activities that might violate any of the restrictions set forth in this policy.

### **Consequences for Violation**

Staff members who violate this policy may be disciplined, up to and including termination of employment. Depending on the circumstances, CGMS may report staff members to law enforcement and the Children's Division (CD) of the Department of Social Services for further investigation, and CGMS may seek revocation of a staff member's license(s) with the Department of Elementary and Secondary Education (DESE).

### **Reporting**

Any employee, student, parent/guardian, or patron of CGMS who has concerns about a relationship or activities between an employee and a student should immediately bring this concern to a teacher, counselor, supervisor or administrator.

Any employee who possesses knowledge or evidence of possible violations of this policy must immediately make a report to a CGMS administrator. All staff members who know or have reasonable cause to suspect child abuse shall immediately report the suspected abuse in accordance with CGMS policy and state law. Staff members must also immediately report a violation or perceived violation of CGMS's discrimination and harassment policy to CGMS's nondiscrimination compliance officer. Staff members may be disciplined for failing to make such reports.

CGMS will not discipline, terminate or otherwise discriminate or retaliate against any student or staff member for reporting in good faith any action that may be a violation of this policy.

### **Training**

CGMS will provide training to staff members that includes current and reliable information on identifying signs of sexual abuse of children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

**Cross References:** Nondiscrimination Policy; Mandatory Reporting Policy

**Statutory References:** §§ 162.069, 210.115, Missouri Revised Statutes

## STUDENT RECORDS

### Section I. General

**1.1** A cumulative educational record shall be maintained for each student from his/her entrance into the City Garden Montessori School (CGMS) through the last date of attendance or through graduation, whichever occurs first. Education records shall be retained according to the guidelines set forth in the retention schedules developed by the Office of the Missouri Secretary of State.

**1.2** Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

### Section 2. Confidentiality.

**2.1** CGMS will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

**2.2** All information contained in a student's educational record, except information designated as directory information by CGMS, shall be confidential and shall be accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students, except as otherwise authorized by law.

### Section 3. Directory Information

**3.1** "Directory information" is information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed without the consent of a parent or eligible student. CGMS will designate the types of information included in directory information and may release this information without first obtaining consent from a parent or eligible student unless a parent or eligible student notifies CGMS in writing as directed. Parents and eligible students will be notified annually of the information CGMS has designated as directory information and the process for notifying CGMS if they do not want the information released.

**3.2** CGMS designates the following items as directory information:

*General Directory Information* – The following information CGMS maintains about a student may be disclosed by CGMS without first obtaining written consent from a parent or eligible student:

Student's name; parents' names; grade level; enrollment status; participation in school-sponsored or school-recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; artwork or course work displayed by the school; schools or school districts previously attended; and photographs,

videotapes, digital images and recorded sound unless such records would be considered harmful or an invasion of privacy.

*Limited Directory Information* – In addition to general directory information, the following information CGMS maintains about a student may be disclosed to: parent groups or booster clubs that are recognized by the Board and are created solely to work with CGMS, its staff, students and parents and to raise funds for school activities; parents of other students enrolled in CGMS; governmental entities including, but not limited to, law enforcement, the juvenile office and the Children's Division (CD) of the Department of Social Services:

The student's address, telephone number and e-mail address and the parents' addresses, telephone numbers and e-mail addresses.

#### **Section 4. Release of Education Records**

**4.1** Disclosure of information from a student's education records will be made only with the written consent of the parent or eligible student, subject to the following exceptions. CGMS may disclose education record information without consent in accordance with law, including when the disclosure is:

1. To school officials who have a legitimate educational interest in the records.
2. To officials of another school in which a student is enrolled or seeks or intends to enroll as long as the disclosure is for purposes related to the enrollment or transfer.
3. Directory information.
4. To military recruiters or institutions of higher education that have requested the names, addresses and telephone listings of secondary school students. However, CGMS will honor a request from a secondary school student or her parent not to release the information.
5. To organizations conducting studies for or on behalf of CGMS or other educational agencies or institutions to develop, validate or administer predictive tests, administer student aid programs or improve instruction if the legal requirements for disclosure are met.
6. To state and local authorities, when allowed by state statute, if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed may be required to certify in writing that the information will not be disclosed to any other party except as allowed by law or with the written consent of the parent.
7. To accrediting organizations to carry out their accrediting functions.
8. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986.
9. To parents of a student who is not an eligible student or to the student.
10. To comply with a judicial order or a lawfully issued subpoena. Unless otherwise ordered, and except in cases where a parent is a party to a court proceeding involving child abuse or neglect or dependency matters and the order or subpoena is issued in the context of that proceeding, CGMS will make a reasonable effort to notify the parent or eligible

student of the order or subpoena in advance of compliance, so that the parent or student may seek protective action.

11. In connection with a student's request for or receipt of financial aid to determine the eligibility, amount or conditions of the financial aid or to enforce the terms and conditions of the aid.
12. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the United States Department of Education or state and local education authorities in connection with an audit or evaluation of federally or state-supported education programs or for the enforcement of or compliance with federal legal requirements relating to these programs.
13. To appropriate parties when there is an articulable and significant threat to the health or safety of a student or other persons. The nature of the threat and the persons to whom the information was disclosed must be recorded.
14. To an agency, caseworker or other representative of a state or local child welfare agency or tribal organization who has a right to access the student's case plan, as determined by the state or tribal organization, when such agency or organization is legally responsible for the care and protection of the student. This disclosure is limited to student records or information from those records used for the purpose of addressing the student's education needs.
15. To other persons authorized to receive education records pursuant to FERPA and 34 C.F.R., Part 99, or other applicable laws.

## **Section 5. Military Recruiters.**

**5.1** Upon request by military recruiters or an institution of higher learning, CGMS will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

## **Section 6. Inspection and Review**

**6.1** All parents may inspect and review their student's education records, seek amendments, consent to disclosures and file complaints regarding the records as allowed by law. These rights transfer from the parent to the student once the student becomes an eligible student. An eligible student is a student or former student of CGMS who has reached age 18 or is attending a postsecondary school. CGMS will annually notify parents and currently enrolled eligible students of their rights in accordance with law.

**6.2** CGMS will extend the same access to records to either parent, regardless of divorce, custody or visitation rights, unless CGMS is provided with evidence that the parent's rights to inspect records have been legally modified.

### **6.3 Review Procedures**

1. The parents or the eligible student should submit to the Principal a written request that identifies as precisely as possible the record or records they wish to inspect. The

Principal or designee will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given as soon as possible, but within forty-five (45) days.

2. If a parent or eligible student requests an education record that contains information on more than one identifiable student, CGMS will not disclose the record unless CGMS is able to effectively redact information pertaining to the other student(s) or the law otherwise allows for the disclosure.
3. If a parent or eligible student believes the education records related to the student contain information that is inaccurate, misleading or in violation of the student's privacy, he or she may ask CGMS to amend the record by following the appeals procedure outlined in section 6.4 of this policy.

#### **Section 6.4 Appeal Procedures**

Parents or eligible students have the right to request correction of education records that they believe are inaccurate, misleading or in violation of their privacy rights. Following are the procedures for the correction of education records:

1. Parents or the eligible student must ask CGMS to amend a record. In so doing, they must identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy rights. The request should be made to the School Principal.
2. The School Principal or designee will decide, within a reasonable period of time after receiving the request, whether to amend the record as requested. CGMS will notify the parents or eligible student of the decision and, if the request for amendment is denied, will inform them of their right to a hearing to challenge the content of the student's education records on the grounds that the information included is inaccurate, misleading or in violation of the student's privacy rights.
3. CGMS will hold a hearing within a reasonable period of time after a request for a hearing is received. CGMS will notify the parents or eligible student, reasonably in advance, of the date, place and time of the hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be a CGMS official. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or eligible student may be assisted by one or more individuals of their choice, including an attorney.
5. The hearing officer will prepare a written decision based solely on the evidence presented at the hearing and provide a copy to CGMS and the parents or the eligible student within a reasonable period of time after the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
6. If the hearing officer decides that the information is inaccurate, misleading, or in violation of the student's privacy rights, CGMS will amend the record and notify the parents or eligible student of the amendment in writing.

7. If the hearing officer decides that the challenged information is not inaccurate, misleading or in violation of the student's privacy rights, CGMS will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If CGMS discloses the contested portion of the record, it must also disclose the statement.

## **Section 7. Recordkeeping**

**7.1** Unless exempted below, CGMS will maintain a record of all requests for and disclosures of information from a student's education records. CGMS will maintain the record of requests and disclosures with the education records of the student as long as the records are maintained. The record will indicate the name of the party making the request, any additional party to whom the information may be redisclosed and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or eligible student.

**7.2** When CGMS discloses personally identifiable information from education records to third parties without parental consent in a health or safety emergency, CGMS will record the articulable and significant threat to the health or safety of individuals that formed the basis for the disclosure and the parties to whom CGMS disclosed the information.

**7.3** CGMS is not required to maintain a record of requests by or disclosures to:

1. The parent or eligible student.
2. School officials within CGMS who have a legitimate educational interest in the student's education record.
3. A party with written consent from the parent or eligible student.
4. A party seeking directory information.
5. A party seeking or receiving the records as directed by a law enforcement subpoena if the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

## **Statutory References:**

*State:*

RSMo. 610.010-030

Missouri Sunshine Law

RSMo. 167.022

Requesting Student Records

RSMo. 167.115, .122, .123, .133

Safe Schools

RSMo. 168.133

Background Checks

RSMo. 210.865

Confidentiality/Sharing Information with

RSMo. 452.376

Courts, Department of Social Services, and

Other Agencies

Rights of Non-Custodial Parents

RSMo. 589.664

Confidentiality

*Federal:*

20 U.S.C. § 1232g

20 U.S.C. § 1232h

20 U.S.C. §§ 1400-1417

20 U.S.C. § 6312

29 U.S.C. § 794

34 C.F.R. Part 99

42 U.S.C §§ 12101-12213

Family Educational Rights and Privacy Act

Protection of Pupil Rights Act

Individuals with Disabilities Education Act

Local Educational Agency Plans

Nondiscrimination under Federal Grants and Programs

Regulations of the Family Educational Rights and Privacy Act

Americans with Disabilities Act

## **STUDENTS**

### **Policy \_\_\_\_\_ -- Suicide Awareness and Prevention**

#### **Purpose**

Suicide is a leading cause of death in youth ages 10-24 in Missouri and is a public health concern impacting all Missouri citizens. City Garden Montessori School is committed to maintaining a safe environment to protect the health, safety and welfare of students.

This policy will outline key protocol and procedures for the School in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo.

The School will address suicide awareness and prevention through the following policy components:

#### **1. Crisis Response Team**

City Garden Montessori School will include suicide awareness and prevention in already established school or building crisis response teams or will establish such team(s) if not already in existence. Crisis response team members will include administrators, the family support coordinator, teachers and/or community resources as appropriate. The crisis response team will be responsible for implementation of crisis response procedures.

The School will adopt an evidence based/informed tool for assessing suicide risk. The crisis response team, the building administrator, or his/her designee will receive training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.

#### **2. Crisis Response Procedures**

Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, school personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify a member of the crisis response team, the building administrator or his/her designee.

If a student suicide behavior is made known to any school employee and a member of the crisis response team, the building administrator or his/her designee is not available, the employee will notify the student's parent/guardian, the National Suicide Prevention Lifeline (800-273-8255) or local law enforcement in an emergency situation. As soon as practical, the employee will notify the building designee or principal.

The following steps will be employed in response to any risk of student suicide:

1. Locate the student.
  - a. Located Student
    - i. Student will not be left alone unless it is determined that there is no longer a risk of suicide.
    - ii. Contact parents/guardians.
  - b. Non-located Student
    - i. Contact and inform parents/guardians of the concern.
2. Notify member of the Crisis Response Team and conduct a risk assessment.
3. If a Crisis Response Team member cannot be contacted, emergency services will be contacted.
4. A student exhibiting suicidal behavior will be directed to meet with a building designee, parent/guardian(s), and counselor to discuss safety plan.

### **3. Procedures for Parent Involvement**

A member of the crisis response team, the building administrator or his/her designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety.

If the parent refuses to cooperate or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline.

Contact with a parent concerning risk of suicide will be documented in writing.

### **4. School and Community Resources**

A student exhibiting suicidal behavior will be directed to meet with the building designee, their parent/guardian and counselor to discuss support and safety systems, available resources, coping skills and a safety plan as necessary.

City Garden Montessori School will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. A basic list of resources can be found on the Department of Mental Health website and the School will strive to develop its own list of local resources to be made readily available.

<http://dmh.mo.gov/mentalillness/suicide/prevention.html>

## **5. Responding to Suicidal Behavior or Death by Suicide in the School Community**

When the school community is impacted by suicidal behavior or a death by suicide, the School will confer with its crisis response team and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior and/or death.

The crisis response team, the building administrator or his/her designee will determine appropriate procedures for informing the school community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as determined necessary

## **6. Suicide Prevention and Response Protocol Education for Staff**

All City Garden Montessori School employees will receive information annually regarding this policy and the School's protocol for suicide awareness, prevention and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness and building specific response procedures will be highlighted.

Such information shall include the following:

1. Current trends in youth mental health, wellbeing and suicide prevention and awareness
2. Strategies to encourage students to seek help for themselves and other students
3. Warning signs that indicate a student may be at risk of suicide
4. The impact of mental health issues and substance abuse
5. Communication to students regarding concerns about safety and that asking for help can save a life
6. Understanding limitations and boundaries for giving help and techniques to practice self-care
7. Identification of key school personnel who are comfortable, confident and competent to help students at risk of escalated distress and suicide.

All staff will participate in professional development regarding suicide awareness and prevention.

## **7. Suicide Prevention Education for Students**

Starting no later than fifth grade, students will receive age appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Student education will include the following:

1. Information about mental health, well-being and suicide prevention and awareness
2. Promotion of a climate that encourages peer referral and which emphasizes school connectedness
3. Recognition of the signs that they or peers are at risk for suicide
4. Identification of issues that may lead to suicide including depression, anxiety, anger, and drug/alcohol dependency
5. Directive to not make promises of confidence when they are concerned about peer suicide
6. Identification of a trusted adult on campus with whom students can discuss concerns about suicide

## **8. Publication of Policy**

City Garden Montessori School will notify employees, students, and parents of this policy by posting the policy, related procedures and documents on the School's website and discussing this policy during employee training as detailed in this policy.

