

Redwood Coast Montessori Board of Directors

793 K Street, Arcata, CA 95521 (Room 5)

Zoom Meeting Link:

(<https://us06web.zoom.us/j/87896498520?pwd=VW04RTJOSm9lMnJlVc2RGhHY2FTdz09>)

REGULAR MEETING

November 9, 2022 6:30 p.m.

AGENDA

A. CALL TO ORDER OF OPEN SESSION

B. OPEN SESSION: 6:30 P.M. LOCATION: REDWOOD COAST MONTESSORI, 793 K Street, Arcata, CA 95521

C. PUBLIC COMMENT

The public is invited to make announcements or comment on information to the Board that is relevant to the scope of authority of Redwood Coast Montessori. The Board may uniformly impose a time limit of 3 minutes to individual presentations to assure every subject is heard. By public law, the Board cannot take action on items not on the agenda.

D. GENERAL FUNCTION-CONSENT ITEMS– Approval w/ Single Motion:

Action

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items.

1. Approval of Draft Minutes of October 12, 2022 Regular Meeting

E. BUSINESS AND FINANCE

1. None

Action

F. SCHOOL FUNCTIONS

1. Williams Report
2. Approval of Equity Policy
3. Considerations of COVID Protocols
4. Funding Options for Athletic Program
5. Hydration Station

Information
Action
Information/Action
Information
Information

G. Staff and Directors Reports

1. Staff Report
2. Director Reports

Information
Information

H. FUTURE AGENDA ITEMS

I. ADJOURNMENT OF OPEN SESSION

Action

NOTICE: Any writing, not exempt from public disclosure under Government Code Section 6253.5, 6254, 6254.3, 6254. 7, 6254.15, 6254.16, OR 6254.22, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Redwood Coast Montessori School 1611 Peninsula Drive, Arcata, CA 95521. In compliance with Government Code section 54954.2(a) Redwood Coast Montessori will, on request make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Redwood Coast Montessori at 707-832-4194.

Redwood Coast Montessori Board of Directors

793 K Street, Arcata, CA 95521 (Room 5)

REGULAR MEETING

October 12, 2022 6:30 p.m.

MINUTES

A. CALL TO ORDER OF OPEN SESSION by Terry Weeks at 6:40 p.m.

a. Present: Terry Weeks, Kim Bonine, Libbi Miller, Troy Nicolini, (Susann Goodman)

B. PUBLIC COMMENT – Brandi Soderberg spoke to her concern about the lack of more rigorous COVID protocols including masking and site-based testing.

D. GENERAL FUNCTION

1. Approval of general consent items: M/S by Miller/Bonine to approve the General Function-Consent Items. Board: ayes 4, noes 0. Motion carried.

E. BUSINESS AND FINANCE

1. Approval of 2021-22 Unaudited Actuals: M/S by Miller/Bonine to approve the 2021-22 Unaudited Actuals. Board: ayes 4, noes 0. Motion carried.

F. SCHOOL FUNCTIONS

1. Approval of new RCM Board Member: M/S by Nicolini/Bonine to approve Susann Goodman for a two-year term as a director on the RCM School Board. Board: ayes 4, noes 0. Motion carried.
2. First Reading of Equity Policy: M/S by Nicolini/Bonine to accept the submission of the RCM Equity Policy for review. Board: ayes 5, noes 0. Motion carried.
3. Approval of updated COVID Testing Policy: M/S by Nicolini/Bonine to approve the updated RCM staff COVID Testing Policy as modified. Board: ayes 5, noes 0. Motion carried.
4. RCM Comprehensive School Safety Plan: M/S by Miller/Goodman to approve the RCM CSSP as written. Board: ayes 5, noes 0. Motion carried.
5. LCAP – explanation and Board role in process: The Board engaged in a discussion of the purpose of the LCAP and how the Board can be more involved in the process of engaging with community partners during the review and writing process.
6. Safety Ad Hoc Committee Report: The Board received an update from the Safety Ad Hoc Committee.
7. Transportation Agreement: M/S by Bonine/Goodman to approve the 2022-23 Transportation agreement with NHUSD. Board: ayes 5, noes 0. Motion carried.
8. Sufficiency or Insufficiency of Instructional Materials: M/S by Nicolini/Bonine to declare the sufficiency of instructional materials. Board: ayes 5, noes 0. Motion carried.

