

**Redwood Coast Montessori Board of Directors**  
1611 Peninsula Drive, Arcata, CA 95521 (Building A)

**Zoom Meeting Link:**

(<https://us06web.zoom.us/j/83073560631?pwd=d2xMRHN2bFRHY2w3Wng0NG5kdExNUT09>)

**REGULAR MEETING**

February 13, 2024 6:30 p.m.

**AGENDA**

A. CALL TO ORDER OF OPEN SESSION

B. OPEN SESSION: 6:30 P.M. LOCATION: REDWOOD COAST MONTESSORI, 1611 Peninsula Drive, 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 January 10, 2024 Regular Meeting

E. BUSINESS AND FINANCE

1. None

**Information**

F. SCHOOL FUNCTIONS

1. LCAP Mid-Year Report
2. Equity & Diversity update
3. Comprehensive School Safety Plan (CSSP)
4. School Accountability Report Card (SARC)
5. RCM Student Lottery (February 16<sup>th</sup>)
6. Manila Dunes Safety concerns
7. Plan for reviewing admin evaluation data

**Action**

**Information**

**Action**

**Action**

**Information**

**Information/Action**

**Information/Action**

D. Staff and Directors Reports

1. Staff Report
2. Director Reports

**Information**

**Information**

D. FUTURE AGENDA ITEMS

E. PUBLIC COMMENT ON CLOSED SESSION ITEMS

The Governing Board welcomes public comment related to any closed session items. Comments are limited to three (3) minutes.

F. CLOSED SESSION: 7:30 PM LOCATION – REDWOOD COAST MONTESSORI (1611 Peninsula Drive, Arcata)

Pursuant to Education Code 48918c, the Board will meet in Closed Session concerning confidential matters.

1. Public Employee Review (Certificated Teachers)

G. OPEN SESSION: 7:45 P.M. LOCATION - REDWOOD COAST  
MONTESSORI (1611 Peninsula Drive, Arcata)

H. ANNOUNCEMENT OF ANY REPORTABLE ACTION TAKEN IN  
CLOSED SESSION

**Action**

I. ADJOURNMENT OF OPEN SESSION

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

## Remote Meeting

Zoom (<https://us06web.zoom.us/j/83073560631?pwd=d2xMRHN2bFRHY2w3Wng0NG5kdExNUT09>)

### REGULAR MEETING

January 10, 2024 6:30 p.m.

### MINUTES

#### A. CALL TO ORDER OF OPEN SESSION by Libbi Miller at 6:30 p.m.

- a. Present: Libbi Miller, Terry Weeks, Kim Bonine, Susann Goodman

#### B. PUBLIC COMMENT - No public comments

#### D. GENERAL FUNCTION – [Action Item]

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

#### E. BUSINESS AND FINANCE

1. Form 700: Board was briefed on the requirement for board members and principle administration to complete the Form 700 on an annual basis. All present completed the Form 700.

#### F. SCHOOL FUNCTIONS

1. 2022-23 School Accountability Report Card (SARC): A discussion was held regarding information in the 2022-23 SARC. Bryan informed the board that some data had not been released by CDE and that this would be added as soon as it was released. M/S by Weeks/Goodman to adopt the 2022-23 SARC for RCM. Board: ayes 4, noes 0. Motion carried.
2. Administration evaluation tool review: Board discussed details contained in the drafted email to RCM staff regarding distribution of the administration review tool. Board agreed to have the assessment tool distributed by staff on February 2<sup>nd</sup> with a completion deadline of February 16<sup>th</sup>. A reminder email will be sent prior to the deadline.
3. Equity update (community outreach): Michelle provided an update regarding the release of the yearly progress update.
4. LCAP Development: Bryan provided an update regarding progress that has been made with collecting input for development of the 2024-27 LCAP.
5. Lottery Update: Bryan informed the Board that the 2024-25 student lottery will take place on February 16<sup>th</sup> at 3:30 p.m. The lottery will be held as a public meeting.

#### G. STAFF AND DIRECTOR REPORTS

1. Staff: Michelle and Bryan presented information about recent events that have been taking place at both campuses.
2. Directors: None

#### H. FUTURE AGENDA ITEMS

1. Safety concerns regarding the Manila Dunes
2. Plan for reviewing the admin evaluation data
3. The February Meeting will be held on Tuesday, February 13<sup>th</sup> at 6:30 p.m.

#### ADJOURNMENT OF OPEN SESSION

- a. M/S by Goodman/Bonine to adjourn meeting. Board ayes 4, noes 0. Motion carried at 7:26 p.m.

# RCM School Board



Agenda Item: F4  
LCAP Development

Department/Program:  
School wide

## Background Information:

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

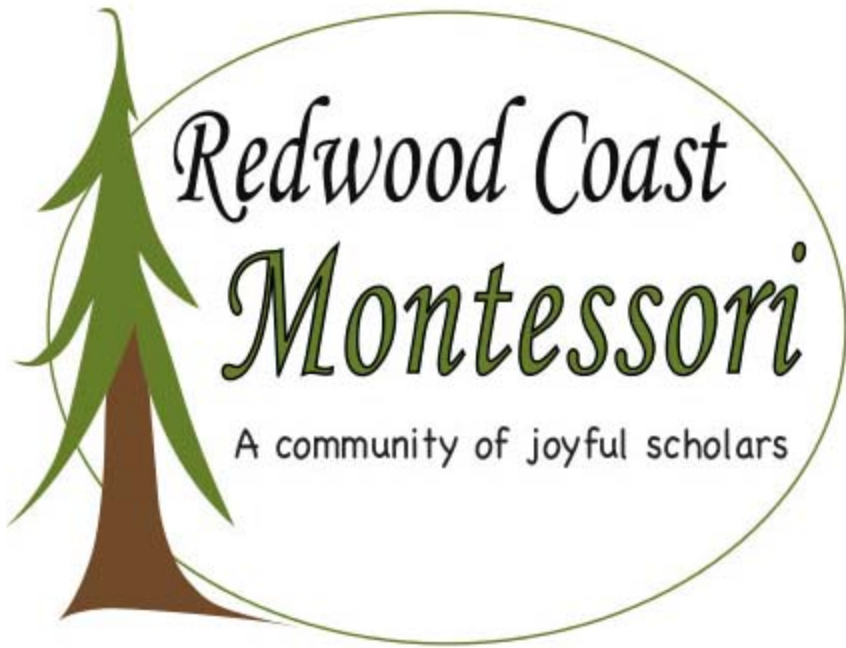
- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

This report is predominantly redundant to other student performance data presentations/reviews and the first interim report.

Recommendation:  
Receive and discuss LCAP Mid-Year Review

Fiscal Implications:  
None

Contact Person:  
Bryan Little



## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redwood Coast Montessori	Bryan Little Director	info@redwoodmontessori.org 707-630-5018

## Goal 1

### Goal Description

**Student Learner Outcomes:** Improve student success and support of diverse learners through a focus on PBL/Montessori pedagogy.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Achieve and maintain an average daily attendance (ADA) rate >96%	98% (as of P1 2/21/20, 2019/2020)	96% (as of P2 3/25/2022, 2021/2022)	95% (as of P2 3/25/2022, 2022/2023)	no data for 2023-24	98% ADA Rate
Achieve and maintain chronic student absenteeism rate <2.0%	1.5% (2018-19)	0% (2020-21)	9% (2021-22)	11.1% for 2022-23; no data for 2023-24	< 2% chronic absenteeism rate
Maintain low rate of student suspension. "Blue" as measured on the California School Dashboard	18-19 0.7% suspension rate; Blue baseline	0% (2020-21)	0% (2021-22)	1% for 2022-23; no data for 2023-24	0.0% suspension rate.
Maintain a cohort graduation rate >95% with all student population subgroups moving to "Blue" as measured on the California School Dashboard.	No baseline data. 2020-21 first graduating class.	83% (2020-21)	100% (2021-22)	100% for 2022-23	100% graduation rate for all student subgroups.
CHKS Student Survey (A6.7): Percentage of students indicating the things they do in school "pretty much" or "very much" makes a difference (P6)	Baseline data to be collected in 2021/2022.	Adolescents (54%); High School (48%) [2021-22]	Elementary (59%); Adolescents (47%); High School (61%) [2022-23]	No data for 2023-24	75% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CHKS Student Survey (A6.9): Percentage of students indicating they "pretty much" or "very much" work hard to understand things when doing schoolwork (P6)	Baseline data to be collected in 2021/2022.	Adolescents (66%); High School (62%) [2021-22]	Elementary (75%); Adolescents (66%); High School (49%) [2022-23]	No data for 2023-24	75% or higher
CHKS Student Survey (A6.7): Percentage of students indicating they "pretty much" or "very much" have a say in how things work at school. (P6)	Baseline data to be collected in 2021/2022.	Adolescents (49%); High School (52%) [2021-22]	Adolescents (49%); High School (61%) [2022-23]	No data for 2023-24	75% or higher
Number of students participating in school oversight committees (school board, PAC, FoRCM, Ad hoc committees, etc.)	1	0	0	2	2
Promote parent/guardian support for and understanding of Montessori and PBL pedagogy	Four parent information meetings; music recital; events significantly limited due to pandemic.	Four parent information meetings; three PBL exhibitions; musical performance; talent show; history day; theatrical performance	Four parent information meetings; three PBL exhibitions; musical performance; talent show; history day; two theatrical performances	On track for 2023-24	Three annual events at each campus designed to highlight student work and a better understanding of Montessori and PBL pedagogy.