**Cross References:**

**Statutory References:** §170.048, RSMo.

## **SCHOOL MANAGEMENT**

### **Policy \_\_\_\_\_ - School Volunteers**

City Garden Montessori School (CGMS) welcomes parents and community members to actively participate as volunteers in the school environment. Prior to having contact with students, volunteers must complete an application for the position. Additionally, volunteers who may be unsupervised and left alone with a student must have a satisfactory criminal background check (i.e. fingerprint background check) and a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services. Volunteers may be reimbursed for the cost of the background check, pending CGMS's available resources. Any volunteers who do not submit to a criminal background check may not be left unsupervised with students.

Statutory Reference: § 168.133, Missouri Revised Statutes

**City Garden Legal Services Comparison**

Monday, April 13, 2020

Firm	Husch Blackwell	Thompson Coburn LLP																																								
Date of Letter	March 6 <sup>th</sup> , 2020	February 20 <sup>th</sup> , 2020																																								
Date of Request	February 19 <sup>th</sup> , 2020	February 19 <sup>th</sup> , 2020																																								
Method of Response	Both firms were emailed a high-level summary of information requested in the proposal. Husch Blackwell submitted a formal proposal. Joe Bredehoff followed up with a phone call to discuss the proposal and asked if the firm could provide additional information.	Both firms were emailed a high-level summary of information requested in the proposal. Jarrod responded via email.																																								
Scope of Services Comparison	<p>Areas of Expertise + Other Services</p> <ul style="list-style-type: none"> <li>• Tax Credit Structuring and Closing</li> <li>• Historic Rehabilitation Tax Credits (HTC)</li> <li>• New Market Tax Credits (NMTC)</li> </ul> <p>1. Commercial Financing Structuring and Closing – Guide and manage all aspects of complex financing including structuring, proposal and commitment, due diligence, negotiation, closing and loan portfolio management.</p> <p><i>Other Services</i></p> <ul style="list-style-type: none"> <li>• <i>Opportunity Zone Investment Structuring and Closing</i></li> </ul>	<p>Proposed Scope of Services</p> <ul style="list-style-type: none"> <li>• Historic Tax Credit Structuring and Closing</li> <li>• New Market Tax Credit Structuring and Closing</li> <li>• Commercial Financing Structuring and Closing</li> </ul>																																								
Fee Approach	Ramp-up Phase – Husch Blackwell Team will consult with City Garden to discuss overall project scope and estimate total costs.	Fees based on actual time expended at hourly rates. Hourly rates are listed below at a discounted rate.																																								
Hourly Rates	<p>\$325 Hourly Rate – All Timekeepers blended rate during ramp up period.</p> <p>Scope of Services Rate is determined after initial ramp-up phase. <i>Reflects a 15% discount</i></p>	<p>\$236- \$444 / Hour – Various Staff (with <i>20% partner discount</i>)</p>																																								
	<table border="1"> <thead> <tr> <th>Attorney</th> <th>Title</th> <th>2020 Rate</th> <th>Less 15% Discount</th> </tr> </thead> <tbody> <tr> <td>Joseph Bredehoff</td> <td>Partner</td> <td>\$475</td> <td>\$403.75</td> </tr> <tr> <td>David Brenner</td> <td>Partner</td> <td>\$735</td> <td>\$624.75</td> </tr> <tr> <td>Nida Shakir Ghaffar</td> <td>Associate</td> <td>\$455</td> <td>\$386.75</td> </tr> <tr> <td>Faith Patrinn</td> <td>Paralegal</td> <td>\$310</td> <td>\$263.50</td> </tr> </tbody> </table>	Attorney	Title	2020 Rate	Less 15% Discount	Joseph Bredehoff	Partner	\$475	\$403.75	David Brenner	Partner	\$735	\$624.75	Nida Shakir Ghaffar	Associate	\$455	\$386.75	Faith Patrinn	Paralegal	\$310	\$263.50	<table border="1"> <thead> <tr> <th>Attorney</th> <th>Title</th> <th>2020 Rate</th> <th>Less 20% Discount</th> </tr> </thead> <tbody> <tr> <td>Jarrod H. Sharp</td> <td>Partner</td> <td>\$555</td> <td>\$444</td> </tr> <tr> <td>Elizabeth P. Feldmeir</td> <td>Partner</td> <td>\$735</td> <td>\$436</td> </tr> <tr> <td>Allison I. Rudroff</td> <td>Associate</td> <td>\$425</td> <td>\$340</td> </tr> <tr> <td>Spenser W. Owens</td> <td>Associate</td> <td>\$295</td> <td>\$236</td> </tr> </tbody> </table>	Attorney	Title	2020 Rate	Less 20% Discount	Jarrod H. Sharp	Partner	\$555	\$444	Elizabeth P. Feldmeir	Partner	\$735	\$436	Allison I. Rudroff	Associate	\$425	\$340	Spenser W. Owens	Associate	\$295	\$236
Attorney	Title	2020 Rate	Less 15% Discount																																							
Joseph Bredehoff	Partner	\$475	\$403.75																																							
David Brenner	Partner	\$735	\$624.75																																							
Nida Shakir Ghaffar	Associate	\$455	\$386.75																																							
Faith Patrinn	Paralegal	\$310	\$263.50																																							
Attorney	Title	2020 Rate	Less 20% Discount																																							
Jarrod H. Sharp	Partner	\$555	\$444																																							
Elizabeth P. Feldmeir	Partner	\$735	\$436																																							
Allison I. Rudroff	Associate	\$425	\$340																																							
Spenser W. Owens	Associate	\$295	\$236																																							

IFF can obtain additional information from the firms on expenses. Those items weren't requested as part of the original proposal because they weren't as material for the decision-making process.

Firm	Husch Blackwell	Thompson Coburn LLP
Fee Estimates / Guidance	<p>Based on fee approach noted above, fee estimate for full scope of services (Phase 1 and 2) assuming two CDEs is \$17,500. Given the anticipated complexity of the deal, IFF assumes two revisions for an additional fee of \$10,000, for a <b>fee range of \$17,500-\$27,500</b>. Please note: at hourly rates Husch Blackwell's fee would likely be equal to and/or exceed Thompson Coburn's.</p>	<p>Estimate for 4209 Folsom Historic Tax Credit project will require 375 – 475 Hours to complete, <b>based on the discount hourly rate a range of \$88,500 - \$210,900</b>.</p> <p>Assuming a closing after HTC closing, NMTC will require 200 hours, <b>which will cost approximately \$77,000</b>.</p> <p>Estimate for a straightforward construction loan will require 100 hours to complete and <b>cost roughly \$38,500</b>. <i>If NMTC and HTC transactions close simultaneously with the same investor, amount will be substantially less.</i></p>
Deposit / Retainer	Outlined as the pre-development or 'ramp-up' scope.	\$5,000 before Phase 1 (Historic Tax Credits), then an additional \$5,000 before Phase 3 (Historic Tax Credits) (amount applied to final invoice of engagement). Retainers will be applied to late invoices/associated late fees and work will cease until client replenishes retainer to full amount. PM may withdraw if retainer not replenished within 10 days of application to overdue balance.
Billing Approach	Invoiced each month, payable on presentation.	Invoiced each month, payable on presentation.
Late Fees	Not mentioned.	Not mentioned.
ABAR	<p>Husch Blackwell is committed to recruiting, developing, retaining and promoting talented lawyers and staff with diverse backgrounds and experiences. At Husch Blackwell, diversity encompasses a variety of characteristics, lifestyles and perspectives; including race, ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, education, veteran status, disability, socio-economic status, family and marital status.</p> <p>Attorneys and staff are educated on D&amp;I related topics and offered both online and in-person instructional classes. There are five instructional subjects offered for on-demand education and all attorneys, and staff, are requested to complete the <i>Foundations of Inclusion and Cultural Competence</i> education module with an 80% score. <b>As of December 2019, the <i>Foundations of Inclusion and Cultural Competence</i> online education module was completed by 80% of the firm's attorneys and staff. Of those who have completed the lesson, 93% obtained an 80% score or higher.</b></p> <p>Joseph Bredehoft has completed the 2½ Day Anti-Bias Anti-Racist training facilitated by CROAR.</p>	<p>Thompson Coburn is committed to creating and fostering a diverse and inclusive workplace culture that recognizes the contributions of individuals from varied backgrounds and the experience they bring to clients and the firm.</p> <ul style="list-style-type: none"> <li>Thompson has a Diversity Committee that consists of 24 diverse voices and co-chaired by a member of the Management committee.</li> <li>Implemented hiring practices to aid in recruiting more diverse employees at every level. Thompson recruits diverse staff, paralegals, and attorneys at every level, from law students to lateral partners.</li> <li>Thompson has received perfect scores on the Human Rights Campaign's Corporate Equality Index for 12 consecutive years.</li> </ul>

*IFF can obtain additional information from the firms on expenses. Those items weren't requested as part of the original proposal because they weren't as material for the decision-making process.*

Firm	Husch Blackwell	Thompson Coburn LLP
Sponsorship	<p>In 2019, Husch Blackwell's charitable contributions totaled over \$1,736,000 to 500 organizations. Sponsorship and donations on a large scale are based on attorney request. Any attorney can request that the Firm donates or sponsors an organization. Once requested, the Firm, in accordance with the relevant SBU Leader and Office Managing Partner, considers a number of factors. Husch Blackwell's charitable choices generally reflect support of our local cities and the work that is important to our clients.</p> <p><b>Additional Criteria:</b></p> <ul style="list-style-type: none"> <li>• Ways in which the organization's mission is congruent with the Firm's values</li> <li>• Involvement of firm attorneys with the organization</li> <li>• Amount being requested</li> <li>• Relationship between the organization and the firm</li> </ul>	<p>Jarrod Sharp is an active Board Member for City Garden and committed to City Garden's principles and agenda.</p> <p>Per Jarrod Sharp on February 20<sup>th</sup> "We have been willing to work with the school on our fees. In addition to the discount, we didn't bill anything in all of 2019 and have significant outstanding invoices we sent in December for both 1618 and Folsom that I'm told will not be paid until this project financing for Folsom is complete. I am also spending significant time on board issues and the firm supports the gala. "</p> <p>Thompson Coburn supports and encourages membership in associations and other groups oriented toward minorities, as well as leadership positions within those organizations. They have long supported various community and professional diversity efforts.</p> <ul style="list-style-type: none"> <li>• Served as the primary sponsor of the St. Louis ACC's Street Law Program.</li> <li>• Awarded the BLSA Washington University School of Law Diversity Award for its dedication to providing employment opportunities for minority students through the St. Louis Diversity Clerkship Program, Thompson Coburn's high number of mentors in the BLSA Mentor/Mentee Program, and the firm's participation in BLSA meetings.</li> <li>• The Missouri House of Representatives recognized the firm's commitment to LGBT equality in the workplace. The firm was the first to support the Missouri Nondiscrimination Act to provide basic workplace protections.</li> </ul>

*IFF can obtain additional information from the firms on expenses. Those items weren't requested as part of the original proposal because they weren't as material for the decision-making process.*

Summary of Follow-Up Conversation	<p>IFF conducted a final follow-up interview with Joe Bredehoft from Husch Blackwell and asked a series of questions regarding project process, firm capacity, and solicited high-level thoughts and comments. When asked about team readiness and ability to hit the ground running, Joe indicated he has already communicated the possibility of this project to his team and they're eager to start. Despite the eagerness, it would take some time for Husch's tax and real estate team to get up to speed on City Garden as an organization and the real estate specifics. One suggestion was a virtual whiteboarding session that would consist of members from the City Garden board and Building and Grounds committee to help Joe and his team get more familiar with project scope and structuring issues. When asked about nonprofit eligibility questions within the tax credit program and application considerations, Joe didn't voice any concerns regarding City Garden's ability to apply or the possible entity structure(s). However, due to Joe's limited knowledge of City Garden, it may take some time for them to get ramped up which is challenging in the time of Covid-19 and within the context of pressing scheduling and tax credit application windows. Before IFF concluded the conversation, Joe expressed his excitement and commitment to this potential work and seemed eager to get started immediately.</p>	<p>IFF conducted a final follow-up interview with Jarrod Sharp from Thompson Coburn and asked a series of questions regarding project process, firm capacity, and solicited high-level thoughts and comments. When asked about firm capacity Jarrod said that the team is ready to start on this project and Jarrod has already started consulting with a tax partner regarding tax credit applications and structuring with a particular focus on enabling nonprofit eligibility. Jarrod's prior knowledge and experience with the acquisition of 4209 Folsom gives him the ability to better understand the entity structure when applying. Jarrod also gave insight regarding the urgency for City Garden to apply for first round of Missouri historic tax credits. Jarrod's firm has started discussing potential pressures that may happen to state programs because of the current state of COVID-19. State Revenue sources may be limited, so he suggested that applying during this first round would be beneficial. When asked about eligibility and entity structure, Jarrod was able to explain his thought process on how to the school should structure the deal with an investor. Jarrod didn't have any additional comments or concerns about applying for tax credits and was confident that City Garden would qualify. He is eager to get started in support of City Garden.</p>
Recommendation		<p>After thoughtful consideration, IFF recommends that City Garden selects Thompson Coburn for legal services. Although both firms are similar in fee structure, Thompson Coburn has prior knowledge and experience regarding City Garden's real estate portfolio and has started prepping for the Historic Tax Credit and New Markets Tax Credit application processes. If City Garden wishes to apply for Historic Tax Credits during the first half of allocations in April, Thompson Coburn would be able to hit the ground running. It was a very close call and it is worth noting Husch Blackwell did an exceptional job on the response. Prior knowledge of City Garden and the ability to hit the ground running tilted the decision in Thompson Coburn's favor along with a shift in receptivity to the procurement process.</p>

*IFF can obtain additional information from the firms on expenses. Those items weren't requested as part of the original proposal because they weren't as material for the decision-making process.*

# **Process Consultant Support**

# **Proposal for Services**

## **City Garden April, 2020**

*Process Consulting Team supporting City Garden in community-centered system design and facilitation, with a current focus on selecting and preparing the environment for a new principal.*

### **Overview**

City Garden Montessori School is in a pivotal moment of its evolution. It seeks to use recent challenges and the process for hiring a new principal as opportunities for deepening understanding and living into its commitment to embodying the core values of:

- Transparent Communication and Decision-Making
- Collaboration and Cooperation
- Both/And Thinking
- Abundant Worldview

This evolution requires individual-level shifts in consciousness from all stakeholder groups in the community, as well as organizational-level systems design that incline the culture toward increasingly living into its best self. The way in which the Principal is selected and welcomed into the community creates a great opportunity to build trust, develop collective consciousness and set the community up for a healthy future.

