Redwood Coast Montessori Board of Directors
1611 Peninsula Drive, Arcata, CA 95521 (Building A)
Zoom Meeting Link:
(https://us06web.zoom.us/j/83949283639?pwd=KecqjBr0hF75piX1N8kmqjluurBjFw.1)
REGULAR MEETING
April 9, 2025 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:
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 March 12, 2025 Regular Meeting

E. BUSINESS AND FINANCE - ITEMS FOR REPORT, DISCUSSION, AND POSSIBLE ACTION
  1. None

F. SCHOOL FUNCTIONS - ITEMS FOR REPORT, DISCUSSION, AND POSSIBLE ACTION
  1. School Director Selection Ad Hoc Committee Update
  2. WASC Mid-Cycle Report
  3. Draft Community Safety Policy
  4. Homeless Policy Renewal

G. STAFF AND DIRECTORS REPORTS - ITEMS FOR REPORT, DISCUSSION
  1. Staff Report
  2. Director Reports

H. FUTURE AGENDA ITEMS

I. ADJOURNMENT OF OPEN SESSION

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Redwood Coast Montessori Board of Directors
Regular Meeting
Zoom (https://us06web.zoom.us/j/83073560631?pwd=d2xMRHN2bFRHY2w3Wng0NG5kdExNUT09)
REGULAR MEETING
March 12, 2025 6:30 p.m.
MINUTES

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A. CALL TO ORDER OF OPEN SESSION by Kim Bonine at 6:35 p.m.
   a. Present: Kim Bonine, Susann Goodman, Gabriel Ferreira, James Braggs

B. PUBLIC COMMENT – No public comments.

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

D. BUSINESS AND FINANCE
   1. Second Interim Budget: M/S by Ferreira/Braggs to approve the Second Interim Budget. Board: ayes 4, noes 0. Motion carried.

E. SCHOOL FUNCTIONS
   1. School Director Selection Ad Hoc Committee Update: Kim reported on the second meeting of the hiring committee. The committee reviewed interview questions and distributed for staff input. Kim and James also reported on talking with high school and adolescent student groups to receive feedback regarding desired qualities of a new director.
   2. 2025-26 School Calendar: M/S by Ferreira/Braggs to approve the 2025-06 School calendar with minor typo corrections. Board: ayes 4, noes 0. Motion carried.
   3. 2025-26 Instructional Minutes: M/S by Braggs/Ferreira to approve the 2025-06 School Instructional Minutes. Board: ayes 4, noes 0. Motion carried.

J. STAFF AND DIRECTOR REPORTS
   1. Staff: Michelle and Bryan presented information about recent events that have been taking place at both campuses including the upcoming student lottery.
   2. Directors: None
K. FUTURE AGENDA ITEMS
L. PUBLIC COMMNENT ON CLOSED SESSION ITEMS
      No public comments.
M. CLOSED SESSION: 7:16 p.m. LOCATION – REDWOOD COAST MONTESSORI (1611 Peninsula Drive, Arcata)
   Pursuant to Education Code 48918c, the Board will meet in Closed Session concerning confidential matters.
      1. Administration Position Posting
N. OPEN SESSION: 7:16 p.m. LOCATION - REDWOOD COAST MONTESSORI (1611 Peninsula Drive, Arcata)
O. ANNOUNCEMENT OF ANY REPORTABLE ACTION TAKEN IN CLOSED SESSION
      1. No action was taken during the closed session.
P. ADJOURNMENT OF OPEN SESSION
      1. M/S by Goodman/Ferreira to close the regular March meeting at 7:16 p.m. Board: ayes 4, noes 0. Motion carried.

RCM School Board

Agenda Item: F1
>School Director Selection Ad Hoc Committee Update

Department/Program:
>School wide

Background Information:
>RCM is in the process of advertising and selecting a new school director. During the January meeting a selection ad hoc committee was selected. The ad hoc committee is made up of Directors Kim Bonine and James Braggs.

Recommendation:
>Receive update report from ad hoc committee

Fiscal Implications:
>None

Contact Person:
>Bryan Little

RCM School Board

Agenda Item: F2
   WASC Visit Report

Department/Program:
   School wide

Background Information:
   Redwood Coast Montessori is accredited through Accrediting Commission
   for Schools, Western Association of Schools and Colleges. In order to
   maintain our accreditation, a committee of WASC members schedule visits to
   schools to assure they are maintaining their high standards of education.
   During the 2024-25 school year a virtual mid-cycle "visit" will take place by a
   WASC director.