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Student Engagement</b> Support expansion of after school program to include enrichment classes and activities.	No	Partially Implemented	\$2,061.00	5,912

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.2	<b>Graduation rate</b> Provide coursework and academic counseling for high school students to prepare them for college and career.		Partially Implemented	\$10,000.00	3,184
1.3	<b>Instructional assistants</b> Provide instructional assistants to support all students particularly low income students and SWD.	Yes	Fully Implemented	\$89,758.00	27,195
1.4	<b>Professional Development</b> Support Montessori and PBL training for new teachers	No	Partially Implemented	\$13,765.00	5,568
1.5	<b>Educational staff</b> RCM will employ the following educators to support the school's base educational program, the goals, actions and services outlined in this LCAP. <ul style="list-style-type: none"> <li>• 21 teachers</li> <li>• 7 classroom assistants</li> <li>• 1 site supervisor</li> <li>• 1 director</li> </ul>	No	Fully Implemented	\$1,695,646.00	725,824
1.6	<b>Student participation on governance</b> Establish and sustain opportunities for student leadership at each school site (e.g. leadership committee, friendship group, student-led community meetings, etc.)	No	Partially Implemented	\$0.00	0



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.7	<b>Student Support (social-emotional learning)</b> Secure intern social workers from university programs to target chronic absenteeism and associated family issues. Partnership with HSU.	No	Planned	\$5,000.00	0

## Goal 2

### Goal Description

### Student Academic Achievement

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP ELA Scores: Percentage of Students Meeting or Exceeding the Standard in ELA (P4)	57% (2018-19) No data 2019-20	65% (2020-21)	61% (2021-22)	58% for 2022-23	70% or higher
CAASPP Math Scores: Percentage of Students Meeting or Exceeding the Standard in Math (P4)	42% (2018-19) No data 2019-20	50% (2020-21)	40% (2021-22)	49% for 2022-23	60% or higher
California Science Test (CAST): Percentage of Students Meeting or Exceeding the Standard (P4)	Not included in 2020-21 LCAP	Not tested	58% (2021-22)	45% for 2022-23	Increase overall science results by 2% per year.
Percentage of Special Education goals met by RCM students with IEPs (P4)	Not included in 2020-21 LCAP	62%	60% (Attendance a major issue)	no data available	75% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Reading Intervention: Percentage of students graduating the program on an annual basis. (P4)	Not included in 2020-21 LCAP	14%	30%	no data available	30% or higher
Highly Qualified Teachers	2020-21 Two teachers employed through use of interim internship as they work to complete credential.	2021-22 One teacher employed through use of interim internship as they work to complete credential.	2022-23 Two teachers employed through use of interim internship as they work to complete credential.	2023-24 All teachers have acquired preliminary credential	100% of teaching staff will have CA teaching credential in their area of instruction.
CAASPP Participation ELA (P4)	Not included in 2020-21 LCAP	92% (2020-21)	94% (2021-22)	96% for 2022-23	95% or higher
CAASPP Participation Math (P4)	Not included in 2020-21 LCAP	94% (2020-21)	95% (2021-22)	97% for 2022-23	95% or higher
CAST Participation (P4)	Not included in 2020-21 LCAP	Not tested	86% (2021-22)	100% for 2022-23	95% or higher
CAASPP Participation ELA: Students w/ Disabilities (P4)	Not included in 2020-21 LCAP	91% (2020-21)	88% (2021-22)	87% for 2022-23	95% or higher
CAASPP Participation Math: Students w/ Disabilities (P4)	Not included in 2020-21 LCAP	91% (2020-21)	88% (2021-22)	90% for 2022-23	95% or higher

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Highly qualified teaching staff</b> 100% of teaching staff will have CA teaching credential in their area of instruction.	No	Fully Implemented	\$0.00	0
2.2	<b>Update staff handbook</b> Staff leadership committee will work with all staff to update staff handbook	No	Partially Implemented	\$3,500.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.3	<b>Reading intervention</b> Support reading intervention - including EL (English Learners), Foster and Homeless youth, Students with Disabilities, Socioeconomically Disadvantaged students	Yes	Fully Implemented	\$54,658.00	26,544
2.4	<b>Special education</b> RCM will employ the following special education staff to support SWD, actions and services outlined in this LCAP. <ul style="list-style-type: none"> <li>• 2 RST</li> <li>• 1 speech therapist</li> </ul>	No Yes	Fully Implemented	\$249,111.00	90,784
2.5	<b>COVID related learning loss</b> Provide expanded learning opportunities by increasing the number of days providing service by 30 and extended all instructional days to 9 hrs.	No	Fully Implemented	\$83,757.00	40,469
2.6	<b>Student performance</b> Generate portfolio template for all students grades TK-12 that can be used to track student progress	No	Partially Implemented	\$0.00	0
2.8	<b>PBL framework and repository</b> Develop PBL framework and repository that includes concrete assessment tools	No	Partially Implemented	\$0.00	0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.9	<b>Math Assessment Scores</b> Provide additional math focused professional development for teachers.	No	Planned	\$0.00	0

## Goal 3

<b>Goal Description</b>
<b>School Culture and Climate</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Provide robust after school care and enrichment activity options	Prior to COVID-19, RCM provided an aftercare option at the Manila campus M-F. No high school sports are available.	Aftercare program provided M-F from 2:30 until 5:30. Arcata campus providing after school care until 5 pm. for students in grades TK-8. Tennis and basketball available for adolescent and high school students. Track & Field is available for adolescent students and elementary students.	Aftercare program provided M-F from 2:30 until 5:30. Arcata campus providing after school care until 5 pm. for students in grades TK-8. Tennis and basketball available for adolescent and high school students. Track & Field, volleyball, MMUN, math homework club, and "Meeples" is available for adolescent students.	Opportunities for before and after care at both campuses from 7:45 a.m. to 5:30 p..m. Increased high school level after school opportunities. Other programs continuing as with prior year.	After school program at Manila campus and a minimum of four after school enrichment classes at each campus. Minimum of two athletic teams for both adolescent age students and high school students.
Support Manila Community Resource Center and First 5 Playgroup	MCRC operates under the direction of a part time resource center director and a part	Resource center director hired at 80% of full time. Assistant		Continued support of resource center and First 5 playgroup.	Maintain grant requirements to support programs and work towards creating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	time resource center assistant.	hired at 20% of full time.			a full time director position.
CHKS Student Survey (A7.4): Percentage of students describing school experience as "satisfied" or "very satisfied." (P6)	Baseline data to be collected in 2021/2022.	Adolescents (73%); High School (67%) [2021-22]	Elementary (67%); Adolescents (78%); High School (59%) [2022-23]	no data available	75% or higher
Provide free breakfast and lunch to all students	Not included in 2020-21 LCAP	No baseline data for breakfast; Average of 43% of students eating school lunch per day		Breakfast and lunch provided to all students at both campuses.	30% or higher for breakfast; 55% or higher for lunch
Provide student social/emotional counseling services	Although resource staff have provided limited student support services, RCM does not currently provide social/emotional counseling.	Weekly pride empowerment group provided for adolescent and high school students. Additional assistant hired to support social emotional needs of SWD.	Weekly pride empowerment group provided for adolescent and high school students. Additional programs include Friendship Circles, weekly community meetings and song circle.	Empowerment grps. no longer taking place. Supporting staff training towards this achieving this metric.	Minimum of a 0.5 FTE school counselor available to provide counseling services.
CHKS Staff Survey (A5.8): Percentage of staff that agree the district has clean and well-maintained facilities and property. (P1)	Baseline data to be collected in 2021/2022.	86% (2021-22)	82% (2022-23)	no data available	95% or higher
CHKS Parent Survey (A6.1): Percentage of parents/guardians that "agree" or "strongly agree" that they feel welcome to participate at this school. (P3)	Baseline data to be collected in 2021/2022.	91% (2021-22)	99% (2022-23)	no data available	95% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CHKS Parent Survey (A6.1): Percentage of parents that parents/guardians that "agree" or "strongly agree" that their school actively seeks the input of parents before making important decisions. (P3)	Baseline data to be collected in 2021/2022.	88% (2021-22)	82% (2022-23)	no data available	95% or higher
CHKS Parent Participation: Number of parents completing the CHKS Parent Survey. (P3)	Baseline data to be collected in 2021/2022.	54	70	no data available	75
Parents participating directly in the decision making process: School Board, PAC, FoRCM. (P3)	10 (2021-22)	12 (2021-22)	13 (2022-23)	no data available	15
CHKS Student Survey (A6.5): Percentage of students identified as "pretty much" or "very much" having caring adults at school. (P6)	Baseline data to be collected in 2021/2022.	Adolescents (76%); High School (52%) [2021-22]	Elementary (89%); Adolescents (75%); High School (88%) [2022-23]	no data available	80% or higher
CHKS Student Survey (A8.1): Percentage of students indicating they feel safe at school. (P6)	Baseline data to be collected in 2021/2022.	Adolescents (79%); High School (94%) [2021-22]	Elementary (84%); Adolescents (79%); High School (80%) [2022-23]	no data available	95% or higher
CHKS Staff Survey (A5.4): Percentage of staff that "agree" or "strongly agree" that	Baseline data to be collected in 2021/2022.	86% (2021-22)	93% (2022-23)	no data available	95% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
school is a safe place for staff. (P6)					
CHKS Parent Survey (A7.1): Percentage of parents/guardians that "agree" or "strongly agree" that school is a safe place for their child. (P6)	Baseline data to be collected in 2021/2022.	96% (2021-22)	100% (2022-23)	no data available	95% or higher
CHKS Parent Survey (A7.1): Percentage of parents/guardians that agree or strongly agree that their school provides instructional materials that "reflect my child's culture, ethnicity, and identity." (P6)	Baseline data to be collected in 2021/2022.	77% (2021-22)	80% (2022-23)	no data available	90% or higher
Conduct annual school Board retreat for strategic plan development	Not included in 2020-21 LCAP	New goal established 2021-22	Board retreat held during September of 2022 to review goals and objectives.	To date school board has not held retreat for 2023-24 school year.	one annual retreat each year