G. STAFF AND DIRECTOR REPORTS

1. Staff: Michelle and Bryan presented information regarding events and status of each campus.
2. Directors: No reports.

H. FUTURE AGENDA ITEMS

1. Funding options for athletic program
2. Hydration station
3. Consideration of COVID protocols

ADJOURNMENT OF OPEN SESSION

M/S by Goodman/Miller to adjourn meeting. Board ayes 5, noes 0. Motion carried at 8:30 p.m.

RCM School Board



Agenda Item: F1
Williams Report

Department/Program:
School wide

Background Information:

Beginning with the 2022-23 school year, RCM was placed on the Williams List. One of the requirements of the Williams legislation is that the Superintendent or designee conducts a visit to Redwood Coast Montessori and review curriculum, staffing, and facilities.

Recommendation:
No action required.

Fiscal Implications:
None

Contact Person:
Bryan Little

October 21, 2022

Terry Weeks, Board President
Redwood Coast Montessori
P.O. Box 6103
Eureka, CA 95501

Subject: 2022-2023 Williams Settlement Site Visit Report

Dear Terry Weeks and Board Members:

California Education Code Section 1240 requires that I, or HCOE staff on my behalf, visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. I am pleased to provide, for submission to the charter's board at a regularly scheduled November meeting, the annual report for fiscal year 2022-2023. This report presents the results of the visit and review of Redwood Coast Montessori.

The purpose of the visit(s), as specified in California Education Code 1240, was to:

1. Determine if students have *sufficient* standards-aligned instructional materials;
2. Determine if there is any facility condition that *poses an emergency or urgent threat to the health or safety of pupils or staff*; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair."

The law further requires that I annually monitor and review teacher misassignments and teacher vacancies. This information is publicly reported on the California Statewide Assignment Accountability System (CalSAAS) platform.

Before proceeding with the report, let me define some basic terms:

- *Sufficient textbooks or instructional materials* means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an *emergency or urgent threat* is a *condition that poses a threat to the health or safety of pupils or staff while at school*. *Good Repair* means the school facilities are clean, safe and functional as determined pursuant to the school Facility Inspection Tool (FIT).

Instructional Materials

As reported by teacher surveys, consultation with site administration, and verified on the site visit, September 8, 2022, instructional materials (as identified in the charter petition) were found to be sufficient.

School Facilities

HCOE staff reviewed the results of the FIT completed by school personnel and verified the accuracy of information reported. As reported on the school's annual FIT inspection, dated February 17, 2022, the school is in good repair with no conditions that pose an emergency or urgent threat to the health or safety of pupils or staff.

School Accountability Report Card

Information on the School Accountability Report Card was available on the website at the time of the visit and contained information for the required elements.

Teacher Misassignments

For the 2021-2022 school year, according to the Schools Identified for Williams Monitoring list, 18.2% of teachers were reported as misassigned. A review of 2021-2022 CalSAAS data found that one (1) teacher was not properly authorized.

Please extend to your board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation. If you need any clarification or assistance in regard to this report, please feel free to call me at (707) 445-7030.

Sincerely,



Michael Davies-Hughes
County Superintendent of Schools

Attachments: Williams Settlement Site Visit Form

cc: Bryan Little, Director
Luke Beisecker, Superintendent, Arcata Elementary School
Humboldt County Board of Education
Humboldt County Board of Supervisors

Redwood Coast Montessori Charter

A. Instructional Materials

Instructional Materials Review

- Inventory submitted by the end of first week of school
- Instructional materials inventory demonstrate sufficient materials for current enrollment (purchase orders and invoices provided to demonstrate sufficiency if needed)
- Sufficient district approved instructional materials verified on day of site visit
 - Science lab equipment reviewed (if required)

B. School Facilities

- COE received the LEAs self assessment on the Facilities Inspection Tool (FIT)
Date of inspection: 2/17/22
Rating: Good
Average Percentage: 99
- COE confirmed Facilities Inspection Tool (FIT) rating

C. School Accountability Report Card

- Link to current SARC posted on website
- SARC was reviewed prior to visit and found to include required information
Current school year's SARC to be reviewed February 2023

D. Teacher Misassignments

In collaboration with HCOE personnel and district staff:

- Teacher Misassignment review complete

Reference for Required Items (A-D)

The goal of the site visit, per Education Code [1240 \(E\)](#), is to verify:

- (i) Sufficient textbooks, as defined in [Section 60119](#) and as specified in subdivision (i).
- (ii) The condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff, as described in school district policy or paragraph (1) of subdivision (c) of Section 17592.72.
- (iii) The accuracy of data reported on the school accountability report card with respect to the availability of sufficient textbooks and instructional materials, as defined by Section 60119, and the safety, cleanliness, and adequacy of school facilities, including good repair, as required by Sections 17014, 17032.5, 17070.75, and 17089.