To assist with this moment of evolution, a team composed of consultants Dr. April Warren-Grice, Jo Pang and Kara Bender are offering consulting support for the design and facilitation of the process of selecting and preparing the environment for the next Principal of City Garden. This diverse team brings together key skills in racial equity, systems design, community organizing, healing, culturally-relevant pedagogy, organizational strategy and facilitation to guide this work.

There are three distinct phases in this proposal:

### **Phase 1 Process Design**

#### **Outcome**

Design a process for hiring the next City Garden principal in a way that embodies and further roots the values of racial equity, inclusiveness, and transparency. The process helps repair trust amongst administration, parents and staff and build a healthy foundation for future visioning and engagement.

### **Scope**

The scope of work includes:

- Diagnostic: Initial meetings to understand the context and offer initial perspectives.
- Review: Review existing documents regarding the hiring process. Attend Advisory committee meetings.
- Design: Create a report with process recommendations and feedback on the hiring process.
- Iterate: Meetings to review, discuss, iterate on and clarify the hiring process.

**Cost: \$3,075**

## **Phase 2 Hiring Process Facilitation**

### **Outcome**

Support City Garden in facilitating the hiring process in a way that honors the intention of the design from Phase 1.

### **Scope**

The scope of work include:

- Project Management of the Hiring Process
- Parent Engagement Process
  - Survey design
  - Facilitation of two Zoom sessions
  - Synthesis of parent input into report
- Hiring Bias Video
  - Creation of a low-production training video with tips on being conscious about bias during interviews
- Community Roundtable and Reflection Process
  - Creating, preparing for and facilitating the Roundtable conversation
  - Creating self-reflection process
  - Supporting the process of handling responses

**Cost: \$7,893**

## **Phase 3 Preparing the Environment**

### **Outcome**

Community engages in a series of developmental and relationship-building offerings that support community healing and establish a foundation of trust, honesty, and positivity as the

new Principal enters their role. Systems of processes/structures are evolved and designed to support the ongoing development of people, shared accountability, healthy communication, and alignment of reality with values.

**Scope**

The exact scope of work is undefined currently and will be clarified based on the needs that emerge through the process, and the budget available.

**Cost:** TBD (based on Scope)

Milestones	Prework: Initial Screening & Interviews	Milestone 1: Convene Hiring Committee, Panel Interviews	Milestone 2: Invite Input from all CG Stakeholders	Milestone 3: Action Interviews	Milestone 4: Dialog Roundtable	Milestone 5: Reflection	Milestone 6: Recommendation for Hire	Milestone 7: Prepare the Environment, New Principal Begins	Milestone 8: Systems Designs
Timeline	4/1 - 4/26	4/27-5/8	4/27-5/12	5/11-5/12	5/18	5/18-5/20	5/20-5/22	5/22 - 7/1	7/1 - TBD
<b>Goal</b>	Identify a selection of candidates who are interested in and meet the basic expectations of the City Garden Principal position.	Hiring Committee is formed and begins its work, semi-finalist candidates are selected.	Solicit input from CG students, guides, staff, parents/guardians, administrators and board members regarding what is most important in CG's next principal, information to share and questions to ask.	Candidates have a chance to share who they are and how they work with City Garden. City Garden determines which candidate(s) are likely to be a positive addition to the community.	Finalist candidate(s) have the opportunity to understand the context, culture and needs of City Garden. City Garden community has the opportunity to more deeply understand the candidate's background, values, and intentions.	Community and Candidates reflect on what they heard, how they feel, and what they think is the best decision going forward. Candidates create commitments that they feel called to make to the community.	A final decision is made by the BOD based on the reflections from community and candidates.	Community members heal and build relationships, develop internal and community capacities and create commitments and intentions for this new phase of CG.	Community co-creates new systems that support it in more deeply embodying its values on an ongoing basis.
<b>Approach</b>	CEO, Christie Huck, and CAO, Amira Mogaji, screen for basic criteria. Christie conducts phone interviews with candidates who meet basic criteria (Round One). Amira conducts zoom interviews with candidates who have met Round One criteria. Candidates are selected to advance to Round Three.	Stakeholders groups are invited to select representatives, hiring and antibias training is provided to Hiring Committee via video, Zoom panel interviews take place with members of Hiring Committee. Candidates who meet next set of criteria based on ratings from <a href="#">hiring rubric</a> and staff/parent input are advanced as semi-finalists.	Surveys will be sent to each stakeholder group, facilitated Zoom sessions, and individual outreach to stakeholders to invite input.	Semi-finalists are invited to complete "action interviews": <b>With Students:</b> Leads a lesson and a Q&A session with students <b>With Staff:</b> Leads a professional development session with guides and staff <b>With Parents:</b> Leads a parent education session with parents/guardians <b>With Board:</b> Gives a presentation on how they will lead City Garden in the first year, based on their understanding of our academic data, mission, culture and climate. All Action Interviews will be recorded and shared with stakeholders, soliciting feedback and reflections via a survey.	Facilitated fishbowl is held where City Garden community discuss and answer questions about the joys/challenges of current and opportunities of the future. Candidates are then also given opportunity to share and answer questions.	City Garden community and the candidates are invited to reflect and share those reflections to the hiring committee.	Hiring recommendation is made to the CEO and CAO to take to the board. Board of Directors approves/declines based on predetermined criteria and offer extended to candidate or process is restarted with the next best candidate.	Series of facilitated forums guide the community through a process that helps prepare the environment for the new Principal.	New systems are co-designed and implemented that support the community to further live into its values.

---

# City Garden Montessori School

## Principal Hiring Process

Spring, 2020

The process outlined here has been developed collaboratively and with intention. We also recognize that it is imperfect and will likely need to be adjusted along the way. In the design of this process, we, the City Garden leadership team (Christie Huck, Amira Mogaji, David Blank and Deb Flores), have incorporated feedback we have received from guides, staff, parents/guardians, students and board members. We have engaged members of our board's Academic Excellence Committee, particularly Dr. Saras Chung, as well as the following team of consultants to assist with designing a process that will be as effective, inclusive and beneficial as possible:

- Dr. April Warren-Grice
- Jo Pang
- Kara Bender

Dr. April, Jo and Kara will be assisting with the facilitation and implementation of this plan.

### ACKNOWLEDGEMENT OF THE MOMENT WE ARE IN AS A COMMUNITY

At the outset of this process, the City Garden leadership team members want to acknowledge the following:

- **The 2019-20 school year has been full of challenges.** Guides, staff members and parents and guardians have expressed deep frustrations and concerns. Some concerns that stand out include individuals not feeling that their voices are heard and valued; transparent, effective and open communication; treatment of and retention of City Garden staff; and ensuring that City Garden is living up to its commitment to anti-bias, antiracism as well as its values of academic rigor, inclusive excellence, racial equity and social justice, and connection through community.
- **Having our previous principal, Dr. Nicole Evans, depart in December has been hard.** Dr. Evans is beloved by the City Garden community, and her absence has created somewhat of a void for many members of our community (staff, parents/guardians and students) to feel that they have a direct person who knows them, advocates for them, and ensures that their needs are met.

- **City Garden's plans for growth have raised concerns, questions, and fear.** Some fears include: whether City Garden has a strong enough foundation academically and organizationally to support adding more students, how we will replicate a Montessori program when we currently don't have a full staff of Montessori guides, how academic disparities may increase, whether our most vulnerable might fall through the cracks, fear of a loss of the intimate sense of family and community, whether growth is driven by finances and external pressure, and how both staff and parents and guardians will be included in planning and decision-making going forward.
- **COVID-19 has made a challenging school year even more challenging.** In a time when our community was already feeling significant uncertainty and stress, now we are unable to gather in person, our students and guides are having to navigate remote learning, and many City Garden families and staff are experiencing tremendous stress and trauma. COVID-19 has also impacted our principal hiring timeline—we had hoped to proceed through the hiring process during March and April, but had to redirect time and focus to our students', staff members' and families most pressing needs.

These challenges admittedly make it a bit daunting to proceed with selecting and welcoming a new principal into our City Garden community. *And*, this year has also presented a multitude of opportunities for each of us to reflect on, affirm, and move more deeply into our commitment to City Garden's mission and vision. We have strived to openly embrace tensions and conflicts, and we have sought to understand one another in new and different ways. Through COVID-19, the importance of our community and our connections with one another have become clearer than ever.

We are choosing to embrace this principal hiring process as an opportunity to acknowledge the challenges we have faced and are facing as a community, and to engage our community in new and different ways, with an intention to begin some repair, trust-building, growth, and evolution as a community. We believe more than ever that City Garden's mission and our school's existence is essential, and we, as a leadership team, are committed to continuing to learn, grow and improve, with a spirit of humility and vulnerability. We are striving to embrace, as Forward Through Ferguson says, "a culture of trying."

As an organization, we strive to embrace the following transformational values—which we are committed to following throughout this process:

- Transparent Communication and Decision-Making
- Collaboration and Cooperation
- Both/And Thinking
- Abundant Worldview

We know that there is not necessarily any "right" process, and we present the following process with open minds and hearts, hoping you can participate as much as you are able.

## OVERVIEW

In reviewing the current thinking on the process of hiring the next City Garden principal, we are holding two guiding inquiries closely:

- How might the process **evolve all people** involved in it?
- How might the process **create opportunity for deep understanding and honesty** so that the decision that emerges is one grounded in truth and in which expectations are based on reality (as closely as possible)?

## WORK THAT HAS BEEN DONE THUS FAR – PRE-WORK

City Garden has been recruiting principal candidates since December, 2019. We have posted the position on multiple Montessori sites across the country, MOREAP (the primary educational job site for educators in Missouri), educational job boards across the US, LinkedIn, and other social media platforms. We have leveraged our connections across St. Louis and across the country to ask colleagues to identify candidates who would be aligned with City Garden's values and have the skillsets needed.

To date, we have received 34 applications. Christie Huck and Amira Mogaji have reviewed all candidates, screening for:

- Evidence of ABAR alignment and experience
- Evidence of Montessori alignment and experience
- Experience as a principal or instructional leader
- Experience working in racially and socioeconomically diverse educational environments

### Initial Screening Interviews

Of the 34 candidates, 7 were identified as meeting the criteria to be considered for the principal position at City Garden. All 7 were invited to participate in a phone interview with Christie. Five of the seven accepted phone interviews. During the phone interviews, Christie was screening for:

- Understanding of/ alignment with Montessori
- Understanding of/ alignment with ABAR
- Effective communicator – verbal and written
- Organized *and* flexible
- Strong manager
- Alignment with City Garden culture and will also bring their own strengths
- Ability to receive feedback

All 5 of these candidates were advanced to the second round of candidate screening. Amira Mogai did Zoom interviews with these 5 candidates. During the zoom interviews, Amira was screening for:

- Alignment with City Garden's mission – covered in Round One, but we will continue to explore this throughout the interview process
- Has ability to lead academic growth and strong instruction
- Is a strong manager – has experience managing people and building a strong, aligned, positive team culture while also holding people accountable
- Organized *and* flexible - has the core competencies to manage a complex school system that will include two school buildings, a growing student body and a growing staff
- Has strong rapport and relationships with parents and guardians and a vision for including parents and guardians in the work and the life of the school
- Has the mindset and dispositions that align with City Garden's commitment to inclusive/facilitative leadership
- Can receive feedback and translate it into action
- Exhibits authenticity and vulnerability

After careful review, we believe 3 of these 5 candidates are qualified to proceed through the remainder of the hiring process.

## **NEXT STEPS: A COMMUNITY PROCESS TO IDENTIFY CITY GARDEN'S NEXT PRINCIPAL**

The leadership team has sought to do the initial "leg work" of the hiring process, and now, it is time to engage the broader City Garden community in the process to help determine the candidate who is most aligned and most ready to become our school's next principal.

There are multiple ways for City Garden guides, staff, parents, guardians, students and board members to participate in the process.

### **Milestone and Step #1: Convene a Hiring Committee that is Representative of City Garden Stakeholders**

From this stage forward, we are proposing that a Hiring Committee, made up of stakeholders from across the City Garden Montessori community, guide the remainder of the hiring process. We will be guided and assisted by Dr. April Warren-Grice, an ABAR advisor and community facilitator.

The Hiring Committee will be comprised of:

- Christie Huck, CEO
- Amira Mogaji, CAO
- One representative from each of the following school teams: Primary, Lower Elementary, Upper Elementary, Junior High, Special Education/Academic Support, Specialists, and School Support Staff
- Jori Martinez-Woods, Erdkinder Specialist
- One assistant guide
- Two parents/guardians
- Two board or committee members
- Debra Fox and Lynn deLearie will assist with communication and logistics

The goal of the Hiring committee is to thoughtfully and carefully review the semi-finalist principal candidates, receive and synthesize feedback from City Garden stakeholders, and come up with a recommendation for the CAO and CEO to make to the Board of Directors. The committee will work to reach consensus; however, each committee member will have one vote, should a vote be necessary.

**The work of the committee will include approximately 20 hours of work:**

- **Review semi-finalist resumes, cover letters, and notes from screening interviews.** (For transparency, the Hiring Committee will have access to the entire bank of applications submitted. If it is determined that additional candidates should be considered, we will adjust our process to do so.)
- **Watch video training** regarding interview protocol and identifying and interrupting bias
- **Participate in a “kick-off” meeting on May 5<sup>th</sup>,** during which Hiring Committee members will become oriented to the process, get to know each other and develop community agreements for the process ahead.
- **Participate in panel interviews May 8<sup>th</sup> with 3 candidates.** Provide written feedback regarding candidates.
- **Observe Action Interviews May 11<sup>th</sup> and May 12<sup>th</sup> with 3 candidates, according to stakeholder area.** (Action Interviews will take place with students, guides/staff, parents/guardians, and board/committee members. Action interviews will be recorded via zoom and shared with stakeholders to solicit feedback.)
- **Review stakeholder feedback regarding Action Interviews**
- **Meeting with Hiring Committee May 15<sup>th</sup> to determine candidates to advance to finalist round**
- **Participate in and/ or observe a Fishbowl Roundtable with finalist candidates May 18<sup>th</sup>**
- **Participate in Reflection Process following Roundtable May 18<sup>th</sup>-20<sup>th</sup> (date/time To Be Determined)**
- **Participate in deliberations, dialogue and discussion May 20<sup>th</sup>,** with a goal of coming to consensus (or voting) regarding a recommendation for hire

## **Milestone and Step #2: Invite All City Garden Community Members to Provide Input**

While we are assembling and activating the Hiring Committee, we will invite all members of the City Garden community to provide input regarding what you hope for in the new principal and what questions you have for the candidates to be incorporated into the Roundtable (Milestone 4). Surveys will be sent to students, guides, staff, parents/guardians and board members that includes questions regarding:

- What is important to you in terms of what the new principal brings to City Garden (values, mindsets, strengths and skills, experience, dispositions)
- What do you want the new principal to know about City Garden
- What do you think the greatest priorities are for the new principal in the first year or two
- What questions would you ask of the principal candidates?