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>School Climate Survey</b> Continue to implement CHKS on an annual basis.	No	Planned	\$650.00	0
3.2	<b>Manila Community Resource Center and First 5 Playgroup</b> Submit application, fiscal documents, and required progress reports in order to maintain active participation with County and local agencies to connected these valuable resources.	No	Fully Implemented	\$97,218.00	61,050

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.3	<b>Parent/guardian support and understanding of Montessori and PBL</b> Host a minimum of 6 parent/guardian events designed to educate families and community members about the value of Montessori and PBL education.	No	Partially Implemented	\$0.00	0
3.5	<b>Social/emotional counseling/support</b> Provide SEL support services for high risk students based on need and recommendation.	Yes	Partially Implemented	\$62,272.00	26,800
3.6	<b>Cross-campus collaboration</b> Promote opportunities for students to collaborate on projects and other school related activities.	No	Partially Implemented	\$0.00	0
3.7	<b>Update Parent/Student Handbook</b> Update Parent/Student handbook with information to represent both campuses	No	Partially Implemented	\$3,500.00	0



# RCM School Board



Agenda Item: F3  
Equity and Diversity Update

Department/Program:  
School wide

Background Information:  
Updated information from the Equity and Diversity Committee

Recommendation:  
No action required.

Fiscal Implications:  
None.

Contact Person:  
Michelle Leonard

# RCM School Board



Agenda Item: F3  
Comprehensive School Safety Plan (CSSP)

Department/Program:  
School wide

## Background Information:

California Education Code Section 32281(a) requires every public school to develop and maintain a Comprehensive School Safety Plan (CSSP) designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.

State law requires designated stakeholders to annual engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects. Each school must update and adopt its CSSP by March 1 annually. It requires that the LEA approve CSSPs. The Education Code does not specify a date by which the safety plan must be approved by the LEA; however, the school must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. Effective school safety planning must be a dynamic, ongoing process with plans being reviewed and evaluated regularly, and after critical incidents.

Recommendation:  
Receive and discuss CSSP

Fiscal Implications:  
None

Contact Person:  
Bryan Little



# Redwood Coast Montessori

## 2023-2024 Comprehensive School Safety Plan

### **Board of Directors**

Libbi Miller, President  
Kim Bonine, Vice-President  
Terry Weeks - Treasurer  
Susann Goodman, Secretary  
Gabriel Ferreira, Member-at-Large

### **School Director**

Bryan Little

### **Manila Site Supervisor**

Michelle Leonard

# INTRODUCTION

## Mission Statement

The mission of Redwood Coast Montessori is to serve a diverse population of students (TK-12) in the Humboldt County area by providing a high quality educational option based on the Montessori and Project Based Learning approach to teaching and learning.

## Vision Statement

Redwood Coast Montessori is committed to providing a Montessori and Project Based Learning environment where students are guided to become intrinsically motivated learners who understand and value their work and their role in the community.

Redwood Coast Montessori will achieve this vision through authentic, rigorous, and individualized instruction that supports students to pursue their passions, address real-world problems, and engage in work that matters.

Redwood Coast Montessori students build their own educational path by developing a growth mindset and engaging in meaningful work that demonstrates persistence, creativity, and critical thought.

## **Purpose and Scope**

Redwood Coast Montessori Comprehensive School Safety Plan provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the Comprehensive School Safety Plan shall be used during an emergency incident involving an RCM school facility.

### **RCM School Safety Team**

Arcata & Manila	Title	NAMES	PHONE
	Director	Bryan Little	707-630-5018
	Site Supervisor	Michelle Leonard	707-832-4194
	Teacher	Michelle Dobrowolski	479-434-0198
	Parent	Troy Nicolini	707-496-5959

## **Key Emergency Contact**

After contacting 911, it is imperative during an emergency to contact your site supervisor as quickly as possible. He/She will respond immediately to the emergency and alert the appropriate members of the School Safety Team.

**Standardized Emergency Management System (SEMS)** is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional, and State.**

## **School Site Leadership Team (SSLT)**

Each RCM facility and administrative site will have a School Site Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

The School Site Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

**Essential Management Functions:** SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration**. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels. Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this documents, will also assist the Incident Commander System if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

# PROCEDURES

Please note that the Safe School Leadership Team (SSLT) functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officers etc.

In the event of an emergency situation, the School Site Leadership Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following:

(1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Assistant Superintendent. Safe School Leadership Team is listed below.

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their SSLT.

The task of the SSLT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the RCM 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to school.

## SSLT Manila Campus

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Michelle Leonard	Administrator	Bryan Little	Administrator
Michelle Dobrowolski	Teacher	Esther Hutton	Office Manager
Sheriff's Department	Law Enforcement	Luke Biesecker	Arcata SD Superintendent

## SSLT Arcata Campus

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Bryan Little	Administrator	Michelle Leonard	Administrator
Jay Scrivner	Teacher	Jacob Landmesser	Resource Teacher
Arcata Police Department	Law Enforcement	Luke Biesecker	Arcata SD Superintendent

## FIRST AID RESPONDERS

Each School site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR and First Aid.** In an emergency situation, any staff member may provide assistance. Insure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the 2022-23 school year at Redwood Coast Montessori.

### Manila Campus

CPR	FIRSTA	NAME	TITLE	ROOM/PHONE
X	X	Bryan Little	Director	707-630-5018
X	X	Michelle Leonard	Manila Site Supervisor	707-832-4194
X	X	Esther Hutton	Office Manager	707-832-4194
X	X	Annie Osborn	Teacher	707-832-4194
X	X	Yavanna Reynolds	Teacher	707-832-4194
X	X	Reilly McCoy	Teacher	707-832-4194
X	X	Andrea Lovio	Teacher	707-832-4194
X	X	Michelle Dobrowolski	Teacher	707-832-4194
X	X	Sheree Shapiro	Teacher	707-832-4194
X	X	Tiffanie Rieke	Kitchen staff	707-832-4194
X	X	Carrie "Burl" Burlogar	After School Director	707-832-4194
X	X	Tess Yinger	Teacher	707-832-4194

### Arcata Campus

CPR	FIRSTAID	NAME	TITLE	ROOM/PHONE
X	X	Bryan Little	Director	707-630-5018
X	X	Jay Scrivner	Teacher	707-630-5018
X	X	Betsy Elkinton	Teacher	707-630-5018
X	X	Jacob Sonye	Teacher	707-630-5018
X	X	Sasha Lyth	Teacher	707-630-5018
X	X	Gabe Trepanier	Teacher	707-630-5018
X	X	Tian-Ai Aldridge	Teacher	707-630-5018
X	X	Sarah Kolar	Teacher	707-630-5018
X	X	Jacob Landmesser	RST	707-630-5018
X	X	Burl Berlogar	PE	707-630-5018
X	X	Jennifer Allen	Teacher	707-630-5018
X	X	Adam Lawrence	Teacher	707-630-5018

## CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office. Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

## STAFF CRISIS MANAGEMENT TEAM

This team is the only team, which should release students to parent(s) or guardian(s). Team responsibilities *may* include:

- ✓ Updating student census lists on a regular basis.
- ✓ Maintaining a “go box” with pens, forms, clipboards, etc., needed to establish a student release area.
- ✓ Securing census lists and emergency cards when a crisis occurs.
- ✓ Maintaining location at the front of emergency meeting area.
- ✓ Assigning team(s) dedicated to the release of students and another team(s) dedicated to locating information for staff and students.
- ✓ When authorized by the site principal, the Release Team begins the process of reuniting students with parents or guardians.
- ✓ Team ensures students are released to authorized parent or guardian and documents release by using a sign out form.