The county superintendent will submit an annual report for the LEAs regularly scheduled November board meeting. It will include information gathered at the site visit and a report on teacher misassignment and vacancies. [\(1240 \(2\) \(A\) \(i\)\)](#)

Additional Support: Uniform Complaint Procedures ([Ed Code 35186](#) and [60119](#))

- The school has Williams Uniform Complaint information posted in all classrooms. 35186

RCM School Board



Agenda Item: F2
Approval of Anti-Racism Policy

Department/Program:
School wide

Background Information:
Beginning in the spring of 2021 the RCM Board has maintained an on-going discussion in an effort to better understand and address equity and diversity issues that affect the RCM community. During this time, RCM has held a listening session, drafted an Equity and Diversity Policy, and formed an Equity and Diversity Committee.

Recommendation:
Approve Anti-Racism Policy

Fiscal Implications:
None

Contact Person:
Michelle Leonard

DRAFT

RCM ANTI-RACISM POLICY

This is a living document that will grow and change. This policy will be updated as we recognize the changing needs of our community.

The RCM School Board and Administration reject all forms of racism as destructive to the school's mission, vision, values, and goals. Racism, both past and present, is harmful for all students and has caused inequitable outcomes for BIPOC in schools nationwide. The Board recognizes that students of all ages are able to talk about bias, race, and the impacts of racism.

RCM is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, nationality or religious background. No student, employee, parent or community member should experience racism within the learning or working environment of the school. Eradicating expressions of racism and discrimination and challenging the attitudes that allow them to emerge is the shared responsibility of all.

RCM is committed to the following principles:

- Establishing and sustaining a school community that shares the collective responsibility to confront, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
- Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to other legally protected classes.

Purpose

The purpose of this policy is to eliminate racist practices and policies by creating processes that identify any form of racism, work to counter its effects, as well as create a culture of reflective, thoughtful interactions that promote equity.

Educators must play an active and ongoing role in reducing racism and inequity by recognizing the manifestations of racism, creating culturally inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism and privilege through curriculum development, teaching, policy, and practice. Racial inequities were created and perpetuated over time and can be eliminated. Similarly, personal prejudice is learned and can be unlearned.

This policy ensures the understanding that racial misconduct is unacceptable and prohibited. The Board holds itself and all RCM and school site decision makers, faculty, support staff and participants accountable for building a culture of respect for diversity, equity, and inclusion, which is free of racism. To that end, the Board is committed to annual self-evaluation, on-going training, and professional development for staff and board members.

RCM will:

- Implement programs to counteract the causes and redress the effects of racism in the educational context.
- Protect the rights of students, staff and parents to achieve their full potential in an environment which encourages the affirmation of their cultural identity.
- Provide students, staff, parents and community members with a mechanism for the lodgement and resolution of complaints.
- Implement anti-discriminatory employment practices.
- Implement antiracist programs for students at all levels.
- Provide opportunities for bias awareness and antiracist training.
- Review curriculum, instructional materials and resources to ensure the inclusion of racially and culturally relevant content that continue to highlight true history and also narratives of liberation, joy, and justice.
- Allocate resources, including appropriate materials, for whole school and classroom use.
- Intervene to prevent racism from occurring and to redress its effects if preventative measures are not possible.

Communication

The Equity, Diversity, and Inclusion Committee, working with School Administration will ensure that all RCM staff, members of the School Board, parents, students, and community members are familiar with the Antiracism Policy and Grievance and Concerns Procedures and understand their rights and responsibilities in relation to them

The Board will share the new Antiracism Policy and highlight RCM's commitment to building an antiracist school community that includes actionable implementation steps. This policy shall be included in student handbooks provided to students and families. The Board will identify key benchmarks and receive updates from staff at board meetings on a quarterly basis that will be reported transparently to the public. Administration shall also develop a system that surveys staff, student and family sentiment related to racial inclusion as a tool to evaluate the success of this policy.

Leadership and Administration

The administrative staff will address systemic racism by developing and conducting a racial disparities audit to identify processes and practices that cause inequitable outcomes based on race. Part of this audit would include a review of aggregate discipline actions by staff or the Equity Diversity & Inclusion committee to identify any potential harmful patterns.

Based on the Audit, Site Administrators will assess and adjust practices that pertain to positive school site culture and individual behavior in order to address racial disparities in student discipline, staff professionalism, and student special needs identification.

Site administrators shall provide time at least once a month during planned staff meetings for staff to collaborate on best practices for teaching with an equity lens. Teaching staff will have a colleague 'buddy' to consult as they process/discuss strategies used for behavior management in their classrooms.