Along with the survey, we will offer Zoom Video Feedback Gathering Sessions and will reach out individually to stakeholders who fall into historically marginalized groups and who do not participate in either the online survey or zoom gathering sessions.

## **Milestone and Step #3: Action Interviews**

Semi-finalist candidates will be invited to participate in the following Action Interviews via Zoom:

- **Facilitating a lesson with City Garden students**, with time for students to ask questions of the candidate and the candidate to ask questions of students
- **Leading a professional development session with City Garden guides and staff**, with time for guides and staff to ask questions of the candidate and the candidate to ask questions of staff and guides
- **Leading a parent education session with City Garden parents and guardians**, with time for parents and guardians to ask questions of the candidate and the candidate to ask questions of parents and guardians
- **Leading a presentation to the board regarding their plans for their first year at City Garden**, having reviewed information about City Garden's mission and vision, strategic plan, culture and climate, and academic outcomes, with time for board members to ask questions of the candidate and the candidate to ask questions of board members.

### **Share Recordings of Action Interviews**

City Garden stakeholders will be invited to participate in and observe the Action Interviews. However, we will make recordings of the Action Interviews available to all City Garden stakeholders, based on your roles. For example, all guides and staff will have access to the staff action interviews and all parents and guardians will have access to the parent/guardian action interviews.

We believe it is important for stakeholders to be part of the hiring process in this way, and that it facilitates an opportunity to engage any tensions that arise that may need to be engaged and moved through on the front end, rather than waiting until after a candidate is hired. We are also striving to live into our commitments to transparency and equity by inviting all stakeholders to view these interviews, even if folks don't have capacity or time to be part of the interviews directly.

### **Gathering Feedback**

We will send a google survey, inviting stakeholders to share feedback and perspectives about candidates, following the action interviews. The Hiring Committee will review and synthesize the feedback and send it back out to the community. We will provide the rationale for candidates advancing to the finalist round, as well as themes, strengths, concerns, and considerations for both candidates and our community as we move forward in the hiring process and beyond.

## Selection of Finalist(s)

The Hiring Committee will select one or more finalists to advance to the final stage of the hiring process.

## Milestone and Step #4: Dialogue Roundtable

### Roundtable for Deep Understanding of City Garden for Candidates

We believe that at this “finalist” stage, it is important that the candidates have a deep sense of the community - as it is today and where it wants to be. We recognize that the approach outlined here is a bit unconventional—and, we believe it will facilitate a process in which both the candidate(s) and our community will be able to engage in authentic and honest dialogue, and therefore enter into a mutual decision that is right, honest and generative.

#### Dialogue Roundtable

We will organize an online Roundtable in which a space for mutual sharing and learning between the candidates and members representing all roles in City Garden is offered. This Roundtable would allow for transparent sharing about current dynamics as well as hopes and dreams for the new Principal and the City Garden community. This serves to give candidates real time data about the context they will be entering as well as encouraging reflection and transparency among the CG community.

#### Roundtable Structure

A proposed structure of the Roundtable is to have one or two moderators, as well as representatives from City Garden stakeholder groups--parents/guardians, guides, staff, student, board and key administration roles—to be in the “fishbowls.” These people (likely members of the Hiring Committee, plus 1-2 students) will be the group to reflect on questions posed by the moderators regarding the City Garden context in “fishbowl” conversation formats. They would also be the group to respond to questions from the candidates about City Garden as well as pose questions to the candidates in that section of the time.

We envision the format potentially being outlined like this:

- Part 1 - All Candidates, all stakeholders participate
  - 30 min.: Fishbowl Conversation(s) about City Garden Context where the candidates all bear witness to the internal dynamics of City Garden
  - 30 min.: Candidates ask questions of stakeholders
- Part 2 - One Candidate is offered a chance to share and answer questions from the community at a time (other one to two candidates drop off the call and rejoin for their interview)
  - 30 min. Candidate 1 shares/responds to questions
  - 30 min. Candidate 2 shares/responds to questions
  - 30 min. Candidate 3 shares/responds to questions

## Roundtable Questions

The questions asked in the fishbowl conversation will be generated by the moderators and could include things like:

- What are you most proud of regarding City Garden and what brings you the most joy in being a part of this school community?
- What are some of the current challenges within the City Garden community?
- In what ways does City Garden need to “prepare the environment” to receive this new Principal? Where do we need to evolve as guides, staff, parents, guardians, students, administration and board and?

The questions asked to the candidates in the Roundtable will be gathered through the stakeholder engagement strategies happening in Milestone 2/3, from which the moderators will sift, organize, and combine questions to reflect common themes and inquiries. The stakeholders in “the circle” will be able to review the questions prior to the Roundtable and offer any follow up or clarification questions in the context of the live forum.

The Roundtable will be open for any stakeholder to “tune in” on mute for the duration of the time. It will also be recorded and sent out to all stakeholders who were not able to join the live event.

## Milestone and Step #5: Reflection

### Community and Candidate Reflections

At the end of the Roundtable, a reflection will be made available to gain a sense of overall feelings and thoughts regarding the finalist candidates. This is not intended to be a vote, but rather to hear if there are clear candidate(s) emerging whom the community feels aligned with as well as any glaring concerns.

Candidates will also have the opportunity to provide in writing or on video their self-reflections regarding what they feel aligned with, where they believe their skills and gifts could be utilized, what their areas of growth might be, and any requests for support they believe they will need to be able to honestly and humbly serve the City Garden community as the new Principal.

## Milestone and Step #6: Recommendation for Hire

### Hiring Committee Reflects, Deliberates and Makes Recommendation

The Hiring Committee will convene and will review, reflect on and synthesize all of the information that has been gathered. We hope that at this point it is pretty clear who is best positioned for the role and will be best received by the community; however, if not, we believe that we must be ready for an adaptable and iterative approach at this point should there not be such a clear direction. If the Hiring

Committee comes to consensus, or if there is a clear majority decision, they will make a recommendation to Christie and Dr. Mogaji, who will take the recommendation to the board. The board will review the recommendation and will vote to accept the recommendation or decline.

### **Engage Tensions**

It is likely that there will be concerns from guides, staff, parents, guardians, students, administrators and board members about each candidate. It is important to directly engage those tensions, even at an individual basis. Rather than focusing on finding an “exceptional” person or the “perfect” candidate, our goal is to identify the candidate who is most aligned with City Garden’s mission, vision, values and needs, and to view the hiring process as *the beginning* of our journey with this individual. We are striving to shift more and more into a developmental approach with regards to building our team and our community. Questions we may ask and answer at this stage are “What are the *essential* skills, mindsets and dispositions that this person must have?” “What trade-offs might we have to make?” “What might it look like to support this person in their developmental journey if they become City Garden’s next principal?”

## **Milestone and Step #7: Preparing the Environment for a New Leader, Principal Start Date, Ongoing Work to Build Our Community**

From an equity standpoint and a strategic understanding of how to integrate and retain a new hire, we believe it is critical for current City Garden leadership and stakeholders to do deep reflections and work on our own readiness to welcome in a person to City Garden, whomever that person is. Our consultant team—Dr. April, Jo and Kara have generated a number of ideas for ways to thoughtfully support this preparation throughout the hiring process and beyond, including opportunities for community support and reflection, developing our community values and commitments, deepening our ABAR and racial equity work, building deeper relationships with one another, and engaging in systems design regarding mutual accountability, communication and conflict. We look forward to sharing more information with you about this and inviting input and reflections about how to more deeply live into our mission and build our City Garden community.

## ***What does it take to build a healthy, vibrant and sustained community?***

### **Reflections and Actions on the Culture and Climate of City Garden Montessori School**

**May, 2020**

**Submitted by Christie Huck, CEO/Executive Director**

City Garden Montessori School is at a critical inflection point as an organization and as a school community. As we close the 2019-20 school year and prepare for the 2020-21 school year, as the CEO of City Garden, I want to acknowledge the following:

- **The 2019-20 school year has been full of challenges.** Guides, staff members and parents and guardians have expressed deep frustrations and concerns. Some concerns that stand out include individuals not feeling that their voices are heard and valued; transparent, effective and open communication; treatment of and retention of City Garden staff; and ensuring that City Garden is living up to its commitment to anti-bias, antiracism as well as its values of academic rigor, inclusive excellence, racial equity and social justice, and connection through community.
- **Having our previous principal, Dr. Nicole Evans, depart in December has been hard.** Dr. Evans is beloved by the City Garden community, and her absence has created somewhat of a void for many members of our community (staff, parents/guardians and students) to feel that they have a direct person who knows them, advocates for them, and ensures that their needs are met.
- **City Garden's plans for growth have raised concerns, questions, and fear.** Some fears include: whether City Garden has a strong enough foundation academically and organizationally to support adding more students, how we will replicate a Montessori program when we currently don't have a full staff of Montessori guides, how academic disparities may increase, whether our most vulnerable might fall through the cracks, fear of a loss of the intimate sense of family and community, whether growth is driven by finances and external pressure, and how both staff and parents and guardians will be included in planning and decision-making going forward.
- **COVID-19 has made a challenging school year even more challenging.** In a time when our community was already feeling significant uncertainty and stress, now we are unable to gather in person, our students and guides are having to navigate remote learning, and many City Garden families and staff are experiencing tremendous stress and trauma. COVID-19 has also impacted our principal hiring timeline—we had hoped to proceed through the hiring process during March and April, but had to redirect time and focus to our students', staff members' and families most pressing needs.

With the many challenges we have faced, this year has also presented a multitude of opportunities for each of us to reflect on, affirm, and move more deeply into our commitment to City Garden's mission and vision. We have strived to openly embrace tensions and conflicts, and we have sought to

understand one another in new and different ways. Through COVID-19, the importance of our community and our connections with one another have become clearer than ever.

I am inviting the board, leadership, faculty, staff, parents and guardians and students to embrace this moment in our organizational development as an opportunity to acknowledge the challenges we have faced and are facing as a community, and to engage our community in new and different ways, with an intention to begin some repair, trust-building, growth, and evolution as a community. I believe more than ever that City Garden's mission and our school's existence is essential, and I, as the leader of City Garden, am committed to continuing to learn, grow and improve, with a spirit of humility and vulnerability.

I invite us to collectively embrace, as Forward Through Ferguson says, "a culture of trying."

As an organization, we strive to embrace the following transformational values:

- Transparent Communication and Decision-Making
- Collaboration and Cooperation
- Both/And Thinking
- Abundant Worldview

I believe our collective commitment to these transformational values is more important than ever.

It has become very clear that City Garden has a very unique organizational culture. Some of the themes that have surfaced over the past year are:

- It is important for City Garden to reflect an intimate, family feel
- Joy, love and connection are core parts of who we are
- Relationships and trust are critical
- Everyone needs to have a voice and feel empowered
- We strive to honor every child and their uniqueness, empowering them to bring their whole selves to school
- We strive to be there for each other—through hardship and celebration
- Communication and transparency are really, really important. And, we haven't done this so well all of the time. When we "fail" in these areas, it makes a big difference.
- All community members need to feel respected, seen and acknowledged
- We are all here for our mission—to truly redefine education, reimagine community, and reinvigorate our world. We have a collective, passionate commitment to our children and their full liberation and empowerment.
- There are some conflicts and tensions between administration and staff, among staff members, between administration/board and parents/guardians, and among parents/guardians that exist. It will be important to engage these conflicts and tension, and to collective figure out the way forward.

I have committed to leading efforts to better understand the frustrations, conflict/tensions and challenges that exist, and to begin efforts to respond. The following is an overview of the work that has been done between December, 2019 and May, 2020

Stakeholder Group(s)	Timeframe	Description
Guides and Staff	December and January February thru May March thru May (and beyond) March 23 thru May 22	Listening sessions with Christie, and with board members/SLU Created Planning Team to act as faculty/staff decision-making body and to provide feedback and voice to administration regarding needs, challenges, issues to be addressed. Contract Expectations – the Planning Team and Admin identified sources of frustration regarding staff/guide expectations and worked through contract expectations for 2020-21 school year Engaged outside consultant Marissa Paine to conduct an organizational assessment and listening sessions/ interviews with staff members as well as members of the administrative team. Marissa will present her findings/ report to the Planning Team on May 13 and will present recommendations and proposed next steps. COVID-19 response: Admin has prioritized connection, ensuring all staff have material and technological needs met, staff self-care, additional support and thorough and timely communication with guides and staff throughout school closure. We have sent out two surveys to gauge staff well-being, seek input, inquire about needs, and evaluating admin's communication during this time.
Parents and Guardians	December – February	Parents and guardians expressed frustrations and concerns via a letter signed by 50+ individuals and attending board meetings in December and January. Parents and guardians were asking the board not to greenlight growth for 2020, among other requests/demands. Members of the board and leadership met with the organizing group in December, then held a listening session in January. Board sent a response to the letter. Christie sent detailed notes and responses to questions that had

	<p>been raised in the feedback sessions. Christie began to take leadership in communicating with parents/guardians throughout this time. The board held a board retreat, where the focus was increasing the board's ABAR commitments and practices, and current school events were a main topic discussed. The board has increased its communication to parents and guardians regarding board meetings, began publishing full board packets on the website, and issued google surveys to solicit input regarding the decision to greenlight growth in 2020. The board also committed to additional actions to continue to enhance its connection to and communication with the parent/guardian community. At the February board meeting, the board voted not to greenlight growth in Fall, 2020. Admin offered a facilitator to the PAC leadership group to conduct listening sessions and/or assist with dialogue regarding tensions in the group and among the parent/guardian community. The majority of the PAC leaders declined.</p> <p>As COVID-19 began to unfold and school closure seemed imminent, Christie increased communications with parents, providing updates as events were unfolding. We sent a survey to parents/guardians prior to school closure in an effort to understand needs and challenges during this time. Admin and staff focused major efforts to ensure all families received technology devices and internet and began organizing efforts to connect families to available resources and to provide direct financial assistance to families who are being adversely impacted by the pandemic. We have prioritized maintaining a high level of communication with parents and guardians, having as much clarity as possible about plans, resources available, and our commitment to being responsive to their needs during this time. We have also sought to organize ways for families to stay connected and engaged to the school and to one another, via a "Joy Parade," a virtual talent show, a Mobile Food Market, and a mailing that will go out next week.</p> <p>In the meantime, I have been working with consultants Dr. April-Warren Grice, Jo Pang and</p>
--	--

		<p>Kara Bender to design a principal hiring process that is meant to be responsive to the feedback we have received this year, and to provide space and opportunities for our parents and guardians to engage meaningfully and have their voices heard, and the process provides CG leadership an opportunity to practice and enhance transparent communication and decision-making. Our hope and goal is that the hiring of the new principal will be the first step of a process for our community to engage in work to heal, connect, and build the vision, systems and processes that will reflect our communal values and enable us to strengthen our community and our organizational culture.</p>
--	--	--

Building a strong and positive culture and climate at City Garden will continue to be a top priority going into the 2020-21 school year. I am committed to following through on the work we began this year, and continuing to invest significant time and energy to lead this work. I look forward to continuing to reflect with the board, staff, parents and guardians to discern and plan for how we can continue to make City Garden that reflects our collective values and our mission.