## Manila Campus

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK
Michelle Leonard	Michelle Dobrowolski	Site Administrator	Assigning teams dedicated to the release of students and other teams as necessary. Contact EMS.
Michelle Dobrowolski	Sheree Shapiro	Adm. Assistant	Oversee release of students. Contact EMS
Sheree Shapiro	Esther Hutton	Emergency Locator	Release students
Annie Osborn		Teacher	Release students
Anna Gaines		Teacher	Release students
Andrea Lovio		Teacher	Release students
Yavanna Reynolds		Teacher	Release students
Reilly McCoy		Teacher	Release students
Wendy Shulze		Teacher	Release students
Esther Hutton		Resource Center Director	Release students



**Arcata Campus**

<b>STAFF MEMBER</b>	<b>ALTERNATE</b>	<b>TITLE</b>	<b>EMERGENCY TASK</b>
Bryan Little	Jay Scrivner	Site Administrator	Assigning teams dedicated to the release of students and other teams as necessary. Contact EMS.
Jay Scrivner	Betsy Elkinton	Adm. Assistant	Oversee release of students. Contact EMS
Betsy Elkinton	Jacob Landmesser	Teacher	Release students
Jacob Landmesser		Teacher	Release students
Maria Poznanska		Teacher	Release students
Sasha Lyth		Teacher	Release students
Gabe Trepanier		Teacher	Release students
Justin Gyenis		Teacher	Release students
Sarah Kolar		Teacher	Release students
Adam Lawrence		Teacher	Release students
Tian-Ai Aldridge		Teacher	Release students

**Redwood Coast Montessori  
Student Release Form**

<b>STUDENT NAME</b>	<b>ROOM #</b>	<b>TEACHER</b>	<b>DATE</b>	<b>TIME</b>	<b>PARENT/ GUARDIAN</b>

**Redwood Coast Montessori  
Student Release Form**

**SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES**

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.** It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

**Director/Safe School Leadership Team**

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
  - a. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
  - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
  - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
  - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

**The following guidelines should be adhered to:**

- Include a sign-in sheet for all media to complete.
  - Notify the School Director.
  - Follow the directions of the School Director. Only the Director or designee is authorized to release information. **All other personnel should cordially refer the media to the Arcata School District at 707-822-0351.**
  - Designate a person to record incidents for documentation purposes including debriefing.
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
  7. Assigns the following duties to school staff:

- a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
  - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
  - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
  - d. Establish/coordinate Communication Center.
  - e. Administer first aid.
  - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
  - g. Supervise Student Release Procedures.
  - h. Check building utility systems and appliances for damage.
8. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
  9. Plans alternate classroom evacuation routes, if standard routes are obstructed.
  10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
  11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

## Evacuation Plans

Each site must have an evacuation plan that consists of two stages:

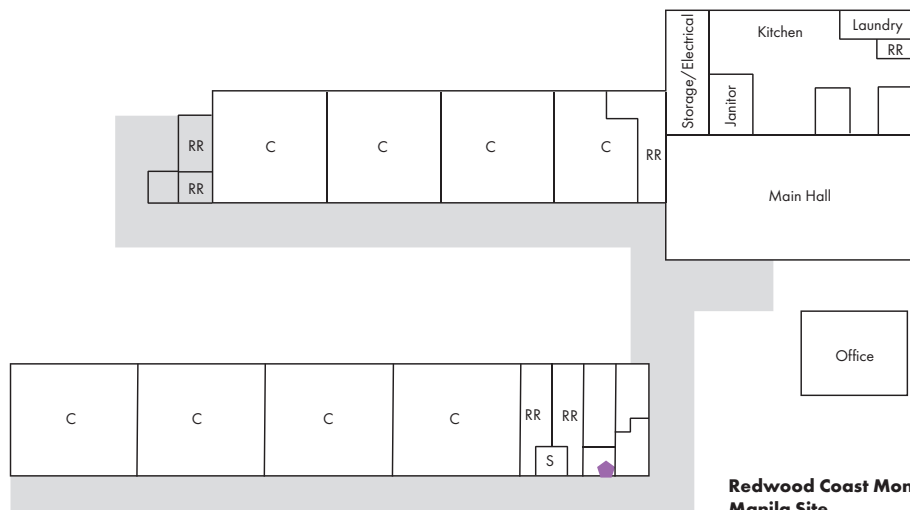
**Stage One Evacuation:** All students and staff are evacuated from buildings and stationed at a safe location on campus.

**Stage Two Relocation:** At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with transportation department and Police and Fire Department. (Examples: gas leak, fallen aircraft)

Plans shall be based on the current Site maps.

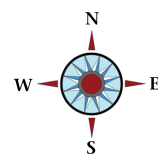
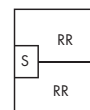
### Evacuation Plan Checklist:

- ❑ Detailed campus diagrams that show:
  - Evacuation routes
  - Designated areas for each teacher and class
  - Areas of supervision
  - Transportation points (for both busses and autos)
  - Student Release area
  - Press area
- ❑ Teams
  - Crisis Response Team
  - Student Release Team
- ❑ Emergency cards and census list (Always ready to be taken to student release area)
- ❑ Parent/Guardian sign out log or forms
- ❑ Impaired mobility list (Location of these students throughout the school day)
- ❑ Classroom evacuation materials (Laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books)
- ❑ Communication Plan (How teachers will communicate to the Safe School Leadership Team and visa versa)



**Redwood Coast Montessori  
Manila Site**  
1911 Peninsula Drive  
Manila, CA  
Phone: 707-832-4194

C Classroom	Security Alarm Panel
S Storage	Water Shut Off
Exit/Door	Gas Shut Off
Fire Extinguisher	Chemical Lab
Fire Alarm Panel	Main Electrical Shut Off
Fire Sprinkler Connection	Sub Panels

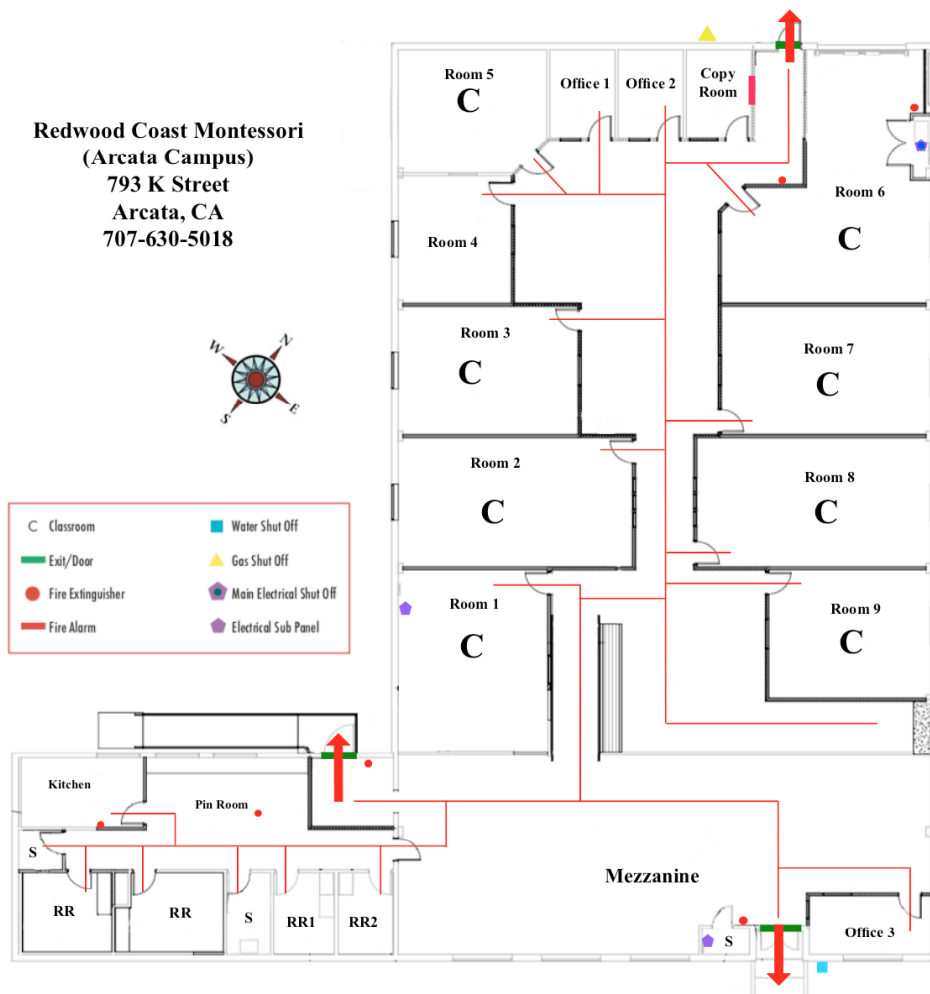


2018-11/JPA/Site Maps/Redwood Coast Montessori - Manila.pdf

**Redwood Coast Montessori  
(Arcata Campus)**  
793 K Street  
Arcata, CA  
707-630-5018



C Classroom	Water Shut Off
Exit/Door	Gas Shut Off
Fire Extinguisher	Main Electrical Shut Off
Fire Alarm	Electrical Sub Panel



## **Emergency Disaster Plan**

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

### Teacher Will:

1. Give “duck, cover and hold” instructions in event of earthquake.
2. Evacuate building in case of fire or after an earthquake
  - Take emergency folder and duffel bag and evacuate students to assigned area.
  - Take first aid kit and duffel bag only when evacuating after an earthquake.
  - Hold students in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
  - Remain with class and report anyone who is missing.
  - Take appropriate first aid action.
  - Refrain from re-entering buildings until deemed safe.
3. Dismiss students to go home only to parent or responsible adult designated on child’s emergency release form. Child must be signed out by parent or a responsible adult.

### Assigned School Director Will:

1. In the event of a fire, shut off gas, electricity and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Report to principal for further instructions.
5. Set up and coordinate a first aid center.