Recommendation:
   Receive final report from WASC mid-cycle progress visit.

Fiscal Implications:
   None

Contact Person:
   Bryan Little

TK - 12
MID-CYCLE REPORT

1611 Peninsula Drive, Arcata, CA 95521
793 K Street, Arcata, CA 95521

April 21, 2025

Accrediting Commission for Schools
Western Association of Schools and Colleges

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1: School Description

Background of School

Redwood Coast Montessori (RCM) started during the fall of 2005 as a single Montessori classroom on a traditional public school campus. RCM has grown to become an independent charter school located on two campuses serving 217 students in grades TK–12th in Humboldt County. The percentage of the county living in poverty is 21% with 17.7% living below the poverty level (compared to a 13.7% rate for the State). Redwood Coast Montessori is one of four public charter schools authorized by the Arcata School District and the only school in the district that provides secondary education. RCM is the first and only public Montessori school in Humboldt County.

Campuses:

- Manila Campus: 134 students (TK-6th)
- Arcata Campus: 83 students (6th-12th)

See RCM's Demographic Data for detailed enrollment and demographic data.

Special Education/504 Designated – Grades TK – 6th: 30 students (27%); Grades 7th – 12th: 32 students (30%)

Link to Programs offered

In addition to the elementery classrooms, RCM has two adolescent programs, and a high school program (high school handbook).

Diversity, Equity and Inclusion

In May, 2021 a group of interested parents shared a draft of an anti-racism policy with the school board and administration. RCM has since formed a DEI committee that has provided ongoing staff training and conducted a school-wide equity audit to help guide our community with actionable steps to promote a more diverse and inclusive program and developed an anti-racism policy. The committee continues to date with an overhaul and diversification of the school library, school-wide reporting tools, and the ongoing development of a diverse and inclusive curriculum.

Academic Data:

- RCM continues to see strong results in the English Language Arts CAASPP scores. Since 2019, the overall trend among all student groups has been between 15.7 points above standard to the highest level of 23.4 points above standard during the 23-24 school year which represents a 7.7 point increase from the prior year. These strong test results are attributed to a rich language immersed curriculum and experienced, highly qualified teachers.
- The overall trend for math scores on the CAASPP summative assessments has been relatively consistent during the past 5 years. The average scores are below standard among all student groups. While the unique Montessori approach to math instruction allows for a strong development of number sense and computational skills it does not translate well to the traditional testing environment. We are undertaking the process of better defining our assessment criteria and a method for gathering alternate data to provide greater clarity to student academic needs.
- RCM continues to see a strong college-going rate with an average of 90% of our graduates enrolling in either 2 or 4 year college programs. RCM's focus on A-G college courses and the required 4-year high school course program that focuses on preparing and guiding students toward post-secondary education.

2: Significant Changes and Developments

Enrollment Demographics

In recent years, there has been a significant increase in the number of students requiring special education services enrolled at Redwood Coast Montessori. In addition to the number of students requiring services, there is a growing intensity in the level of support needed. The increase in services can likely be attributed to the long-range effects of the COVID-19 pandemic. Many students experienced disruptions to their education, leading to gaps in learning and social development, which have become more evident as they progress through their academic journeys. Additionally, the pandemic's impact on mental health has further intensified the need for specialized support. At the same time, families have increasingly recognized that RCM works hard to individualize instruction to meet the needs of each student.

As a result, RCM is facing heightened demands to provide specialized instruction, therapeutic interventions, and behavioral support. The intensity of these services often requires a greater allocation of resources, such as hiring additional special education staff, training of staff, and the development of individualized education plans, all of which are necessary to ensure that students with diverse needs are able to thrive academically and socially.

To address the increasing student needs, RCM hired a school psychologist, invested in the training of all staff and contracted to receive additional behavioral support.