City Garden Montessori Institute and Curriculum Codification

Academic Excellence Committee Update

May 1, 2020

The most critical priority at City Garden Montessori is strengthening the academic program and improving the academic outcomes of students. Montessori teacher training, as well as a deep level of coaching and a codified curriculum at the elementary level is paramount to providing high quality Missouri academic standards aligned Montessori instruction. The launch of the Montessori Training Institute in conjunction with the development of a codified curriculum will provide the strong and effective instructional foundation that will ultimately lead to improved academic outcomes. The work of the next several weeks will yield the training and curricular components that will be the instructional foundation for the upcoming academic school year.

## Montessori Training Institute

### Summer 2020 Launch

- Institute Director
  - Elementary Program
  - Initial Program
  - Application/Self Study
  - Adult Learner Applications
  - Professional Development
- Coordinator of Elementary Training
  - Curriculum
  - Instructor Supervision
  - Coaching
  - Instructors
    - Deliver content
- Curriculum
  - License from METTC
  - Montessori Philosophy
  - Language
  - Math
  - Culture
- Adult Learner Support
  - Coaching
  - Resources

## Curriculum Codification

### 2020-2021 Elementary Plan

- Identify Critical MO Standards
  - Ed Ops MAP analysis
- METTC Montessori Albums
  - Math
  - Language
  - Align with MO academic Standards
  - 
  - Integrate with ABAR practices/strategies

## Academic Improvement

**City Garden Board of Directors  
Development Supplement – May 6, 2020**

**Whole Child Charily Campaign results and Estimate of Gifts through June 30, 2020**

**Annual Fund through 3/31/20      \$494,007**

**Charily -April**

Match Pool	\$157,200	Charidy.com data
Day of gifts	\$37,710	# Gifts      291
Offline gifts	\$3,595	# Donors      285
Pledges	\$11,300	

Charidy campaign total      \$209,805

*Pre-April gift used for match*      \$9,000

Charidy revenue since 4/1 Total      **\$200,805**

**Corps & Found Grants**

Kemper Foundation	\$35,000
Myson Foundation - COVID relief	\$20,000
National Dev Council	\$15,000
St. Louis Philanthropic Org	\$7,500
	<b>\$77,500</b>

**Major/Mid-level Gifts, Individuals      \$25,000**

**Estimated Total gifts thru 6/30/20      \$797,312**

---

FY20 Budgeted Annual Fund      \$887,428

FY20 Estimated YE Gifts      \$797,312

*Deficit*      \$90,116

**City Garden Board of Directors**  
**Development Report – May 6, 2020**  
*\*Submitted 4/27/2020*

**Annual Fund Update**

\*See FY20 Donation Summary year to date.

**Whole Child Chardy Campaign – April 28-29, 2020**

- 24-hour, Whole Child Chardy Campaign to raise funds for critical programs and services most needed for students and families affected by the COVID-19 pandemic.
- Quadruple match campaign; Online portal: [charidy.com/citygarden](http://charidy.com/citygarden)
- Goals:
  - \$150,000 Matching Gifts – goal reached 4/25/2020
  - \$50,000 New Gifts during 24-hour campaign
- All funds raised to support COVID-19 Family Assistance Fund
  - Access to Technology and Internet – ensure students have access to Chromebooks, internet, and additional technology during distance learning
  - Tuition Assistance - support families whose income loss may affect ability to pay preschool tuition, before care, and after care in the upcoming school year
  - Resources for our Family Support Program serving families through rent and utility support, food distribution, and connection to health and medical resources.
- Engaged Virtual Chardy Campaign Committee to coordinate efforts and share content throughout the Chardy Campaign, solicit personal network to give, and/or call list of LYBUNTs to solicit gift during campaign.
  - Volunteer Toolkit provided containing copy, images, and links to use when reaching out to personal network.
- Chardy Campaign Communications Plan
  - Direct email, Facebook, Twitter, Instagram, and LinkedIn.
  - Engage volunteers to serve as ambassador to record testimonial discussing importance of City Garden community and encourage support.

FY20	Tuesday 4/21	Friday 4/24	Monday 4/27	Tuesday 4/28	Wednesday 4/29
Time	10 am	10 am	10 am	11 am	9 am
Activity	Video from Christie	Campaign Scope Messaging	Reminder Messaging	Nearly There Messaging	Three Hours Remain Messaging
Time				1 pm	TBD
Activity				Activation Messaging	Progress Messaging 3
Time				2 pm	10 am
Activity				Testimonial/Ambassador Messaging 1	Testimonial/Ambassador Messaging 5
Time				3 pm	11 am
Activity				Testimonial/Ambassador	Final Countdown Messaging

			Messaging 2	
Time			TBD	1 pm
Activity			Progress Messaging 1	Stewardship Messaging
Time			4 pm	
Activity			Testimonial/Ambassador Messaging 3	
Time			5 pm	
Activity			Testimonial/Ambassador Messaging 4	
Time			7 pm	
Activity			Progress Messaging 2	

### **Development Committee**

- April 8, 2020 Meeting Minutes included in packet

### **Capital and Growth Campaign Feasibility Study**

Consultant: Dan Reynolds with Holmes, Radford & Reynolds

- Due to COVID-19 restrictions, feasibility study plans to conduct 1x1 interviews with prospects and community influences delayed
- Currently moving forward with plans:
  - Revise Case for Support and utilize portions of Strategic Plan slide deck combined with case elements and design graphics from HKW Architects
  - Updates to engage Study Committee
  - Revise calendar to be prepared to move forward with inviting interviewees once shelter-in-place relaxed
  - Review list of interviewees for accurate contact info; research as needed
- Limited discussions with select prospects considered primed for campaign feedback and potential contribution

### **Communications**

- Pandemic Communications Team formed to coordinate communications during remote teaching **\*See Pandemic Communications Plan During COVID-19 Closure attached**
- “Response to COVID-19” webpage created to inform the City Garden community regarding updates throughout school closure; updates included on social media posts through Facebook, Instagram, Twitter and LinkedIn

### **Corporate & Foundation Grants**

- Department of Education Charter School Program Data Collection submitted, April 15, 2020

- Advanced to semi-finalist stage with Charter School Growth Fund; award could be up to \$500,000 to support growth and would act as significant notice to other national funders that CG growth project is worthwhile investment
  - Data submission: 4/22/2020
  - Virtual visit: Scheduled for 5/7/2020
- Roblee Foundation: Proposal submitted 4/10/2020: \$10,000 for continued funding of ABAR program
- Dana Brown Charitable Trust: Full Proposal submitted 4/13/2020, \$35,000 for ECE
- Jordan Charitable Trust: Submitted 12/13/2019, \$5,000 for ECE
- Emerson Charitable Trust: Submitted, 4/20/2020, \$80,000 (provisionally approved); split of \$60,000 for ECE; \$20,000 for COVID response assistance.
- Upcoming annual grant submission to Kemper Foundation for \$35,000



## Pandemic Communications Plan During COVID-19 Closure

City Garden administration recognizes our community is in extraordinary times, experiencing extraordinary challenges, where each individual is giving their best selves to serve our community. Unique measures must be undertaken to support our students, families and staff to ensure the well-being of the individuals that comprise the City Garden community and facilitate the academic programs to our students.

### Internal Communications

#### Purpose

- Serve as check in and support of staff's emotional, social, and mental well-being while being isolated from regular work day together in school building.
- Support all staff while conducting work responsibilities remotely; to offer opportunities to discuss, manage, adjust, and implement what each staff member can do to best serve our students, families, and various constituencies.
- Ensure academic and administrative programs are coordinated and in alignment with overall mission and plans for the entire City Garden community.

#### Segments of Staff Communications

*\*All meetings via Zoom conference*

- All Staff
  - Serves to bring entire internal community together to express challenges, problem solve, and share Moments of Joy during school closure.
  - First two weeks met daily: March 23 – April 3
  - Starting April 6, Mondays Required attendance; Wed. and Fridays Optional
  - Staff Survey administered periodically to check in individually with all.
- Leadership Team
  - Serves to bring school leadership together to ensure all segments of CG community are being adequately supported, express challenges, problem solve

- Weekly on Mondays, 9am
- All Admin Team
  - Serves to bring school support team together to ensure students, families and fellow staff are being adequately supported, express challenges, and problem solve.
  - Weekly on Tuesdays, 9am
- Planning Team
  - Serves to bring student academic and support teams together to ensure students are being adequately supported, express challenges, and problem solve for remote learning.
  - Initially weekly, currently every other week.
- Class Levels and Specials Teams
  - Serves to bring student academic and support teams together to ensure students are being adequately supported, express challenges, problem solve for remote learning.
  - SPED: Weekly on Mondays, 1pm
  - *Various days determined by each team (Special Education, Specials, Primary, LE, UE and JH)*
  - Apr-May 2020 Scheduling Calendar created to help teams avoid meeting conflicts

## External Communications

### Purpose

- Serve as check in and support of student's emotional, social, and mental well-being while being isolated from regular school day together in school building.
- Support all students while implementing remote teaching; to offer opportunities to discuss, manage, adjust, and implement what each staff member can do to best serve our students, families, and various constituencies.
- Inform the broader CG community about the extraordinary measures implemented to support our students, families and staff, and invite support as needed and appropriate.

### Segments of External Communications

- Parents/Guardians
  - Serves to inform parents/guardians of all activities, support systems available and remote learning opportunities for students; updates regarding school closure timeline.
  - Communications by Christie Huck via email and postings on social media outlets
    - Initial Coronavirus Email: 3/2/2020

- Update on Coronavirus – more info, resources: 3/10/2020
- School Closure announcement: 3/15/2020
- What School Closure will look like announcement: 3/19/2020
- Services and Resources announcement: 3/19/20
- CG Family update: 3/22/2020
- Family and Community Resources: 3/24/2020
- CG Family Update: 3/25/2020
- School Closure announcement: 4/9/2020
- CG Family Update: 4/22/2020
- Additional resources postings
  - Services and Resources announcement: 3/19/2020
  - Physical and Creative Activities: 4/2/2020
  - Community Resources and Social Emotional Learning Support:
    - Family and Community resources: 4/8/2020
    - Supporting Children and Discussing COVID-19: 4/9/2020
  - Community Update, SLPS Pandemic Meal Plan: 4/16/2020
- Support Communications with Students
  - Guides, SPED Team, and Specials Team members have the most direct contact with students and created their individual plans for communications and remote learning for their students.
  - Cassidy Flynn supports communications needs such as creating Facebook Groups or facilitating directed texts to classes.
  - Communications via email, text, Google Classroom, Zoom, and other means coordinated and directed by Guides.
- CG Community
  - Inform the broader CG community about the extraordinary measures implemented to support our students, families and staff, and invite support as needed and appropriate.
  - Updates available on all social media sites and CG website
  - Community Update: 4/20/2020
  - Christie Huck Video post on social media outlets: 4/21/2020
- Joyful Moments Series
  - Sharing images of teachers and CG students' life and learning through COVID-19
    - 4/7/2020 – Amy Denother
    - 4/13/2020 – Bob Busby
    - 4/14/2020 – Jori Martinez-Woods
    - 4/15/2020 – Liz Harris' daughters, Elise and Madelyn

- 4/17/2020 – Kristina Mavers-Vogel
- 4/20/2020 – Joy Parade
- 4/23/2020 – Norman Williams
- 5/5/2020 – Sharmouel
- 5/6/2020 – Mogaji children
- Ariel – Earth Day activities
- *(future posts/photos)*

### Communications Outlets

- Creation of Response to COVID-19 webpage
- Social Media outlets
  - Facebook - @CityGardenMontessori
  - Twitter - @CGMontessori
  - Instagram - @CityGardenMontessoriSchool
  - LinkedIn - @citygardenmontessori
- Email Blasts
- School Messenger phone or text blasts
- Google Classroom
- Zoom conferences
- Directed emails, phone calls, texts

Communications Team
Deb Flores: Co-lead
Cassidy Flynn: Co-lead
Ariel Campbell
Jeanne Eveld
Deb Fox
Liz Harris

**FY2020 Donation Summary as of March 31, 2020**

General Donations and Gala Fundraising						
Method/Campaign	July to Dec Revenue	Jan 2020 Revenue	Feb 2020 Revenue	Mar 2020 Revenue	Outstanding Pledges	Total YTD Raised
Corporate	\$ 97,882	\$ -	\$ 366	\$ -	\$ 75,000	\$ 173,248
* Major Gifts (incl recurring, excl YE Appeal)	\$ 39,362	\$ 15,060	\$ 1,519	\$ 1,160	\$ 3,480	\$ 60,581
Other Recurring Giving	\$ 5,491	\$ 714	\$ 839	\$ 755	\$ 2,265	\$ 10,064
Other Donors	\$ 4,243	\$ 335	\$ 2,228	\$ 312	\$ -	\$ 7,118
Employer Matching Gifts (excl YE Appeal)	\$ 3,579	\$ 580	\$ -	\$ -	\$ 3,140	\$ 7,299
Direct Mail/YE/GT	\$ 17,522	\$ 3,958	\$ 2,378	\$ 2,469	\$ 2,050	\$ 28,377
Gala	\$ 55,750	\$ 5,000	\$ 26,680	\$ 69,840	\$ 50,050	\$ 207,320
Charidy Campaign	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Operations Activity</b>	<b>\$ 222,714</b>	<b>\$ 25,647</b>	<b>\$ 34,010</b>	<b>\$ 74,536</b>	<b>\$ 135,985</b>	<b>\$ 494,007</b>

\* As designated previously

Source of Individual Contributions (Incl revenue from Employer Matching)						
Parents	\$ 8,288	\$ 1,038	\$ 1,012	\$ 600	\$ 1,200	\$ 12,138
Grandparents	\$ 6,150	\$ 695	\$ 820	\$ 70	\$ 210	\$ 7,945
Alumni Parents	\$ 2,800	\$ -	\$ -	\$ -	\$ -	\$ 2,800
Staff	\$ 1,513	\$ 288	\$ 2,313	\$ 288	\$ 865	\$ 5,267
Board (incl. Gala, Restricted)	\$ 17,600	\$ 9,250	\$ 3,250	\$ 13,250	\$ 5,690	\$ 49,040
Other Individuals	\$ 38,846	\$ 9,375	\$ 2,368	\$ 3,038	\$ 2,670	\$ 56,297
<b>Total Individuals Donations</b>	<b>\$ 68,366</b>	<b>\$ 20,646</b>	<b>\$ 9,763</b>	<b>\$ 17,246</b>	<b>\$ 10,635</b>	<b>\$ 133,487</b>

Restricted Donations						
Restricted	\$ 1,385,061	\$ 505,000	\$ -	\$ -	\$ -	\$ 1,890,061
<b>Total Restricted Activity</b>	<b>\$ 1,385,061</b>	<b>\$ 505,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,890,061</b>

## EMPLOYEE ALCOHOL AND DRUG TESTING

### Section 1. General

**Section 1.1** No employee may manufacture, use, possess, sell, dispense, distribute or be under the influence of illicit drugs, alcohol, or unauthorized controlled substances in violation of City Garden Montessori School's (CGMS) Drug-Free Workplace policy. CGMS may elect to test an employee for alcohol and/or unauthorized controlled substances if CGMS has reasonable suspicion that the employee has consumed alcohol or unauthorized controlled substances in violation of CGMS policy.