The Equity Diversity & Inclusion committee is responsible for identifying the necessary financial and human resources to achieve the goals of the Board's Antiracism Policy.

The Equity Diversity & Inclusion committee will develop a process for addressing racist and race-based misconduct or harassment to hold members of the school community accountable. The process will be delineated in the Employee Handbook.

Curriculum and Instruction

School personnel will work together in the development of strategies for addressing racism across the curriculum. Staff will receive ongoing training and support in reviewing their own curriculum and classroom materials for bias or racist attitudes. This should include peer collaboration and discussion around best practices.

Curriculum and instructional materials for all grades shall be relevant and represent racial diversity and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color, in a way that is age appropriate. All curriculum materials shall be examined for racial bias and students should be given the opportunity to provide input. Student in-class and extra-curricular programs and activities shall be designed, with student input, to provide opportunities for cross-cultural, cross-racial, and intergenerational interactions to foster respect for cultural and racial diversity. Staff shall incorporate these programs and activities beyond specific dedicated months and days.

Training and Professional Development

All Board and RCM staff shall read and abide by this antiracism policy. All RCM staff shall be trained in a Board-approved program about antiracism and about how racism produces inequitable practices and outcomes in education within their first year of being hired. Antiracism training shall be revisited annually for all staff.

Hiring Practices

RCM shall include in its hiring practices and systems the opportunity to share information with applicants regarding RCM's antiracism stance. Hiring data shall be aggregated by race to identify areas of improvement, strengths and weaknesses as related to the potential biases in the hiring process. Recruitment practices and data shall be reviewed by the Board to revise and reassess the need of antiracist practices in recruitment and determine benchmarks.

Policy Enforcement

To ensure consistency in student discipline, each site shall collect and report data on all disciplinary actions. The school shall review data regularly, with the goal of reducing racial discipline disparities and reducing severity of corrective action by race. When it is determined that a student, teacher, or staff member has committed a racist act, the person will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative practices, mediation, role play or other explicit policies or training resources. RCM shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination.

Concerns and Grievances

Redwood Coast Montessori encourages all members of the school community to attempt to resolve complaints and concerns through the school. The school's concerns and grievances procedures are detailed below:

1. All complaints will be treated confidentially, fairly and consistently, and resolved as speedily as possible.
2. Any member of the district's community who raises an issue of racism or discrimination in good faith will not be victimized or otherwise unfairly treated or disadvantaged. All complaints of victimization will be taken seriously, investigated and acted upon as quickly as possible.
3. Every student and staff member should feel welcome, supported and emotionally and physically secure at school. The wellbeing of all students and staff is a priority for RCM.
4. Concerns and Grievances procedures exist to provide an avenue to address unacceptable behavior. These procedures are designed to explain what to do if you

believe you have been discriminated against as explained earlier in this policy. The school will treat all reports fairly, confidentially and quickly. Only people directly involved in the issue or complaint will be told about it. Each complaint will be investigated to work out whether it is more likely the behavior happened than not and, if so, how serious it is. Appropriate action to resolve the problem will be taken.

5. The Administrator/Site Principal or their designee has responsibility for investigating complaints of racism and/or discrimination. If proven, the consequences of such behavior may include counseling, the removal from participation in extracurricular activities, a parental interview, suspension or expulsion.

6. The Board will monitor how the complaint was resolved and the wellbeing of those involved. Further action will be taken if the problem behavior continues.

7. Even though RCM encourages all members of the school community to attempt to resolve complaints and concerns through the school if possible. It is also your right to seek help from outside the school.

APPENDIX:

Definitions*

- Racism: defined as a system of structuring opportunity and assigning value based on the social interpretation of how one looks (which is what we call “race”), that unfairly disadvantages some individuals and communities, unfairly advantages other individuals and communities, and saps the strength of the whole society through the waste of human resources. (Dr. Camara Jones)
- Antiracism: the practice of identifying, challenging, and changing the values, structures, and behaviors that perpetuate systemic racism.
- Individual racism: pre-judgment, bias, or discrimination by an individual based on race. This includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.
- Systemic racism: encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.
- Antisemitism: hostility to, prejudice towards, or discrimination against Jews. Antisemitism is a form of racism.
- Racist and race-based misconduct: actions, on and off school grounds, including but is not limited to inappropriate racial comments, intended slurs, jokes, pictures, objects, threats, physical assaults, intimidation, unequal application of policies, and unequal or biased grading. This encompasses offensiveness and misconduct that does not reach the level of racism, and misconduct that is

sufficiently severe and pervasive that it rises to the level of racial harassment or discrimination.