### Assigned School Director Will:

1. Assign available adults to tasks as needed.
2. Decide if evacuation to a designated shelter is necessary.

### School Administration Will:

1. If telephones are operable:
  - Notify the police department and/or fire department.
  - Monitor incoming phone calls.
2. Maintain communication with staff and outside agencies.

## **Special Information For Parents**

### **Telephones/Communications**

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

**Dismissal**

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

**Student Release Procedure**

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

**If You Can't Get to the School**

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released. The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

**Food and Water**

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

**Fire Drills and Evacuation**

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least once per year with the evacuation of the local fire department.

**Earthquake/Tsunami**

Redwood Coast Montessori is in the tsunami zone but there is high ground very close to the school site so the tsunami danger is mitigated.

There are two tsunami scenarios to consider. The more serious threat is the earthquake that occurs just off the Humboldt Coast. This would produce a tsunami in Manila within 10-15 minutes. The only warning that will occur for this event is the earthquake shaking. The evacuation maps are based on this worst case event. Note that not all earthquakes that occur in Humboldt cause tsunamis. The kind of earthquake that causes tsunamis is much longer in duration than the other kind of earthquake.

The other scenario is where the earthquake occurs somewhere else in the Pacific Ocean. In this case the tsunami is generally expected to be smaller and will take longer to arrive in Manila. For this event the

earthquake will not be felt in Manila so the official warning system of NOAA's National Weather Service is how you will be notified of this kind of event.

## **ACTIONS**

### For all earthquakes

Follow earthquake procedures: Duck, Cover, and Hold on. Students and staff should take cover under desks if possible and stay away from windows. Try to remember to count to measure the length of the earthquake.

### For long earthquakes

If an earthquake lasts longer than 20 seconds then a tsunami is possible and you should evacuate. If you're not sure if the earthquake is long enough to cause a tsunami, go with your gut feeling. In other words, if you feel worried about a tsunami, then go ahead and evacuate. Consider it a drill if it turns out that the earthquake was not long enough to cause a tsunami.

The kind of earthquake that causes tsunamis can last as long as five minutes but may only have a minute of strong shaking, so remember this important point: As soon as the shaking diminishes to the point where it is safe to move then you should begin to evacuate.

When evacuating, lead students to the evacuation site via the wide trail that leads to the west of the facility. At the evacuation site, keep the students contained in the smallest possible footprint and place staff around the students to keep them together.

### For Tsunami Watches and Warnings (via NOAA Weather Radio or outdoor siren)

You will be notified of these events by an automatic activation of the facility's NOAA Weather Radios, or by hearing the outdoor siren located at the waste water treatment plant, or by any of the other redundant notification systems.

These events can have a range in lead times from three hours to fifteen hours and can represent tsunamis that are very small (three feet) to ones that are almost as big as the ones caused by the local earthquake. In general, it is always good to move away from the coast for these events (in the event, for example, you are on a field trip). If the information in the Tsunami Warning message indicates that the tsunami will be significant and will arrive soon then evacuation to the evacuation site is appropriate.

## **Bomb Threats**

In the case of a bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.



## **Tsumani/Fire Drill Schedule**

*The principal shall also hold fire drills at least once a month at the elementary and intermediate level, and not less than twice every school year at the secondary level.*

<b>MONTH</b>	<b>DATE</b>	<b>TIME</b>
<b>September</b>		
<b>October</b>		
<b>November</b>		
<b>December</b>		
<b>January</b>		
<b>February</b>		
<b>March</b>		
<b>April</b>		
<b>May</b>		
<b>June</b>		

## **Imminent Danger/Lockdown Procedure**

(Remain on Campus)

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – Continuous series of short bells for an extended period of time will be the signal that an extreme emergency exists. One long ring will indicate “All Clear.” Call 911.
2. The SITE ADMINISTRATOR will be in charge of emergency first aid: A designated area will be utilized as a gathering place. If other than Building A, indicate gathering place: Main Hall. In the site supervisor’s absence the STAFF ALTERNATE will be in charge.
3. The ADMINISTRATIVE ASSISTANT will maintain phone communication with the district office and telecommunication center for internal communications.
4. The EMERGENCY LOCATOR will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The SITE ADMINISTRATOR or designee will identify a person to serve as public information contact under the direction of the District Information Office
6. The SITE ADMINISTRATOR will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the Main Hall or other designated meeting area for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
  - Proceed immediately to homerooms
  - Direct as many students as possible into rooms
  - Supervise the area outside room until students are in rooms
  - Lock doors and close curtains
  - Students in rooms are to be seated and sign-up sheets provided so that each student accounts for his/her presence in the room
  - Notify the front office of any additional outbreaks

- Students to remain in classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor
  10. School staff should stay until the crisis is declared over

**State of California Government Code,  
Chapter 8, Division IV, Title I**

**The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.**

## PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.

### Manila Campus

Staff	Contact Info	Who to contact?	Alternate	Contact Info
Michelle L	707-496-9802	All teachers and Esther	Esther	707-499-4834
Andrea	707-845-5989	Claudia, Room B parents	Ashley	707-616-9505
Anna		Julie, Room D parents	Katie	503-477-2887
Annie	562 841 4888	Annie, Room E parents	Claudia	7007-845-8501
Michelle D	479-434-0198	Room I/J parents, Marcia, Janarie Laura Arrington	Sheree	707-227-4894
Reilly	408-607-7404	Room H parents	Jessica M.	714-610-6062
Yavanna	510-878-8241	Room G parents	Autumn	
Esther	707-499-4834	Tiffanie, Burl, Payton, Tamera, All aides, Jess (S/T), Maria & Jesus	Michelle L	707-496-9802

### Arcata Campus

Staff	Contact Info	Who to contact?	Alternate	Contact Info
Bryan	707-672-6277	All staff	Jay	707-616-2072
Betsy	301-356-0571	Adolescent parents	Jacob S.	714-357-8622
Jay	707-616-2072	High School parents	Jacob L.	774-276-5386

### **Redwood Coast Montessori Emergency Phone Numbers**

Emergency	911
Manila Campus Office	707-832-4194
Manila Site Supervisor (Michelle Leonard)	707-832-4194
Arcata Campus Office	707-630-5018
School Director (Bryan Little)	707-630-5018
Arcata School District Office	707-822-0351
JPA Director	707-445-7055
Animal Control	707-840-8132
Arcata Police Department	707-822-2428
Humboldt County Sheriff	707-445-7251
Arcata Fire	707-825-2000
Poison Control	(800) 876-4766

Code Yellow  
Building Evacuation  
Signal: 2 long air blasts - repeated

To be used in the event of:

- Fire - Chemical spill (on campus)

Teachers will:

- Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Lock their classroom door after insuring that all students are out of the room
- Take roll once all students have arrived at the assigned area
- Await further instructions from Crisis Response Team

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify School officials (Planning/Intelligence)
- Convene Student Release team if needed (Operations)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the "All Clear" signal either one long bell or verbal instructions

Code Green  
Duck, Cover and Hold – Building Evacuation  
Signal: 3 short air blasts - repeated

To be used in the event of:

- Earthquake/Tsunami
- Fallen Aircraft
- Possible Explosion
- Tornado/Severe Storm

Teachers will:

- Direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover their heads and faces with their arms
- Assume the same duck and cover position as the students
- Await further instructions from Crisis Response Team or “All Clear” signal
- After the “All Clear” signal, Escort their students out of the building by the assigned (or safest) route to the room’s assigned tsunami drill location
- Report injuries or other immediate safety concerns to the Crisis Response Team

Students will:

- Move quickly away from windows, bookshelves or unsecured carts or equipment
- If possible, duck under their desk or tables
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the “All Clear” signal
- File out of classrooms in a quiet orderly manner as directed by teachers

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify School officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” signal either one long bell or verbal instructions

# Active Assailant Protocol

## **General**

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms(s) and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Because active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active assailant situation.

## **Good Practice for Coping**

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office or classroom, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
- Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to students and staff. Personnel will make reasonable attempts to secure doors as quickly as possible.