Curriculum Alignment and Assessment

During the past few years, RCM's leadership committee has been working to strengthen the vertical alignment of its K-12 curriculum to ensure a seamless and cohesive learning experience for students as they progress through grade levels. By refining our approach to curriculum continuity, we are enhancing the integration of key concepts, skills, and learning outcomes across all stages of education. Additionally, we are identifying meaningful assessment tools that provide authentic insights into student growth while remaining aligned with Montessori principles. These assessments emphasize competency-based learning and holistic development, allowing educators to tailor instruction to individual student needs. Furthermore, we are exploring the overlap in student engagement tools such as how student led conferences are structured, the use of Presentation/Celebrations of Learning, and our shared understanding and evaluation of Schoolwide Learner Outcomes. By aligning our pedagogical approaches and assessment methods, we are reinforcing a unified educational experience that supports each student's academic and personal development.

3: Engagement of Educational Partners in Continuous School Improvement

RCM's WASC Action Plan is on track to be fully aligned with our LCAP goals with the drafting of the 2024-2025 LCAP. Following our mid-cycle WASC visit last spring, some of the specific LCAP actions were adjusted/added to include specific sections of our action plan for the coming year. The primary area of alignment is with the identification of critical learning targets for all grades and progress towards establishing assessment tools/metrics to evaluate student progress towards mastery of the learning targets. Our staff leadership team has been working on these action items by engaging with classroom teachers to provide the guidance and buy in towards achieving this set of tasks. Those elements of our action plan that were not fully integrated with the LCAP will be added during the drafting of the 2024-25 LCAP. Many of these items are already underway with the active support of the teaching staff. To fully align these two plans, we do need to clarify the specific actions and metrics outlined in the new LCAP.

In response to a commitment to transparency and collaboration, Redwood Coast Montessori (RCM) initiated a comprehensive process to develop, implement, and monitor progress towards achieving annual goals and areas of growth. As part of RCM's plan to engage with all members of the community in ongoing school improvement, three independent, yet overlapping committees have been implemented to provide guidance and feedback in monitoring the schoolwide action plan. The committees include the School Advisory Committee (SAC), the Leadership Committee, and the Equity, Diversity and Inclusion Committee. This process was designed to ensure a holistic representation of the school community's perspectives. Planning meetings were characterized by open discussions. Teachers shared their experiences and insights, while parents and students provided valuable feedback on the clarity and relevance of the progress reports. The iterative nature of these meetings allowed for continuous refinement of the assessment process, ensuring that it aligned with the needs and expectations of all members of the community.

4: Progress on the Implementation of the Schoolwide Action Plan

Establishment of Essential Learning Targets

The establishment of essential learning targets has been a primary focus for RCM's leadership team during the 2024-2025 school year. This initiative is centered on the identified need of ensuring that all students, from Transitional Kindergarten (TK) through 12th grade, are equipped with the knowledge and skills necessary to succeed academically and make progress towards RCM's Schoolwide Learner Outcomes.

The staff leadership committee worked closely with classroom teachers to identify essential learning targets based on the California content standards. These targets are designed to serve as clear and measurable goals for student learning across all grade levels. While the list of essential learning targets is considered a living document that may evolve over time, the foundational work completed thus far has set the stage for focused and purposeful instruction. Identifying the essential learning targets has also given focus to developing a plan for regular use of assessment tools to mearure student progress and identify student learner needs.

By using the assessment tools, a combination of Montessori materials, teacher generated tools and rubrics, and interim assessments, on a regular and consistent basis from year to year, teachers will be able to use the results for formative assessment early in the school year and track student progress and measure their mastery of essential skills and concepts over time.

Similarly, the leadership team has made significant progress in developing a comprehensive set of rubrics and other assessment tools to evaluate individual student progress with RCM's schoolwide learner outcomes. These assessments provide a clear and measurable framework for tracking student growth and ensuring that students are making progress with the character learning targets. By implementing these tools, the team fosters a more consistent and equitable evaluation process, allowing educators to identify strengths and areas for improvement across diverse student populations. Additional work still needs to be done to finalize the student assessment plan.

Expansion of RCM's Student Support Services

RCM has made significant progress in addressing the increasing needs of its student population by expanding student support services. Begining with the 24-25 school year, RCM was able to hire a school psychologist which has a key part of providing more immediate and relavant support.