*Definitions are adapted from various sources including the Government Alliance on Race and Equity at www.racialequityalliance.org

Antiracism and Discrimination Grievance Procedures: Categories of Racist Behavior

The following list of behaviors is not in any order of priority, nor necessarily exhaustive. The listed behaviors could be observed in those working for the school (teaching and non-teaching staff) as well as those served by it, that is students and their parents. Any of these behaviors can result in a complaint under this Antiracism Policy.

Physical assault and harassment

Physical assault and harassment may include acts of intimidation or harassment such as pinching, punching, hair pulling, throwing things at others, spitting or physical gestures directed against others because of their color, cultural background or language.

Verbal abuse and threats

Verbal abuse and threats may include verbal intimidation and harassment and threats that lead to high degrees of fear for personal safety. It may also include deliberate use of language so abusive and offensive that it provokes an aggressive response.

Use of derogatory language and ridicule

Racist, derogatory language and ridicule may include name-calling, insults, racist jokes, ridiculing or mimicking accents and cultural differences. Derogatory language may be spoken or written. Ridicule may be spoken, written or acted out.

Racist propaganda

Racist propaganda may include racist graffiti, leaflets, comics and magazines, wearing racist badges and insignia, t-shirts and jewelry. Racist graffiti could appear in/on educational buildings, textbooks, folders, bags, desks, chairs and benches.

Incitement of others to behave in a racist manner

Incitement of others to behave in a racist manner may include encouraging others to hate, have serious contempt for, or ridicule a person or group of people because of race, color, nationality, ethnic or national background. (Racial Vilification Amendment Act, 1989). It may also include attempts to recruit others to join racist organizations.

Racist comments in the course of discussions in lessons

Racist comments in the course of discussions in lessons may include comments, myths and anecdotes that promote stereotyped beliefs about cultural groups and religious groups.

Refusal to cooperate with other people because of their color, ethnicity or language

Refusal to cooperate with other people because of their color, ethnicity or language may include refusal to work in groups, to sit next to, to serve or to interact effectively with particularly individuals or groups. It may include treating some people in ways that discriminate against them and limit their participation or potential.

Indirect racism

Indirect racism (also known as institutional systemic racism) arises from the policies, rules, procedure and culture of an institution. In schools and work sites it may include deliberate attempts to ignore or cover up the existence of racist attitudes or behaviors, use of euphemisms such as 'cultural harmony' rather than 'racism' to avoid admitting that prejudice and bias might be present and denial that current practices could be disadvantaging particular individuals or groups. It may include insensitive application of policies and practices

that no longer reflect community expectations, such as uniform policies that do not allow the wearing of headwear in areas enrolling Jewish boys or Muslim girls; or scheduling school activities at times of abstinence for particular religious groups in the school community.

Cyber racism

Cyber racism is most commonly defined as racism which occurs in the cyber world. This includes racism which occurs on the internet such as racist websites, images, blogs, videos and online comments as well as racist comments, images or language in text messages, emails or on social networking sites.

RCM School Board



Agenda Item: F3

Consideration of RCM COVID-19 Policy

Department/Program:

School wide

Background Information:

During the October, 2022 Regular Board Meeting, the Board took up a discussion of the current impact of COVID-19 on the RCM community. There was interest in bringing the topic to the November Regular meeting for discussion.

Recommendation:

Continue with current RCM COVID policies and protocols.

Fiscal Implications:

Undetermined.

Contact Person:

Bryan Little

RCM School Board



Agenda Item: F4
Funding Options for Athletic Program

Department/Program:
School wide

Background Information:
During the October, 2022 Regular Board Meeting, the Board took up a discussion of the need to seek out additional funding options to support the school athletic program. There was interest in bringing the topic to the November Regular meeting for discussion.

Recommendation:
Discuss needs of athletic program and discuss possible funding options.

Fiscal Implications:
Not applicable at this stage.

Contact Person:
Bryan Little

RCM School Board



Agenda Item: F5

Modification of drinking fountain at Manila Campus to allow for filling of water bottles

Department/Program:
Manila Campus

Background Information:

During the October, 2022 Regular Board Meeting, the Board took up a discussion of the need for a place for students to fill water bottles outside. There was interest in bringing the topic to the November Regular meeting for discussion.

Recommendation:

Discuss possible options for making it possible to fill water bottles outside at the Manila Campus.

Fiscal Implications:

Not applicable at this stage.

Contact Person:

Bryan Little