If you become aware of an active assailant situation, use the radio alert system to notify staff on

site and then immediately notify Police at 911. Information to provide to law enforcement or 911 operators:

- Location of the active assailant
- Number of assailants
- Identity of the assailant(s), if known
- Physical description of assailant(s)
- Number and type of weapons held by the assailant(s)
- Number of potential victims at the location

## **Responding to an Active Assailant/Physical Threat**

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

### **Run (evacuate)**

If you are outside and there is an accessible escape path, attempt to evacuate the area. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active assailant may be
- Keep your hands visible, to prevent confusion to law enforcement
- Follow the instructions of law enforcement personnel
- Do not attempt to move wounded people
- Notify Police when you are safe

### **Hide (lockdown)**

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:

- Be out of the active assailant's view
- Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)



- Not trap you or restrict your options for movement. – *An example of this would be hiding under a desk and moving objects in front of you that blocks you in. Doing this would make it difficult to flee if the intruder bypasses your room and you have an opportunity to get out and run the other way to safety. You don't want to fully trap yourself into one area unless that is the only option.*
- Remember cover versus concealment. – *Cover is having something between yourself and the intruder that will most likely stop bullets. Concealment is hiding behind something to prevent the intruder from seeing you, but will not stop bullets. Hiding behind a large, metal filing cabinet or behind a brick wall will provide better cover and maybe even concealment as well. Hiding behind a shower curtain is only cover, but if that is all you have as an option, be prepared to either run or fight if the intruder gets too close.*
- Spread out to reduce target area. – *In a confined classroom setting, it may be best to spread out while hiding under certain circumstances. If you have a small classroom with limited areas of true cover and not everyone is able to hide in that area, then having some spread out and hide in other areas of the class may be more appropriate. Again, this is all dependent of the type of building/room and the size of the class that will determine what's most appropriate.*
- To prevent an active assailant from entering your hiding place:
  - Lock the door, if possible
  - Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
  - Cover any windows or openings that have a direct line of sight into a hallway

If the active assailant is nearby:

- Lock the door, if possible
- Close windows, shades, and curtains.
- Silence all cell phone and other electronic devices
- Turn off any source of noise (i.e. radios, televisions, etc.)
- Hide behind large items (i.e. cabinets, desks)
- Remain silent
- Do not sound the fire alarm – *A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit*
- Notify Police when it is safe to do so

#### **Places on campus to hide (Manila Campus):**

Room B and D: the hallway in room C	Room E: classroom closet
Room I students move to Room J, room J bathroom has no windows, can be locked	Room H students move to room G, which has curtains, upper el bathroom has no

from inside	windows, can be locked from the inside.
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**Places on campus to hide (Arcata Campus):**

Shop (Room 6)	Kitchen area: kitchen and bathrooms
Room 5	Offices on NE end of building

*Active assailants are looking for the quickest and easiest targets before law enforcement arrives. If you have a huddle of several students and staff in an area that has more cover and concealment versus that of hiding spread out in plain view of the windows, there is a better chance of survival*

**Fight**

If running and hiding are not possible:

- Remain calm
- Notify Police, if possible, to alert them of the active assailant's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of two or more, and at times it might be a solo officer at the beginning
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These

rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

### **How to react when law enforcement arrives:**

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., cell phones, bags, jackets)
- Immediately raise hands and spread fingers
- Always keep hands visible
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

To best prepare for an active assailant/physical threat situation, local law enforcement can educate and train students on this plan. Training and exercises will prepare us to effectively respond and help minimize loss of life.

## **Components of Training Exercises**

### **Preparedness**

- Educate staff members through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training
  - Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.

## Prevention

- Foster a respectful school community
- Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)
- Recognizing indicators for potential violence by an individual:
  - Increased use of alcohol and/or illegal drugs
  - Unexplained increase in absenteeism; vague physical complaints
  - Noticeable decrease in attention to appearance and hygiene
  - Depression/withdrawal
- Resistance and overreaction to changes in policy and procedures
- Repeated violations of District policies
- Increased severe mood swings
- Noticeably unstable, emotional responses
- Explosive outbursts of anger or rage without provocation
- Suicidal; comments about “putting things in order”
- Behavior, which is suspect of paranoia, (“everybody is against me”)
- Increasingly talks of personal problems
- Talk of severe financial problems
- Talk of previous incidents of violence
- Empathy with individuals committing violence
- Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

# POLICIES

## Child Abuse Reporting Procedures

### A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse a. Injury inflicted by another person. b. Sexual Abuse. c. Neglect of child's physical, health, and emotional needs. d. Unusual and willful cruelty; unjustifiable punishment. e. Unlawful corporal punishment.
2. Not Considered Child Abuse a. Mutual affray between minors b. Injury caused by reasonable and necessary force used by a peace officer:
  - To quell a disturbance threatening physical injury to a person or damage property
  - To prevent physical injury to another person or damage to property
  - For the purposes of self defense.
  - To obtain possession of weapons or other dangerous objects within the control of a child
  - To apprehend an escapee

*RCM employees receive annual child abuse identification and reporting training prior to the start of school each year.*

*As an employee of a school District, you are considered a mandated reporter of child abuse or neglect. If you have a reasonable suspicion that a child has been abused or neglected, you have a legal obligation to immediately make a report to Child Welfare Services (CWS) or as soon as is practicably possible by telephone. You are also required by law to prepare and send, fax or electronically transmit a written report within thirty-six (36) hours of receiving the information regarding the incident.*

*You are encouraged to contact an administrator to discuss the suspected abuse in order to gather more information regarding the student's circumstances. School administrators will provide you with the proper reporting forms. You will have immunity from criminal and civil liabilities for any report you make to CWS. The law allows for school employees to submit a single group report to CWS if various employees suspect abuse of a single child.*

#### *Procedure:*

- Use the Suspected Child Abuse Report found the school office.
- Complete all sections (except Section B: Report Notification) PRIOR to calling CWS to report.
  - *Section B: Report Notification is completed once you speak to the CWS screener.*
- The completed form is put into the CWS Binder located in the school office
- A follow-up letter is sent from CWS to you regarding the status of the report. This will need to be attached to the original CWS report.



## SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY				
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL			
	OFFICIAL CONTACTED - NAME AND TITLE			TELEPHONE			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS Street City Zip			TELEPHONE			
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
	PRIMARY LANGUAGE SPOKEN IN HOME						
D. INVOLVED PARTIES	VICTIM'S SIBLINGS	NAME		BIRTHDATE	SEX	ETHNICITY	
		1. _____					
	2. _____						
	VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
		ADDRESS Street City Zip			HOME PHONE		BUSINESS PHONE
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
		ADDRESS Street City Zip			HOME PHONE		BUSINESS PHONE
	SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
		ADDRESS Street City Zip			TELEPHONE		
		OTHER RELEVANT INFORMATION					
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)						

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



## SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

### DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

#### I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

#### II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

#### III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

#### IV. INSTRUCTIONS

**SECTION A – REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

#### IV. INSTRUCTIONS (*continued*)

**SECTION B – REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

**SECTION C – VICTIM (One Report per Victim):** Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

**SECTION D – INVOLVED PARTIES:** Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

**SECTION E – INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

#### V. DISTRIBUTION

**Reporting Party:** After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

**Designated Agency:** **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

#### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

**Wellness Policy**

If your child is truly sick (bad cough, very runny nose, fever, or vomiting in past 24 hours) she or he must stay home to get better and to decrease the likelihood of spreading the illness within our school community. Otherwise, please do all

you can to ensure your child is on time and ready to learn each day. One way to promote wellness with your child is to make sure they are consuming at least 5-9 servings of fresh fruits and vegetables everyday. RCM's entire wellness policy is available at [www.redwoodmontessori.org](http://www.redwoodmontessori.org).

**Lice Policy**

Our school policy is a "no live bug" policy. Parents are encouraged to pick up their child once lice are found on their child. The student may return to school when all live lice have been removed, and two careful, thorough combings of the hair have been completed.

Please remember that these small insects are not particular. They are just as happy on clean hair as hair washed less often so any child can get them.

**Vaccination Policy**

All RCM students are required to receive vaccinations as outlined in SB277 prior to attending school. For more information about SB 277, please see the Frequently Asked Questions available at: <http://www.shotsforschool.org/laws/sb277faq/>.

For more information about school immunization requirements and resources, please visit the California Department of Public Health's website at [www.shotsforschool.org](http://www.shotsforschool.org), or contact your local health department.

**Conflict Resolution and Student Behavior**

Peaceful conflict resolution is a core tenant for RCM and our school community. Although the process of resolving conflicts looks slightly different at various developmental levels, the basic premise is the same throughout: communicate directly, describe your concerns respectfully, listen with openness, seek resolution with humility. RCM emphasizes traditional Montessori approaches to conflict resolution including use of the Peace Table/Peace Area as well as Positive Discipline strategies as a school-wide approach to developing a healthy student-centered community.

**Discipline**

Freedom Within Limits is a basic tenant of the Montessori approach to teaching and learning. In general, students are free to choose from an array of challenging work, to work undisturbed, and to care for themselves and the classroom environment. Ground rules are established early in the year, and the children are allowed to work freely so long as they do not disturb others.

We strive to resolve all conflicts and behavior issues within the classroom setting. Should a problem, conflict, or behavior develop into an ongoing distraction to student learning, parents will be contacted the same day. If the behavior is so serious as to cause injury to anyone or damage to things in the classroom, then parents will be called right away. The teacher or staff member will decide whether the behavior warrants that the child be sent home. If the situation requires a parent/guardian conference, then a meeting will be arranged to discuss and implement an action plan to help the student change the behavior. It is up to the director to decide whether the student can continue to attend school until the conference is held and a plan put into place. If the director decides that the student will not attend regular classes, independent study work will be assigned and the student and family will be responsible to work with the student.

If the discipline problem continues after a plan has been established, the school director may meet with the family to assess the student, the action plan, and decide on next steps. Examples of immediate, go-home behaviors include causing serious injury to another student or self, causing serious damage to school



materials or building, refusing to comply with basic safety procedures such as coming inside with the class when recess or outside activities, or behaving in such a way that the rest of the class cannot continue with the regular school day.

### **Anti-Bullying Policy**

Redwood Coast Montessori believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

Redwood Coast Montessori will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Redwood Coast Montessori expects students and/or staff to immediately report incidents of bullying to the director. Staff members are expected to immediately intervene when they see a bullying incident. Each complaint of bullying should be promptly investigated.

This policy applies to students on school grounds, while they are traveling to and from school, during the lunch period whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on the school campus, Redwood Coast Montessori will provide staff development training in prevention of bullying and cultivate acceptance and understanding in all students and staff to develop each school's ability to maintain a safe and healthy learning environment.