### Section 2. Program Coordinator and Training

**Section 2.1** The Chief Executive Officer or designee will serve as the program coordinator to implement the alcohol and drug testing program within the guidelines of this policy.

**Section 2.2** All staff who have supervisory duties over other staff members will be provided training on the effects of drug and alcohol use. The training will include physical, behavioral, speech and performance indicators of drug and alcohol use.

### Section 3. Testing Program

**Section 3.1** Any employee who suspects that an employee has violated the alcohol or drug prohibitions of this policy or the Drug-Free Workplace policy shall immediately report that concern to the Chief Executive Officer, Chief Academic Officer, Chief Operating Officer or School Principal. The Chief Executive Officer, Chief Academic Officer, Chief Operating Officer or School Principal, will determine if there is reasonable suspicion that the employee has consumed alcohol or drugs in violation of CGMS policy, and will determine if a drug or alcohol test is appropriate.

**Section 3.2** Under no circumstances will the employee be allowed to drive himself or herself to the testing facility. The Chief Executive Officer, Chief Academic Officer, Chief Operating Officer, School Principal or designee must escort the employee to the testing facility, and then must arrange for the employee to be transported home from the facility.

**Section 3.3** CGMS will use testing facilities with appropriately trained personnel for alcohol and drug testing. The testing program shall provide individual privacy in the collection of specimen samples to the maximum extent possible. The drug and alcohol testing program shall provide individual privacy in the collection of specimen samples to the maximum extent possible. The specimen collection procedures and chain of custody shall ensure that specimen security, proper identification and integrity are not compromised. The testing program will allow for review by a Medical Review Officer, including an opportunity for employees who test positive to provide a legitimate medical explanation, such as a physician's prescription, for the positive result.

**Section 3.4** Any alcohol or drug test will be administered as soon as possible. Employees will be drug-tested for marijuana metabolites, cocaine metabolites, amphetamines, opiate metabolites, phencyclidine (PCP), benzodiazepines, methadone, methaqualone and propoxyphene.

#### **Section 4. Refusal to Submit to Tests**

**Section 4.1** Drug or alcohol tests administered pursuant to this policy are mandatory. An employee refuses to submit when they fail to provide adequate breath, saliva or urine for testing when notified of the need to do so or engages in conduct that clearly obstructs the testing process.

#### **Section 5. Consequences**

**Section 5.1** Employees who refuse to submit to a test, who test positive for prohibited substances or who take deliberate action with the intent to falsify test results will be subject to discipline, including but not limited to suspension, termination, and/or referral for prosecution in accordance with Board policy and law. Refusal to submit to post-injury testing will also result in disciplinary action up to and including termination and may result in forfeiture of worker's compensation benefits for injuries related to the request for testing.

**Section 5.2** If an employee who violates or is suspected of violating this policy is not terminated, the employee may be required to satisfactorily participate in one or more rehabilitation programs and to submit to substance testing, all in accordance with terms established by CGMS.

**Section 5.3** In addition to any disciplinary action taken, CGMS will provide employees a list containing the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs when employees have a positive drug or alcohol test, refuse to take a test or otherwise request information about substance abuse treatment.

#### **Section 6. Records and Reports**

**Section 6.1** Alcohol and drug test results and records shall be maintained by CGMS under strict confidentiality and released only in accordance with law. Upon written request, an employee shall receive copies of any records maintained by CGMS pertaining to his or her use of alcohol or drugs, including any records pertaining to his or her tests.

**Section 6.2** Test records shall be maintained with the separate medical files of each employee. CGMS shall maintain records and reports of its alcohol and drug prevention program as required by law.

#### **Legal Citations:**

##### *Federal:*

41 U.S.C Chapter 81  
20 U.S.C. 1145g

Drug-Free Workplace Act  
Drug-Free Schools & Communities Act

##### *State:*

RSMo. 287.120

Workers' Compensation

## **STUDENTS**

### **Policy \_\_\_\_\_ -- Human Sexuality and Sexually Transmitted Diseases Instruction**

**Section 1.** Any City Garden Montessori School (CGMS) course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

- (1) Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;
- (2) Stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases;
- (3) Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law, 42 U.S.C. Section 710;
- (4) Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;
- (5) Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure;
- (6) Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of chapter 566 pertaining to statutory rape.
- (7) Teach students about the dangers of sexual predators, including online predators when using electronic communication methods such as the internet, cell phones, text messages, chat rooms, email, and instant messaging programs. Students shall be taught how to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults and reporting any inappropriate situation, activity, or abuse to a responsible adult, and depending on intent and content, to local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing and Exploited Children's CyberTipline; and

- (8) Teach students about the consequences, both personal and legal, of inappropriate text messaging, even among friends.

**Section 2.** The school shall notify the parent or legal guardian of each student enrolled in the school of:

- (1) The basic content of the district's or school's human sexuality instruction to be provided to the student; and
- (2) The parent's right to remove the student from any part of the district's or school's human sexuality instruction.
- (3) All curriculum materials used in the human sexuality instruction shall be available for public inspection pursuant to chapter 610 prior to the use of such materials in actual instruction.
- (4) The school will not provide abortion services, or permit a person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if such person or entity is a provider of abortion services.

**Cross References:**

**Statutory References:** §170.015, RSMo.

## TECHNOLOGY USAGE POLICY

### Section 1. Purpose

**1.1** City Garden Montessori School's (CGMS) technology exists for the purpose of enhancing the educational opportunities and achievement of CGMS students. In addition, technology assists with the professional enrichment of the staff and increases engagement of students' families and other CGMS patrons, all of which positively impact student achievement. The purpose of this policy is to facilitate access to CGMS technology and to create a safe environment in which to use that technology.

### Section 2. Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined:

**2.1 Technology Resources** – Technologies, devices and services used to access, process, store or communicate information. This definition includes, but is not limited to: computers; modems; printers; scanners; fax machines and transmissions; telephonic equipment; mobile phones; audio-visual equipment; Internet; electronic mail (e-mail); electronic communications devices and services, including wireless access; multi-media resources; hardware; and software. Technology resources may include technologies, devices and services provided to the school by a third party.

**2.2 User** – Any person who is permitted by CGMS to utilize any portion of CGMS's technology resources including, but not limited to, students, employees, Board members and agents of CGMS.

**2.3 User Identification (ID)** – Any identifier that would allow a user access to CGMS's technology resources or to any program including, but not limited to, e-mail and Internet access.

**2.4 Password** – A unique word, phrase or combination of alphabetic, numeric and non-alphanumeric characters used to authenticate a user ID as belonging to a user.

### Section 3. Authorized Users

**3.1** CGMS's technology resources may be used by authorized students, employees, Board members and other persons approved by the Chief Executive Officer or designee, such as consultants, legal counsel and independent contractors. All users must agree to follow CGMS's policies and procedures and sign or electronically consent to CGMS's User Agreement prior to accessing or using CGMS technology resources, unless excused by the Chief Executive Officer or designee.

**3.2** Use of CGMS's technology resources is a privilege, not a right. No potential user will be given an ID, password or other access to CGMS technology if they are considered a security risk by the Chief Executive Officer or designee.

## **Section 4. User Privacy**

**4.1** A user does not have a legal expectation of privacy in the user's electronic communications or other activities involving CGMS's technology resources including, but not limited to, voice mail, telecommunications, e-mail and access to the Internet or network drives. By using CGMS's network and technology resources, all users are consenting to having their electronic communications and all other use monitored by CGMS. A user ID with e-mail access will only be provided to authorized users on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using CGMS technology.

**4.2** Electronic communications, downloaded material and all data stored on CGMS's technology resources, including files deleted from a user's account, may be intercepted, accessed, monitored or searched by the Chief Executive Officer or designee at any time in the regular course of business. Such access may include, but is not limited to, verifying that users are complying with CGMS policies and rules and investigating potential misconduct. Any such search, access or interception shall comply with all applicable laws. Users are required to return CGMS technology resources to CGMS upon demand including, but not limited to, mobile phones, laptops and tablets.

## **Section 5. Technology Administration**

**5.1** The Board directs the Chief Executive Officer to assign trained personnel to maintain CGMS's technology in a manner that will protect CGMS from liability and will protect confidential student and employee information retained on or accessible through CGMS technology resources.

**5.2** Administrators of CGMS technology resources may suspend access to and/or availability of CGMS's technology resources to diagnose and investigate network problems or potential violations of the law or CGMS policies and procedures. All CGMS technology resources are considered CGMS property. CGMS may remove, change or exchange hardware or other technology between buildings, classrooms or users at any time without prior notice. Authorized CGMS personnel may install or remove programs or information, install equipment, upgrade any system or enter any system at any time.

## **Section 6. Content Filtering and Monitoring**

**6.1** CGMS will monitor the online activities of minors and operate a technology protection measure ("content filter") on the network and all CGMS technology with Internet access, as required by law. In accordance with law, the content filter will be used to protect against access to visual depictions that are obscene or harmful to minors or are child pornography. Content filters are not foolproof, and CGMS cannot guarantee that users will never be able to access offensive materials using CGMS equipment. Evading or disabling, or attempting to evade or disable, a content filter installed by CGMS is prohibited.

**6.2** The Chief Executive Officer, or designee, or a CGMS technology administrator may fully or partially disable CGMS's content filter to enable access for an adult for bona fide research or other lawful purposes. In making decisions to fully or partially disable CGMS's content filter, the

administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit CGMS.

## **Section 7. Online Safety, Security and Confidentiality**

**7.1** In addition to the use of a content filter, CGMS will take measures to prevent minors from using CGMS technology to access inappropriate matter or materials harmful to minors on the Internet. Such measures shall include, but are not limited to, supervising and monitoring student technology use, careful planning when using technology in the curriculum, and instruction on appropriate materials. The Chief Executive Officer or designee and/or a CGMS technology administrator will develop procedures to provide users guidance on which materials and uses are inappropriate, including network etiquette guidelines.

**7.2** All minor students will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using e-mail, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. This instruction will occur in CGMS's courses that use the Internet in instruction. Students are required to follow all CGMS rules when using school technology resources and are prohibited from sharing personal information online unless authorized by CGMS.

**7.3** All CGMS employees must abide by state and federal law and Board policies and procedures when using school technology resources to communicate information about personally identifiable students to prevent unlawful disclosure of student information or records.

**7.4** All users are prohibited from using CGMS technology to gain unauthorized access to a technology system or information; connect to other systems in evasion of the physical limitations of the remote system; copy CGMS files without authorization; interfere with the ability of others to utilize technology; secure a higher level of privilege without authorization; introduce computer viruses, hacking tools, or other disruptive/destructive programs onto CGMS technology; or evade or disable a content filter.

## **Section 8. Records Retention**

**8.1** Trained personnel shall establish a retention schedule for the regular archiving or deletion of data stored on CGMS technology resources.

**8.2** In the case of pending or threatened litigation, CGMS's attorney will issue a litigation hold directive to the Chief Executive Officer. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by CGMS's attorney. E-mail and other technology accounts of separated employees that have been placed on a litigation hold will be maintained by CGMS's Chief Operating Officer or designee until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

## **Section 9. Violations of Technology Usage Policies and Procedures**

**9.1** Use of technology resources in a disruptive, inappropriate or illegal manner impairs CGMS's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all users granted access to CGMS's technology resources. Any violation of CGMS policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of CGMS's technology resources.

**9.2** Employees may be disciplined or terminated, and students suspended or expelled, for violating CGMS's technology policies and procedures. Any attempted violation of CGMS's technology policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation. CGMS will cooperate with law enforcement in investigating any unlawful use of CGMS's technology resources.

## **Section 10. Damages**

**10.1** All damages incurred by CGMS due to a user's intentional or negligent misuse of CGMS's technology resources, including loss of property and staff time, will be charged to the user. CGMS administrators have the authority to sign any criminal complaint regarding damage to school technology.

## **Section 11. No Warranty/No Endorsement**

**11.1** CGMS makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides. CGMS's technology resources are available on an "as is, as available" basis.

**11.2** CGMS is not responsible for loss of data, delays, nondeliveries, misdeliveries or service interruptions. CGMS does not endorse the content nor guarantee the accuracy or quality of information obtained using CGMS's technology resources.