At the start of the school year, the psychologist focused heavily on addressing a backlog of triennial and initial student assessments, which had been a major priority given the increased demand for services. Despite the initial challenge, the psychologist has made considerable progress, and the backlog has been cleared. As a result, the psychologist is now able to provide more direct services to students, including some individual counseling and crisis intervention. Additionally, the psychologist has been working closely with the school staff to provide professional development training in areas related to mental health, well-being, and how best to support students facing academic, emotional or psychological challenges.

Redwood Coast Montessori is also supporting the training of one of our Montessori-trained teachers to become a resource specialist. This initiative reflects the school's commitment to inclusive education and ensuring that all students receive the support they need in a way that is aligned with our core Montessori philosophy. Beginning with the 2025-26 school year, this teacher will take the lead on providing special education services to students at our Manila campus.

Enhancing Graduation Rate Through Career and Technical Education (CTE) Pathways

While high school graduation rate among RCM students has generally been good for the past several years, providing more relevant and meaningful opportunities is always at the core of our approach to curriculum development and planning for successful graduation. Significant progress has been made in this area through the development of Career and Technical Education (CTE) pathways.

A notable achievement in this area has been the hiring of a CTE instructor, which enabled the development of a two-year woodworking pathway class. Both sections of this pathway class have been well-received by students, with high enrollment and strong interest in the hands-on learning opportunities it offers. The woodworking program not only provides students with valuable technical skills but also helps them meet graduation requirements. These practical skills prepare students for potential career paths in trades or other technical fields, making them more competitive in the job market.

Looking ahead, RCM is also working on the development of an art pathway, which is expected to be available for students during the 2025-2026 school year. This new pathway will provide students with additional opportunities to develop their creative talents while also fulfilling graduation requirements. By diversifying the educational offerings through CTE pathways, RCM is ensuring that students have access to a variety of career pathways and are better prepared for both higher education and employment opportunities.

Student Participation in Governance

A significant development in RCM's efforts to enhance student governance and participation has been the establishment of an active Student Leadership Council (SLC). Although the SLC was first introduced during the 23-24 school year, the number of students involved has more than doubled with a current enrollment of fifteen students. The council holds weekly meetings that are completely run by a five-member board of student officers. The SLC provides students with a direct platform to engage in decision-making processes and take ownership of their school environment. It fosters leadership skills, encourages responsibility, and promotes student-led initiatives.

In addition to the formation of the SLC, a new American Government teacher was hired, further strengthening the school's commitment to involving students in governance. This teacher has been instrumental in redesigning the American government course, making it more interactive and relevant to current political issues. One of the standout achievements of this course has been the opportunity for students to engage directly with local politics. Specifically, students in the American Government class had the unique opportunity to meet with a County Supervisor and present information during a monthly supervisors' meeting. This engagement allowed students to understand the political process firsthand, develop public speaking skills, and see how local

government works in practice.

These initiatives mark a considerable step toward integrating students into the governance of their school and community, providing them with real-world experiences that go beyond classroom theory.

5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP

Redwood Coast Montessori has embedded our WASC action plan into our [2026 LCAP](#) which now serves as our Schoowide Action Plan. See revised RCM's updated 2026 LCAP for updates regarding our measurable outcome data from our WASC growth areas. The LCAP is still in progress, however, the following additions are currently being planned.

Goal 1

Art Pathway (Action 1.2)

RCM is establishing an Art pathway to expand creative learning opportunities and provide students with a structured approach to exploring various artistic disciplines. This pathway will allow students to develop their creative talents while gaining practical, real-world skills that extend beyond their secondary education. Through hands-on experiences in visual arts, digital media, and other creative fields, students will cultivate critical thinking, problem-solving, and collaboration skills that are valuable in both artistic and non-artistic careers. By fostering artistic expression and innovation, the Art pathway not only enriches the educational experience but also prepares students for future opportunities in higher education, creative industries, and entrepreneurial endeavors.

Goal 2

Student Support Services (Action 2.4)

Redwood Coast Montessori is planning to develop a Tier II learning space at the Manila campus to provide a supportive environment for students who need a quiet place to de-escalate, reflect, or connect with a trusted adult. This space will serve as a valuable resource for students experiencing emotional, social, or behavioral challenges, ensuring they have a safe and structured area to self-regulate. In addition to individual support, the Tier II learning space will be utilized for student support groups, such as friendship groups and affinity groups, fostering peer connections and social-emotional growth. By creating this dedicated space, Redwood Coast Montessori aims to further its commitment to student well-being, inclusivity, and the development of a positive school climate.