Teachers should discuss this policy with students in ways appropriate to their ages and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Redwood Coast Montessori will adopt a Student Code of Conduct to be followed by every student while he or she is on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

### **Bullying**

The Student Code of Conduct includes, but is not limited to, the following actions and consequences:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the complainant student or the parent of the student believes that the investigation or complaint was not resolved appropriately, the student or the parent of the student should contact the principal or the school office. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited to, the following:

- All staff, students, and parents will receive a summary of the policy prohibiting bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep confidential a report of bullying and the results of the investigation.

- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

## **EMERGENCY RESPONSE**

### **Earthquake/Tsunami**

Redwood Coast Montessori (Manila campus) is in the tsunami zone but there is high ground very close to the school site so the tsunami danger is mitigated.

There are two tsunami scenarios to consider. The more serious threat is the earthquake that occurs just off the Humboldt Coast. This would produce a tsunami in Manila within 10-15 minutes. The only warning that will occur for this event is the earthquake shaking. The evacuation maps are based on this worst case event. Note that not all earthquakes that occur in Humboldt cause tsunamis. The kind of earthquake that causes tsunamis is much longer in duration than the other kind of earthquake.

The other scenario is where the earthquake occurs somewhere else in the Pacific Ocean. In this case the tsunami is generally expected to be smaller and will take longer to arrive in Manila. For this event the earthquake will not be felt in Manila so the official warning system of NOAA's National Weather Service is how you will be notified of this kind of event.

## **ACTIONS**

### For all earthquakes

Follow earthquake procedures: Duck, Cover, and Hold on. Students and staff should take cover under desks if possible and stay away from windows. Try to remember to count to measure the length of the earthquake.

### For long earthquakes

If an earthquake lasts longer than 20 seconds then a tsunami is possible and you should evacuate. If you're not sure if the earthquake is long enough to cause a tsunami, go with your gut feeling. In other words, if you feel worried about a tsunami, then go ahead and evacuate. Consider it a drill if it turns out that the earthquake was not long enough to cause a tsunami.

The kind of earthquake that causes tsunamis can last as long as five minutes but may only have a minute of strong shaking, so remember this important point: As soon as the shaking diminishes to the point where it is safe to move then you should begin to evacuate.

When evacuating, lead students to the evacuation site via the wide trail that leads to the west of the facility. At the evacuation site, keep the students contained in the smallest possible footprint and place staff around the students to keep them together.

### For Tsunami Watches and Warnings (via NOAA Weather Radio or outdoor siren)

You will be notified of these events by an automatic activation of the facility's NOAA Weather Radios, or by hearing the outdoor siren located at the waste water treatment plant, or by any of the other redundant notification systems.

These events can have a range in lead times from three hours to fifteen hours and can represent tsunamis that are very small (three feet) to ones that are almost as big as the ones caused by the local earthquake. In general, it is always good to move away from the coast for these events (in the event, for example, you are on a field trip). If the information in the Tsunami Warning message indicates that the tsunami will be significant and will arrive soon then evacuation to the evacuation site is appropriate.

## **General Workplace Policies**

### **Prohibition of Harassment/Discrimination and Protection Against Retaliation**

#### **Policy**

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment and discrimination based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, genetic information, gender identity and expression, gender related appearance and behavior, marital status, sex, sexual orientation, citizenship status, disability or any other category protected by law. The School will not condone or tolerate harassment or discrimination of any type by any employee, whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted.

The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

#### **Definition of Harassment**

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

#### **Definition of Sexual Harassment**

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment," "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade) is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to

participate in or benefit from an education program or activity. Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School.

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put;
- Unwarranted graphic discussion of sexual acts.
- Sexually degrading words;
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person;
- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex;
- Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature;
- Making or threatening retaliatory action after receiving a negative response to sexual advances.

### **What to do if Sexual and Other Unlawful Harassment Occurs**

#### **Internal Procedures:**

School Level Investigation: The School Director has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should the School Director become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to the School Director, 1611 Peninsula Drive, Arcata, CA 95521; (707) 832-4194. If the employee is not comfortable contacting the School Director or if that individual is not available, the employee should contact the Chair of the RCM Board of Directors, 1611 Peninsula Drive, Arcata, CA 95521; (707) 832-4194. A Harassment Complaint Form may be obtained from the School Director. The School Director will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. 5 C.C.R. § 4964.

If an employee has a complaint regarding an alleged violation of federal or state law or regulations governing educational programs (including but not limited to Consolidated Categorical Aid Programs, Migrant Education, Special Education Programs), including allegations of unlawful discrimination not involving employment, the employee should utilize the Uniform Complaint Procedure adopted by the School. 5 CCR § 4610.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal.

**External Procedures:****Filing a Complaint with the Department.**

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department toll free at (800) 884-1684, in the Sacramento area and out of state at (916) 227-0551 or visit its website at [www.dfeh.ca.gov](http://www.dfeh.ca.gov). To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

**Retaliation Policy**

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Department or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the Department; filing a complaint with the Department, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

**Workplace Violence**

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to the School Director.

**Open Door Policy**

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact the School Director with your questions or concerns. If the situation is not resolved to your satisfaction, please contact the Chair of the RCM Board of Directors, preferably in writing, who will further investigate the issue.

### **Drug Free Workplace**

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

### **Smoking**

All School buildings and facilities are non-smoking facilities.

### **Health, Safety and Security Policies**

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The School maintains an Injury and Illness Prevention Program, which is kept by the School Director and is available for your review.

You are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. You are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

## **RCM ANTI-RACISM POLICY**

(Approved at the November 2022 meeting of the RCM school board)

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](http://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 particular 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.

## **Suspension and Expulsion Policies Grounds for suspension which fall under Education Code 48900**

### **Grounds for Suspension and Expulsion of Students**

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

### **Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more

students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.



- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - iii. An act of cyber sexual bullying.

- (c) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (d) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile

having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **2. Notice to Parents/Guardians**

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

#### **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the School Director or School Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **Authority to Expel**

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **Expulsion Procedures**

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

- 1) The date and place of the expulsion hearing;*
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;*
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;*
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;*
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;*
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;*
- 7) The opportunity to confront and question all witnesses who testify at the hearing;*
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.*

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

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

**Presentation of Evidence**

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

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The School Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

**Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

**No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

**Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **Rehabilitation Plans**

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

## **Readmission**

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

## **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### *1. Notification of District*

*The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability*

### *2. Services During Suspension*

*Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.*

### *3. Procedural Safeguards/Manifestation Determination*

*Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:*

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or*
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.*

*If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.*

*If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:*

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;*



- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and*
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.*

*If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.*

#### *4. Due Process Appeals*

*The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.*

*When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.*

#### *5. Special Circumstances*

*Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.*

*The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:*

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;*
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or*
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.*

#### *6. Interim Alternative Educational Setting*

*The student's interim alternative educational setting shall be determined by the student's IEP/504 team.*

#### *7. Procedures for Students Not Yet Eligible for Special Education Services*

*A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.*

*The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:*

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.*
- b) The parent has requested an evaluation of the child.*
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.*

*If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.*

*If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.*

*The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.*

# RCM School Board



Agenda Item: F4  
2022-23 SARC

Department/Program:  
School wide

Background Information:  
The School Accountability Report Card (SARC) is reviewed and approved by the School Board every year.

Recommendation:  
Approve the revised 2022-23 SARC

Fiscal Implications:  
None

Contact Person:  
Bryan Little

# Redwood Coast Montessori

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Redwood Coast Montessori
<b>Street</b>	P. O. Box 6103
<b>City, State, Zip</b>	Eureka, CA 95501
<b>Phone Number</b>	707-630-5018
<b>Principal</b>	Bryan Little
<b>Email Address</b>	info@redwoodmontessori.org
<b>School Website</b>	www.redwoodmontessori.org
<b>County-District-School (CDS) Code</b>	12-62679-0137653

## 2023-24 District Contact Information

<b>District Name</b>	Redwood Coast Montessori
<b>Phone Number</b>	707-630-5018
<b>Superintendent</b>	Bryan Little
<b>Email Address</b>	info@redwoodmontessori.org
<b>District Website</b>	<a href="http://www.redwoodcoastmontessori.org/">http://www.redwoodcoastmontessori.org/</a>

## 2023-24 School Description and Mission Statement

Redwood Coast Montessori (RCM) is a TK-12 public charter school authorized by the Arcata Elementary School District. Based on the Montessori method, students at RCM are offered a rich curriculum that truly values the individual and the natural development of the whole child. Redwood Coast Montessori classrooms provide a carefully prepared environment that is filled with beautiful, long lasting materials that are engaging, age appropriate and pedagogically designed as self-correcting learning tools. Students spend long uninterrupted academic time following their own passion as they work their way through the curriculum. The curriculum is integrated throughout all grade levels and all subject matter in such a way that it allows for mastery of concepts at an individual pace that is appropriate for each child.

### Mission Statement

The mission of Redwood Coast Montessori is to serve a diverse population of students (TK-12) in the Humboldt County area by providing a high quality educational option based on the Montessori and Project Based Learning approach to teaching and learning.