## **Legal Citations**

### *State:*

RSMo. 569.095, .099	Computer Data and Computer User Tampering
RSMo. 610.010-.030	Missouri Sunshine Law
RSMo. 182.817	Disclosure of Library Records
RSMo. 431.055	Contract Age of Competency
RSMo. 537.525	Civil Remedies for Computer Tampering
RSMo. 542.404	Wire Communications
Chapter 109, RSMo.	Public and Business Records
Chapter 573, RSMo.	Pornography and Related Offenses

### *Federal:*

18 U.S.C. 2701-2711

Stored Communications Act

18 U.S.C. 2510-2520	Electronic Communications Privacy Act
20 U.S.C. 1232g	Family Educational Rights and Privacy Act
20 U.S.C. 6312	Elementary and Secondary Education Act
47 C.F.R. 54.520	Federal Regulation
47 C.F.R. 54.501-.513	E-Rate
47 U.S.C. 254(h)	Child Internet Protection Act



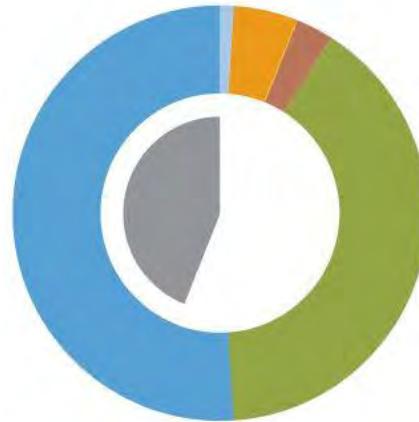
# City Garden Montessori School

*COVID-19 Response and Strategic Plan Update  
April, 2020*

# City Garden Montessori is an intentionally diverse neighborhood school located in the heart of St. Louis City



## Student Demographics



- 48% White
- 42% Black
- 3% Multi Racial
- 5% Hispanic
- 2% Asian/Pacific Islander
- 39% Free/Reduced lunch

Our flagship school serves the Botanical Heights, Forest Park Southeast, Shaw, Southwest Garden, and Tiffany neighborhoods in central St. Louis City



# City Garden is a public PK-8 Montessori school committed to academic excellence and anti-bias, anti-racism (ABAR)

## Quick Facts

### Preschool founded

1995

### Elementary school founded

2008

### Grades served

Preschool – 8<sup>th</sup>

### Students enrolled

278

### Teaching staff

34

### Did you know?

- ✓ City Garden is the first charter school in Missouri to receive a 10-year charter renewal, due to high performance.
- ✓ The school is in high demand: there are currently 2 applicants per seat
- ✓ Graduates go on to top high schools throughout the St. Louis

## Core Values

Academic Rigor

Inclusive Excellence

Connection through Community

Racial Equity & Social Justice



# City Garden During the time of COVID-19

**In many ways, COVID-19 has brought into sharp focus the reason for City Garden's existence, and the essential-ness of our mission:** we must nurture and support a generation of young people who will be prepared to tackle our world's biggest problems—like a pandemic, and the stark inequities that are being exposed during this time. We don't just need brilliant scientists, policy makers, activists, teachers, health care providers, coders, civic leaders and social workers—though our graduates will be all of these things and more... But we need human beings who are grounded in care and empathy, who are both smart and extremely thoughtful, who have practiced creative problem solving their whole lives, who are rooted in justice and truth, and who have deep confidence in themselves.



**Our students are growing up believing that it is their task to fulfill their full human potential and that they are active agents of change.** If we have done our jobs, they won't accept anything less, and they will work to change and improve the world in ways we can't currently imagine.

# City Garden's Response to COVID-19

## Meeting immediate needs first

- Access to food
- Rent, utilities and housing assistance
- Mental health and social-emotional needs
- Technology support – distributed 93 Chromebooks and 20 internet “hot spots”
- Ensuring continues connection with students and families

## Centering equity

- Implementing a tiering system to ensure that our most vulnerable students and families receive the most support (i.e., 5 direct connections per week)

## Distance Learning the Montessori Way

- “Preparing the environment” for distance learning
- Regular class and small group virtual gatherings, to keep students and teachers connected
- Video lessons, read-alouds and enrichment opportunities
- Use of multiple online learning platforms
- Individualized lessons and assigned work

## Enacting Pandemic Support Teams

- Student and Family Wrap-Around Support Team
- Technical and IT Support Team
- Physical Supplies and Needs Team
- Communications Team
- Enrichment Team

# City Garden's impact over the past year

## ***City Garden has had significant impact over the past year:***

- Advancing progress toward shrinking racial and economic achievement gaps, making particular gains among African American students and low-income students in 2019. **The number of African American students performing proficient or advanced in math increased by 12 percentage points. The number of low-income students performing proficient or advanced in math increased by 17 percentage points, and the number of low-income students performing proficient or advanced in English Language Arts increased by 20 percentage points.**



# Thank You!



Christie Huck

Chief Executive Officer

[christie@citygardenschool.org](mailto:christie@citygardenschool.org)

(314) 664-7646

[www.citygardenschool.org](http://www.citygardenschool.org)

DRAFT



## City Garden Montessori School

### Minutes

#### Academic Excellence Committee Meeting

---

**Date and Time**

Tuesday April 7, 2020 at 3:00 PM

**Location**

Virtual Meeting Via Zoom

---

**Committee Members Present**

A. Mogaji (remote), B. Thomas (remote), C. Huck (remote), D. Fox, J. Dixon (remote), L. deLearie (remote), M. Howard (remote), P. Hurst (remote), S. Chung (remote), S. Sanchez (remote), S. Shelton-Dodge (remote)

**Committee Members Absent**

I. Pollack

---

**I. Opening Items****A. Record Attendance****B. Call the Meeting to Order**

J. Dixon called a meeting of the Academic Excellence committee of City Garden Montessori School to order on Tuesday Apr 7, 2020 @ 3:00 PM at  
Virtual Meeting Via Zoom

**C. Introductions and Public Comment**

No public comment

**D. Board Update and how City Garden has responded to the COVID-19 crisis**

- Zoom meeting Friday of spring break and began to share distance learning plan
- We are prioritizing connecting with staff and staff well-being while holding a sense of urgency

- We are prioritizing meeting immediate needs of students and families
  - Food – coordinated through SLPS at 36 distribution sites
  - Mental Health – establish support plans and connect with Tier 3 students regularly; set up family assistance fund
  - Technology – purchased and distributed hot spots with funding from Opportunity Trust; distributed Chromebooks

#### **E. Overview of distance learning plan and how we are meeting the needs of students and families**

- We obtained a template for distance learning from Montessori for All (TX) that centers equity and consistency across grade level
- Worked with teachers to develop 5-6 math and language standards
- Surveyed families to assess their needs
- Staff morale is good and they are going above and beyond, sharing resources, etc.
- All grades doing Zoom check-ins, JH doing Zoom classes
- We recognize that COVID-19 is an unexpected 2nd summer slide
- Biggest challenge is difficulty connecting with and supporting Tier 3 families

### **II. Action Items**

#### **A. Approve Minutes from the March Meeting**

S. Shelton-Dodge made a motion to approve the minutes from. Academic Excellence Committee Meeting on 03-03-20  
P. Hurst seconded the motion.

The committee **VOTED** unanimously to approve the motion.

#### **B. Hiring a New Principal**

- We have been reflecting on how to bring leaders into CG in a positive way
- We are an unusual place and we need an unusual skill set
- We are not using a search firm as we had a mixed experience using a firm to hire CAO
- We are further behind in the process than desirable
- We have 29 applications and 7 are “viable” based on experience with ABAR and/or Montessori and instructional leadership
- Important to bring staff into the process to get their input on priorities and also so they recognize that not all of their priorities are shared by other staff and may not be present in eventual hire
- Committee can assist by helping screen candidates and by developing staff survey
  - Saras & Susie indicated they can help with
  - Zoom meeting scheduled Monday April 13, 10:00 AM

#### **C. School Culture and Climate Initiatives**

- Context:
  - We are at a big inflection point/period of transition as we finalized a strategic plan that calls for significant growth
  - Teachers and parents shared deep frustration and began to organize
  - Board decided to hold off on growth until 2021/2022
- As a result, we are working on communication and change management with staff and parents
  - Staff oversight team is meeting biweekly
  - We are doing wellness checks with staff to “take their temperature” on climate
  - We need to do deep culture/climate work with parents, and have hired Marissa Payne to serve as “community therapist”. She has met with leadership and almost all staff and is producing a report.

- Christie is in conversation with three ABAR trainers who can help set expectations about how to build healthy communities
- Committee can assist by helping to identify a tool to measure teachers satisfaction. *Christie will send out doodle poll to schedule subcommittee meeting.*

#### **D. Institute and Curriculum Codification/Montessori Learner Outcomes**

- Top priorities are:
  - Providing skill sets to teachers into practical instruction
  - Supporting teachers and students in the classroom
  - To bridge training and practice with Montessori Learner Outcomes
- Proposal from Annie O'Donnell includes these priorities
- Committee can assist by providing feedback on Annie's proposal
  - *From Susie and Pat on full proposal*
  - *From members of Assessment SC on the assessment section of proposal*
  - *Please provide feedback by EOB Tuesday, April 14*

### **III. Updates**

#### **A. Assessment, calendar and compliance updates**

- No MAP testing
- No NWEA testing
- Panorama surveys – uncertain whether these will happen this spring
- School will likely be closed through the remainder of the year
- Summer School is TBD – we will proceed with submitting an application and will stay abreast of guidance, requirements and whether funding will be available

#### **B. Federal grant information and update**

- Grant should not be impacted by COVID-19
- Christie and David Blank (COO) attended first project directors' meeting February 24-26
- Submitted revised performance measures as well as our first Annual Performance Report

### **IV. Closing Items**

#### **A. Identify Action Items for Next Meeting**

#### **B. Upcoming Meetings and Events**

#### **C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:30 PM.

Respectfully Submitted,  
L. deLearie

DRAFT



# City Garden Montessori School

## Minutes

### Building & Grounds Committee Meeting

---

#### Date and Time

Thursday April 23, 2020 at 9:00 AM

---

Join Zoom Meeting

<https://zoom.us/j/98836993898>

Meeting ID: 988 3699 3898

Phone in, if needed:

312-626-6799 OR 646-876-9923

---

#### Committee Members Present

A. Brooks (remote), B. Feld (remote), J. Sharp (remote), J. Steinmann (remote), J. Zade (remote), M. Guymon (remote)

#### Committee Members Absent

D. Orwick, K. Burkholder, P. Langley, S. Wehe

#### Guests Present

D. Blank (remote), K. Taylor (remote), T. Whitlock Murphy (remote)

---

## I. Opening Items

### A. Record Attendance and Guests

### B. Call the Meeting to Order

J. Steinmann called a meeting of the Building & Grounds committee of City Garden Montessori School to order on Thursday Apr 23, 2020 @ 9:03 AM.

### C. How is Everyone Doing?

Committee shared out.

**D. School Update - How we are responding to the COVID-19 Pandemic**

**E. Board Meeting Update**

- Most of board meeting was focused on the schools response to Covid-19 and how the board can support the schools efforts.

**II. Action Items**

**A. Approve Minutes from the previous meeting**

B. Feld made a motion to approve the minutes from. Building & Grounds Committee Meeting on 04-02-20  
J. Zade seconded the motion.  
The committee **VOTED** unanimously to approve the motion.

**B. Report on Current Building Operations**

David and Tiffany updated committee on modifications to operations since the buildings are not in daily use.

**III. Project Team Update**

**A. Expansion Report**

Brian led discussion:

- the build-out is still tracking on schedule, the bulk of construction will begin in August.
- a historic tax credit application is being assembled and it will be submitted by June.

**IV. Items for Discussion**

**A. The role of the committee outside of the Expansion Project**

- oversee expenses for operations
- a technology review that considers our current needs as well as what will be needed with building expansion.

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:00 AM.

Respectfully Submitted,  
T. Whitlock Murphy

DRAFT



# City Garden Montessori School

## Minutes

### Development Committee Meeting

---

#### Date and Time

Wednesday April 8, 2020 at 5:30 PM

---

Join Zoom Meeting

<https://zoom.us/j/303752252?pwd=enEzS2ZuVnhTdGxsNEpBWTJOeHFrQT09>

Meeting ID: 303 752 252

Password: 455777

For audio only, you may call in to:

(646) 876-9923 OR

(312) 626-6799

---

#### Committee Members Present

D. Flores (remote), K. Carroll (remote), K. McCarthy (remote), L. Carroll (remote), L. Fathman (remote), R. D'Souza Siebert (remote), S. Gordon (remote)

#### Committee Members Absent

None

---

#### Guests Present

C. Flynn (remote), C. Huck (remote), D. Fox, L. deLearie (remote)

---

#### I. Opening Items

##### A. Record Attendance

##### B. Call the Meeting to Order

D. Flores called a meeting of the Development committee of City Garden Montessori School to order on Wednesday Apr 8, 2020 @ 5:32 PM.

**C. How is everyone doing?**

All members reported their status/situation dealing with COVID shelter-in-place orders

**D. Board Update and COVID-19 Pandemic Response & Impact**

Christie gave a school update focused on all operational changes since shelter-in-place took effect, including remote teaching, immediate needs to students/families such as food supply, support to staff, tech support needed for remote teaching, all while retaining sense of community and centering equity. The Board meeting last week was virtual and livestreamed on Facebook.

**II. Action Items**

**A. Approve Minutes**

K. Carroll made a motion to approve the minutes from Development Committee Meeting on 02-12-20

L. Fathman seconded the motion.

The committee **VOTED** unanimously to approve the motion.

**B. Gala – Wrap up and Feedback**

- Thanked committee for all of their support and for Team Gratitude night of 3/10
- Sponsorships hit goal; still collecting but looks good
- Review Revenue goals and shortfall of Fund-A-Need; members discussed possible reasons for lower revenue
- Expenses down as well, resulting in approximate \$30k shortfall

**C. Communications during the COVID-19 Pandemic**

- COVID webpage creation, regular updates and specific pages for Family Services info and Health/Wellness links
- Updates pushed on all social media sites
- Joyful Moments – sharing photos of staff working from home, messages to CG community
- IT/Tech asst – direct communications for Guides
- Internal communications – directing through Pandemic Support Teams

**D. Charidy Campaign**

- Discussion re: how to frame fundraising during this volatile time
- Messaging will be critical, testimonials; people want to help, be part of community
- Goals – offer \$150k match pool; 4x1 match, strive for \$50k gifts
- Committee created – PAC involvement (Kim Dixon)
- Invited committee participation

**III. Updates**

**A. Capital Campaign Feasibility Study**

- Feasibility study interviews on hold
- Updating Case for Support to reflect current environment, highlight racial inequities
- Reviewing list of interviewees for potential conversations with key donors already primed,

**B. Donations - FY2020 through March 31, 2020**

**IV. Upcoming Meetings and Events**

**A. In Addition:**

- The staff is working on virtual talent show for students
- A volunteer appreciation event in some form will occur

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:53 PM.