Goal 3

School Board Self-Review (Action 3.7)

RCM will implement a school Board self-review process as part of its commitment to continuous improvement in governance. This structured evaluation will allow the Board to assess its effectiveness, identify areas for growth, and ensure alignment with the school's mission and values. The self-review process will provide valuable insights into the Board's performance, fostering greater accountability, transparency, and responsiveness to the needs of the school community.

RCM School Board

Agenda Item: F3
> Draft Community Safety Policy

Department/Program:
> School wide

Background Information:
> The Equity, Diversity, and Inclusion (EDIC) Committee has been working on a Community Safety Policy to clearly define and communicate our Community Standards at RCM. We believe it is essential to have a well-established policy in place as we transition to new leadership. This policy intends to capture the culture of care and support that RCM champions, so that the new director as well as staff have a clear picture of community norms.
>
> It was written with the intention of adding the final page (the code of conduct) to the parent/student handbook as a document we can reference when issues come up on campus related to legally protected classes of people in CA.
>
> This Policy framework has been adapted, with permission, from The Center at McKinleyville, and the components have been carefully aligned with our existing Student Learning Outcomes (SLOs).

Recommendation:
> Discuss Draft Community Safety Policy

Fiscal Implications:
> None

Contact Person:
> Michelle Leonard/Tess Yinger

Community Safety Policy

Purpose

There are 5 components of Redwood Coast Montessori's plan to create an intentionally connected and collaborative community. This policy focuses on how we treat ourselves and each other and how that relates to creating an innovative, culturally safe, and well space. The framework for this Policy has been adapted from The Center at McKinleyville, with permission, and the components have been thoughtfully aligned with our existing Student Learning Outcomes or SLOs.

This Policy will become a part of our Employee Handbook and be reviewed with staff at least annually and with new employees when they are hired.

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Cultural Safety

(SLO alignment: ☐Peaceful ☐Educated ☐Active ☐Communicative ☐Engaged)

Purpose

For an environment to be safe for all, it needs to be spiritually, socially, and emotionally safe and no one should have to hide, protect, or deny their identity. Cultural safety is the outcome for all groups when staff are aware of and actively countering implicit bias. An environment that promotes cultural safety is one that recognizes that dominant cultural values are not "best" just because they are dominant.

Strategies to Promote Cultural Safety

Self-Reflection
- Reflect on one's own culture, attitudes and beliefs about "others"
- Understand how implicit bias forms our world view

Direct Communication
- Clear, value free, open, and respectful communication
- Develop trust
- Practice receiving feedback without defensiveness or invalidating critique
- Practice recognizing and avoiding stereotypes
- Value marginalized voices and take action based on feedback from the most vulnerable in our community
- Understand patterns played out when we uphold dominant cultural values (for example, white supremacy) and reflect on how to dismantle those systems in ourselves and in our shared spaces

Centering Historically Excluded Groups
- Practice Cultural Humility:
    - We cannot know everything about every community AND we should never speak for another community
- Recognize Indigenous Voices:
    - Indigenous voices are often completely erased from the conversation and both of our campuses are on the unceded land of the Wiyot Tribe.
    - Indigenous voices must be a part of our conversations and practices.
- Address Language Barriers:
    - Language barriers often keep the most vulnerable from being able to access education.
    - Bilingual staff and students should be supported and valued for the additional work they do to bridge language barriers, and opportunities to remove language barriers should be sought out where possible.

Giving and Receiving Feedback

(SLO alignment: ☐Peaceful ☐Educated ☐Active ☐Communicative ☐Engaged)

Purpose

Naming and acknowledging strength is foundational to growth. Naming and acknowledging areas where we can grow is also vital. We are committed to supporting each other and promoting growth, through transparent communication and relationship development, drawing on the strength and knowledge of our coworkers.

Strategies for Communication

Giving Feedback
- Communicate when someone has done a task well, or when you see a skill in them that you appreciate.
- Communicate when there is an area of growth that needs to be addressed:
  - Be direct and clear about what has happened and why it needs to change.
  - Offer support to facilitate that change.
  - Listen and hold space for understanding.
- Communicate feedback as soon as possible after an event occurs:
  - Find a private space, unless it's absolutely necessary to address immediately.
  - Take time to process, breathe and find a calm head space.
- Feedback should be given regardless of power differentials.
- Supervisors and administrators are always available to advise on feedback or facilitate intervention and should be present if the code of conduct has been violated.