### Vision Statement

Redwood Coast Montessori is committed to providing a Montessori and Project Based Learning environment where students are guided to become intrinsically motivated learners who understand and value their work and their role in the community. Redwood Coast Montessori will achieve this vision through authentic, rigorous, and individualized instruction that supports students to pursue their passions, address real-world problems, and engage in work that matters. Redwood Coast Montessori students build their own educational path by developing a growth mindset and engaging in meaningful work that demonstrates persistence, creativity, and critical thought.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	12
Grade 2	13
Grade 3	15
Grade 4	12
Grade 5	14
Grade 6	25
Grade 7	25
Grade 8	11
Grade 9	15
Grade 10	10
Grade 11	7
Grade 12	8
Total Enrollment	181

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8%
Male	53.6%
American Indian or Alaska Native	2.2%
Asian	2.8%
Hispanic or Latino	7.2%
Two or More Races	5.5%
White	75.7%
English Learners	1.1%
Foster Youth	0.6%
Homeless	0.6%
Socioeconomically Disadvantaged	39.8%
Students with Disabilities	21%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.30	44.08	49.00	75.12	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.70	38.27	7.70	11.88	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.20	12.45	4.90	7.63	12115.80	4.41
<b>Unknown</b>	0.50	5.10	3.50	5.36	18854.30	6.86
<b>Total Teaching Positions</b>	9.80	100.00	65.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.60	54.97	55.00	74.93	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	4.72	0.60	0.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	9.51	3.80	5.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	4.36	1.90	2.65	11953.10	4.28
<b>Unknown</b>	3.60	26.38	11.90	16.27	15831.90	5.67
<b>Total Teaching Positions</b>	13.90	100.00	73.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.30
Misassignments	3.70	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.70	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.20	0.60
Total Out-of-Field Teachers	1.20	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	50	10
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	30	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

RCM uses traditional Montessori materials and Project Based Learning curriculum throughout the program.

Year and month in which the data were collected

December, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	High quality Montessori Materials and reference materials	Yes	0

<b>Mathematics</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Science</b>	High quality Montessori Materials and reference materials	Yes	0
<b>History-Social Science</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Foreign Language</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Health</b>	High quality Montessori Materials and reference materials	Yes	0
<b>Visual and Performing Arts</b>	High quality Montessori Materials and reference materials	Yes	0

## School Facility Conditions and Planned Improvements

All classrooms and office spaces have been updated and provided with new floor coverings, paint, and age-appropriate furniture. The facility is maintained by staff and a contracted cleaning company.

**Year and month of the most recent FIT report**

7/31/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	58	51	52	47	46
Mathematics (grades 3-8 and 11)	40	49	39	36	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	108	104	96.30	3.70	57.69
<b>Female</b>	48	47	97.92	2.08	53.19
<b>Male</b>	58	56	96.55	3.45	62.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	14	100.00	0.00	71.43
<b>White</b>	81	78	96.30	3.70	55.13
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	37	37	100.00	0.00	45.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	26	86.67	13.33	30.77

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	108	105	97.22	2.78	48.57
<b>Female</b>	48	48	100.00	0.00	43.75
<b>Male</b>	58	56	96.55	3.45	53.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	14	100.00	0.00	35.71
<b>White</b>	81	79	97.53	2.47	50.63
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	37	36	97.30	2.70	41.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	27	90.00	10.00	14.81

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	57.89	45.00	29.91	26.72	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	40	40	100.00	0.00	45.00
<b>Female</b>	12	12	100.00	0.00	16.67
<b>Male</b>	26	26	100.00	0.00	61.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	29	100.00	0.00	44.83
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	11	100.00	0.00	27.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100.00	0.00	45.45

## 2022-23 Career Technical Education Programs

Redwood Coast Montessori integrates CTE instruction for all high school students with all core subjects including ELA, math, science, history, and languages. All teachers work collaboratively to provide a wide range of CTE instruction and opportunities for all high school students.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.56
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	93	93	93	93
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

RCM appreciates and relies on its parent volunteers. We are a community of people working together to develop a unique and inspiring learning environment for our children. A volunteer form goes out to the parent community at the beginning of the year asking for information about special skills, interests, and availability. It is very important that all RCM parents help support and enhance the school through some volunteer activity.

All enrolled RCM families are encouraged to contribute 30 hours of volunteer service to the school for the development of the school and its academic goals.

A variety of service opportunities exist and include the following:

- Development of LCAP and school policies
- Developing classroom materials / special unit studies
- Providing office help
- Chaperoning field trips (when local health risks allow)
- Organizing or working at fundraising events
- Serving on school committees
- Site maintenance/improvements

Volunteer hours can be completed at the school or at home. Parent education nights, fundraising, school events, and parent workdays provide enough additional opportunities to assure a comfortable level of participation. RCM is grateful for the contribution volunteers make on behalf of the school and to the lives of all of our students.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate			--			--	9.4	7.8	8.2
Graduation Rate			--			--	83.6	87	86.2



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	192	190	19	10.0
Female	86	86	9	10.5
Male	102	101	9	8.9
Non-Binary	4	3	1	33.3
American Indian or Alaska Native	4	4	0	0.0
Asian	6	5	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	14	14	1	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	0	0.0
White	145	144	16	11.1
English Learners	2	2	0	0.0
Foster Youth	2	2	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	82	81	12	14.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	46	8	17.4

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	1.04	0.00	3.99	5.76	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.04	0
Female	0	0
Male	1.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.35	0

## 2023-24 School Safety Plan

RCM has adopted procedures and policies for emergency preparedness, administration of medications, school-wide health policies, background checks, and mandated reporting.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
3	1	1		
Other	20	2	2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	4		
1	4	3		
2	8	2		
3	4	3		
4	5	3		
5	7	2		
6	18	2		1

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	2	0	0
1	6	2	0	0
2	4	3	0	0
3	8	2	0	0
4	6	2	0	0
5	7	2	0	0
6	16	2	0	0
Other	0	0	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	4		
Mathematics	8	3		
Science	23		1	
Social Science	12	3		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	6		
Mathematics	7	4		
Science	13	2		
Social Science	10	3		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	8	0	0
Mathematics	5	7	0	0
Science	17	2	0	0
Social Science	13	3	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,147	\$3,401	\$9,746	\$44,099
District	N/A	N/A	\$8,839	\$63,432
Percent Difference - School Site and District	N/A	N/A	9.8	-34.8
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	38.6	-50.7

## Fiscal Year 2022-23 Types of Services Funded

Redwood Coast Montessori provides high quality standards-based instruction for all students in grades TK-12th. Administration and staff meet regularly throughout the year to identify individual student needs and to provide needed interventions. As a Montessori school, all teachers, staff, and administration have a strong commitment to providing a wholistic education for each student that meets their individual needs for academic and social-emotional development.

RCM provides specialized reading intervention for those students that are identified as needing extra support.

Regularly scheduled student support team meetings are held for those students that are identified either by parent request or staff observation of success in the classroom. For those students that are not making adequate progress in general ed., RCM provides special education services for students with an IEP and for those students identified as qualifying for an IEP. RCM receives categorical block grant funding that is used to support art and music instruction.

RCM school resource teachers work with students needing additional social-emotional support. Using a combination of 1:1 check-ins and friendship groups facilitated the resource specialists support SEL among students; classroom teachers incorporate social-emotional curriculum into their lesson plans and school day.

RCM's After School Program assists students with homework and provides recreational and enrichment activities.

The RCM Community Resource Center provides students and families additional support including dental services, TFA, housing support, general service support.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,254	\$48,481
Mid-Range Teacher Salary	\$67,526	\$73,129
Highest Teacher Salary	\$85,733	\$99,406
Average Principal Salary (Elementary)	\$102,048	\$117,381
Average Principal Salary (Middle)	\$90,895	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$119,675	\$138,991
Percent of Budget for Teacher Salaries	24.09%	29.34%
Percent of Budget for Administrative Salaries	5.57%	5.99%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The primary focus of staff development for RCM teachers and staff is based on the needs of the students and is designed to promote traditional Montessori methods of instruction and for the expansion of RCM's project based learning curriculum. New teachers are supported through the BTSA Program. RCM also holds in-service for all staff before the start of the school year in addition to at least one in-service day during the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	



# RCM School Board



Agenda Item: F5  
Student Lottery Update

Department/Program:  
School wide

Background Information:  
RCM holds an annual lottery for determining enrollment for the coming school year. The lottery for the 2024-25 school year will be held on February 16<sup>th</sup> at the Manila Campus. The lottery is a special Board meeting open to the public.

Recommendation:  
Discuss

Fiscal Implications:  
None

Contact Person:  
Bryan Little

# RCM School Board



Agenda Item: F6

Discussion of concerns regarding Manila Dune Safety

Department/Program:

Manila campus

Background Information:

Following the discovery of human remains in the Manila Dunes on January 5th, 2024 and within the context of increased number of people experiencing homelessness and the development of unpermitted encampments in the Manila Dunes, the RCM School Board requested the opportunity to hold a public discussion regarding this issue.

Recommendation:

Discuss

Fiscal Implications:

None

Contact Person:

Bryan Little

# RCM School Board



Agenda Item: F7  
Administration Annual Review

Department/Program:  
School wide

Background Information:  
The Director/administrators for charter schools should be evaluated annually by the school governing board.

Recommendation:  
Discuss how to receive and review results of administrative review process.

Fiscal Implications:  
None

Contact Person:  
Bryan Little