Respectfully Submitted,  
D. Flores

DRAFT



# City Garden Montessori School

## Minutes

### Finance Committee Meeting

---

#### Date and Time

Wednesday April 15, 2020 at 5:30 PM

---

**Zoom Virtual Meeting Information is also included in Calendar Invitation for this meeting.  
Here is the link:**

<https://zoom.us/j/404177398?pwd=bncvMU56MUQzTW5oMzc5eXpDendEdz09>

Meeting ID: 404 177 398

Password: 056793

One tap mobile

+13126266799,,404177398# US (Chicago)

+16468769923,,404177398# US (New York)

---

#### Committee Members Present

A. DeZego (remote), B. Kling (remote), J. Fouse (remote), J. Rolwes (remote), J. Schier (remote), S. Buchheit (remote), S. Deuanepheneh (remote)

#### Committee Members Absent

None

---

#### Guests Present

C. Huck (remote), D. Blank (remote), T. Whitlock Murphy (remote)

---

#### I. Opening Items

##### A. Record Attendance and Guests

##### B. Call the Meeting to Order

S. Deuanephengh called a meeting of the Finance committee of City Garden Montessori School to order on Wednesday Apr 15, 2020 @ 5:33 PM.

## **II. Special Joint Meeting with Building and Grounds**

### **A. Discussion and Recommendation for Legal Representation for Building Project**

David along with a smaller project team was tasked with reviewing two RFP's for the legal representation for the legal structure for the new building. After careful review of both proposals, IFF has recommended that we go with Thompson Coburn.

B. Kling made a motion to recommend Thompson Coburn as legal representatives for the new building expansion project.

J. Zade seconded the motion.

The committee **VOTED** unanimously to approve the motion.

## **III. Action Items**

### **A. Approve Agenda for this meeting and minutes from the previous meeting**

J. Schier made a motion to approve the minutes from. Finance Committee Meeting on 03-25-20

B. Kling seconded the motion.

The committee **VOTED** unanimously to approve the motion.

- This was a vote for both February and March minutes.

### **B. Review and Approve March 2020 Financial Documents**

J. Fouse made a motion to approve financials and bank statements.

A. DeZego seconded the motion.

- We were approved for the PPP loan and most, if not all is forgivable.

The committee **VOTED** unanimously to approve the motion.

## **IV. Information Items**

### **A. This Year's Budget - Adjustments due to Recent Circumstances**

David re-forecasted for the rest of this year with following assumptions:

- We would get the PPP loan
- reduced donations by \$200k
- reduced preschool tuition and before and aftercare
- reduced federal food money
- reduced expenses for substitute, food, PD, development costs, capital spending reduction
- Regarding summer school we would be fine this year but have a large loss for next year

### **B. Implications for FY21 Budget**

For the 2020-21 school year:

- Anticipate a 10% reduction in state and federal monies
- fortunately the PPP can bleed over into next year to cover the difference
- fundraising will remain the same, which will be a challenge for the next year with the possible state of the economy
- Since growth was delayed the budget had been worked over already to accommodate that loss in revenue

Committee will need to approve the budget in May

**C. Update on Action Items from the previous meetings**  
Everything was tabled.

**V. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:50 PM.

Respectfully Submitted,  
T. Whitlock Murphy

DRAFT



# City Garden Montessori School

## Minutes

### Governance Committee Meeting

---

**Date and Time**

Tuesday April 14, 2020 at 8:30 AM

---

Zoom Virtual Conference - Video or via Audio only. Here is the link:

<https://zoom.us/j/189478474>

**OR**

Dial in 312 626 6799

Meeting ID: 189 478 474

---

**Committee Members Present**

A. Beasley (remote), C. Huck (remote), D. Fox (remote), D. Smith (remote), M. Farrell Khazaeli (remote), M. Grossmann (remote), P. Ruger (remote), S. Harris (remote)

**Committee Members Absent**

A. Tillman, S. Emaus

---

**I. Opening Items****A. Record Attendance and Guests****B. Call the Meeting to Order**

S. Harris called a meeting of the Governance committee of City Garden Montessori School to order on Tuesday Apr 14, 2020 @ 8:35 AM.

The group acknowledged the Illiniwek people who first lived on this land, and all those who have lost loved ones during the pandemic.

**C. How is Everyone?**

**D. School Update - How we are responding to the pandemic**

- School will be closed through the end of the school year, and distance learning will continue until May 22nd
- We are still waiting to hear about summer school
- We are proud of the work that our staff has been doing to serve our students and families during this time, not only with learning, but their focus on the connecting with our students and families to ensure that their needs of food, mental health services, and emotional support are addressed
- We are in the midst of our search for a new School Principal, the recruitment which began in December
- To answer concerns about what we are doing to raise funds to provide direct assistance to our families, our upcoming Charidy campaign, April 28-29 will be COVID focused.

**E. Board Meeting Update**

- The April meeting was virtual and live-streamed on the school Facebook page to maintain transparency
- The last set of policies was presented for the board's review, with a recommendation for an ABAR vetting before the vote to approve them takes place
- Christie and Donna are meeting weekly to provide additional support for school leadership during the crisis
- Christie and the Executive Committee are checking in every two weeks as well

**II. Action Items**

**A. Approve Minutes**

A. Beasley made a motion to approve the minutes from. Governance Committee Meeting on 03-24-20

D. Smith seconded the motion.

The committee **VOTED** unanimously to approve the motion.

**B. Policies to Recommend for Board Approval**

Questions about the "Seclusion, Isolation and Restraint" policy:

1. Re: Section 2.3 Isolation - It had been recommended by Tueth Keeney that the board determine the maximum time. The committee would like input by the school's academic leaders so that the board can make an informed decision about the appropriate length of time.
2. Re: Section 2.5 Mechanical Restraint - there is a concern that including the wording:

o Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with their policies and appropriate professional standards

would leave City Garden liable should law enforcement officers NOT follow their policies. We are inquiring with Tueth Keeney if this is indeed already a state statute that needs to be included and/or if leaving it in the policy would create a liability to the school.

D. Smith made a motion to recommend the set of six policies for board approval when: a. The school leadership has reviewed Section 2.3 and makes their recommendation about

maximum restraint time, and b. The issue in Section 2.5 regarding law enforcement's use of mechanical restraints has been resolved with upon the review of the school's legal agents.

P. Ruger seconded the motion.

The committee **VOTED** unanimously to approve the motion.

### **III. The Work of the Governance Committee This Year**

#### **A. Board Members Up for Renewal**

Recommendations to renew membership will be based on three factors:

1. Results of the board assessment
2. Meetings/calls will be initiated by Donna
3. Meeting attendance info

The committee agreed to make a decision about renewals via email, so that they can be finalized by the board.

#### **B. Selection of Board Officers**

- It was suggested that it would be appropriate to focus on the Chair, Treasurer and Secretary positions for now, and forgo the vacated position of Vice Chair for the 2020-21 school year
- During 2020-21, the committee will work on a succession plan, with the role of Vice Chair becoming more active than in the past
- More tools are needed, especially Self-assessment. Shanika will locate the self-assessment that was used in the past, and Donna will reach out to Education Board Partners to determine if they have something that can be effectively used.

#### **C. New Candidate for Board Membership - Sherita Haigler**

- Anthony shared his reasons for recommending Sherita to the board
- Donna and Shanika will set up a Zoom to meet her and will include a mention of the time commitment of board members
- If approved by the board in June, her term will begin in August

#### **D. Updated Attributes Matrix**

- Christie would like time to review the matrix
- We should look at what Bellwether Education Partners and Education Board Partners recommended as well, particularly in the area of leadership qualities
- We will review it again at the May meeting

#### **E. Now What? re: Board and Committee Membership Procedures**

- We will create a document that will serve as a "tracking" method for all areas that are the committee's responsibility
- Since Tueth Keeney receives all legislative updates/changes pertaining to charter schools, we will look to them to inform us of policies, etc. that might be affected by those updates/changes

### **IV. Upcoming Events and Initiatives**

#### **A. Dates and Times**

Christie shared that the staff is working on a Virtual School Talent Show, asking students and their families to send in videos which will be compiled and distributed via our Facebook page and website. Stay tuned...

## **V. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:50 AM.

Respectfully Submitted,  
D. Fox

**City Garden Montessori School**  
**Board of Directors Meetings and Events Schedule**  
**2019-20 School Year**

**August**

- 8/14-15 School Starts  
8/16 to 8/17 Board of Directors Retreat  
8/21 Finance Committee, 5:30 PM  
8/22 Building and Grounds Committee, 9:00 AM  
8/30 Maria Montessori's Birthday All School Assembly & Celebration, 9:30 AM

**September**

- 9/4 (1<sup>st</sup>. Wed), **Board of Directors Meeting**, 6:30 PM  
9/7 JH Car Wash Fundraiser, 9-11 AM  
9/10 Governance Committee, 8:30 AM  
9/18 Finance Committee, 5:30 PM  
9/19 Building and Grounds Committee, 9:00 AM  
9/20 ColorBrave, 5:30 PM  
9/27 Grandfriend's Day, 8:45 to 11:30 AM

**October**

- 10/2 (1<sup>st</sup>. Wed), **Board of Directors Meeting**, 6:30 PM  
10/8 Governance Committee, 8:30 AM  
10/9 Development Committee, 5:30 PM  
10/14 Hispanic & Latinx Cultural Festival, 9:30 AM and 6:00 PM  
10/18 Principal's Coffee/Title I Meeting, 8:45 AM  
10/16 Finance Committee, 5:30 PM  
10/24 Building and Grounds Committee, 9:00 AM

**November**

- 11/6 (1<sup>st</sup>. Wed), **Board of Directors Meeting**, 6:30 PM  
11/8 to 11/10 Crossroads Antiracism Organizing and Training 2.5 Day Workshop  
11/12 Governance Committee, 8:30 AM  
11/13 Development Committee, 5:30 PM  
11/15 ColorBrave, 5:30 PM  
11/17 Open House for Prospective Families 2:00 PM  
11/20 Finance Committee, 5:30 PM  
11/20 Building and Grounds Committee, 6:30 PM (Special evening session)  
11/27 to 11/29 Fall Break

**December**

- 12/3 Academic Excellence Committee, 3:00 PM  
12/4 (1<sup>st</sup>. Wed), 6:30 pm **Board of Directors Meeting**  
12/10 Governance Committee, 8:30 AM  
12/11 Development Committee, 5:30 PM - **CANCELED**  
12/14 Board and Staff Winter Chill Out, 6:30 PM at City Garden  
12/18 Finance Committee, 5:30 PM  
12/19 Building and Grounds Committee, 9:00 AM  
12/20 Primary Winter Concert, 10:00 AM  
12/23 to 1/3 City Garden Winter Break

**January**

- 1/7 Academic Excellence Committee, 3:00 PM - **CANCELED**  
1/8 Development Committee, 5:30 PM  
1/11 **Board of Directors Retreat, 9:00 AM to 4:00 PM**  
1/14 Governance Committee, 8:30 AM  
1/15 Finance Committee, 5:30 PM  
1/15 **Board of Directors Meeting, 6:30 PM**

**City Garden Montessori School**  
**Board of Directors Meetings and Events Schedule**  
**2019-20 School Year**

- 1/17 ColorBrave, 5:30 PM – CANCELED due to weather  
1/19 Open House for Existing Families, 2:00 PM  
1/20 MLK Day/A Day “On”  
1/30 Building and Grounds Committee, 9:00 AM (Rescheduled)

**February**

- 2/1 JH Pancake Breakfast Fundraiser, 9-11 AM  
2/4 Academic Excellence Committee, 3:00 PM  
2/11 Governance Committee, 8:30 AM - CANCELED  
2/12 Development Committee, 5:30 PM  
2/12 (1<sup>st</sup>. Wed), **Board of Directors Meeting**, 6:30 PM- Rescheduled due to weather  
2/19 Finance Committee, 5:30 PM  
2/21 ColorBrave, 5:30 PM  
2/27 Building and Grounds Committee, 9:00 AM  
2/27 Black History Program, 5:30 to 7:30PM

**March**

**No Board or Committee meetings (except Finance and B&G) this month**

- 3/7 City Garden GALA  
3/10 Governance Committee, 8:30 AM  
3/13 Kindergarten Lottery, 5:30 PM  
3/16 to 3/20 City Garden Spring Break  
3/24 Inquiry Fair  
3/25 Finance Committee, 5:30 PM

**April**

**THIS MONTH'S MEETINGS WILL BE HELD VIRTUALLY VIA ZOOM DUE TO COVID-19 CRISIS**

- 4/1 **Board of Directors Meeting**, 6:30 PM  
4/2 Building and Grounds Committee, 9:00 AM – March Meeting Rescheduled  
4/7 Academic Excellence Committee, 3:00 PM  
4/14 Governance Committee, 8:30 AM  
4/15 Finance Committee, 5:30 PM  
4/23 Building and Grounds Committee, 9:00 AM  
4/17 ColorBrave, 5:30 PM - CANCELED  
4/23 Volunteer Appreciation Night, 6:00 to 8:00 PM – May need to be postponed/canceled  
4/24 Principal's Coffee/Title I Review – May need to be postponed/canceled

**May**

**THIS MONTH'S MEETINGS WILL BE HELD VIRTUALLY VIA ZOOM DUE TO COVID-19 CRISIS**

- 5/5 Academic Excellence Committee, 3:00 PM  
5/6 (1<sup>st</sup>. Wed), **Board of Directors Meeting**, 6:30 PM  
5/12 Governance Committee, 8:30 AM  
5/13 Development Committee, 5:30 PM  
5/20 Finance Committee, 5:30 PM  
5/21 Building and Grounds Committee, 9:00 AM  
5/19 Eighth Grade Graduation, 6:00 PM – May need to be postponed/canceled  
5/21 City Garden Last Day of School, Primary Graduation 9:00 to 10:00 AM – May need to be postponed/canceled  
5/28 to 7/3 Summer School – May need to be postponed/canceled

**June**

- 6/3 (1<sup>st</sup>. Wed) **Annual Meeting of the Board of Directors**, 6:30 PM  
6/17 Finance Committee, 5:30 PM  
6/18 Building and Grounds Committee, 9:00 AM