Receiving Feedback
- Possible Responses to Feedback:
  - Say, "Thank you."
  - If positive, accept the compliment! Let it sink in.
  - All feedback is a gift and it's important to acknowledge emotional labor involved.
  - It is normal to need time to process feedback before responding and if this is the case, acknowledge it and plan a time to follow-up.
  - Say, "I am sorry", if appropriate. Avoid non-apologies such as, "I am sorry you were offended," or, "I am sorry you feel that way."
- Practice active listening:
  - Summarize what has been said to make sure everyone is on the same page.
  - Interpret and unpack what was said. Go deeper.
  - Focus on impact: most of us have good intentions, but what matters is the impact of our words. If you caused harm unintentionally, focus on the harm, not your good intentions.

Strategies for Avoiding Third Party Conversations
- If there is conflict between two individuals, it is important that it is addressed directly between those two individuals.
- Hold each other accountable. If Employee A talks to me about Employee B, I say "when are you going to address this with Employee B" and facilitate the conversation if necessary.

Learning Community

(SLO alignment: ☐Peaceful ☐Educated ☐Active ☐Communicative ☐Engaged)

Purpose

We believe that health and safety are dependent on the ability of a community to learn, grow and adapt. By committing to continued learning we hold space for innovation and collective leadership. As a Montessori school, we understand the benefits of valuing collaboration, communication, and transparency with each other and the wider community.

Strategies

Strategies for Innovation
- Take Productive Risks:
  - Innovation happens when it's okay to take risks.
- Allow for Mistakes:
  - Mistakes happen and are expected.
  - When learning is a part of the plan, there is room for new ideas.

Strategies for Leadership
- Make Space for All Voices:
  - All voices are important; We might miss valuable input if we don't listen.
- Lead by Doing:
  - Leadership is an action, not a position.
  - Leaders share power and open the door for others.

Strategies for Collaboration
- Workgroups based around shared leadership activities, like "fundraising" or "policy" help staff learn from each other and develop strategies around better support for the community.
- Collaboration helps streamline our support for students so that they receive the help they need consistently across different learning environments.
- Through frequent, honest, and open communication, collaboration efforts will be more smooth and seamless and support the most people.

Health and Wellbeing

(SLO alignment: ☐Peaceful ☐Educated ☐Active ☐Communicative ☐Engaged)

Purpose

It is essential to the work of Redwood Coast Montessori that staff be healthy and supported. When we are not caring for ourselves, we can hurt other people. This effect is worse when one person has more power. We share the responsibility for creating a safe and healthy environment (Community Care), with greater responsibility falling on those with more power. Though we recognize that individual self care is not enough to overcome systemic problems, each of us is responsible for caring for ourselves (Self Care).

Strategies for Community Care

Leaders Set the Tone
- Model self care, support staff to do the same
- Normalize and value the work of caring for yourself
- Model receiving and accepting feedback
- Value time to come together one on one and in small groups

Community Practices that Build Relationships
- Community Check-In *definition below
- Acknowledgements *definition below
- Low Impact Disclosure *definition below
- Giving and receiving feedback
- Self-reflection

Staff Have Access to these Formal Supports:
- All-staff meetings, which show that we value time together building relationships, and growing as professionals
- Supervision, coaching, and guidance
- Affinity groups (to be started in the 2025-26 school year)
- Collaboration time (teacher collaboration, work groups, committees, etc.)

Strategies for Self Care
- Take breaks, take time off
- Care for your physical body: eat, drink water, go outside
- Notice how you are feeling
- Notice how others are feeling
- Practice gratitude, give acknowledgments
- Know your capacity (this is fluid)
- Build relationships
- Seek support using Low Impact Disclosure *definition below

Definitions

Community Check In

Takes place at the beginning of each meeting. Ideally check-in is not "catch up." The purpose of check-in is to get everyone in the room and to take the "temperature" of the group. It allows people to practice vulnerability (i.e. I had a hard time waking up this morning and missed my breakfast etc.). A check-in question provides a way for people to get to know each other and it helps manage time.

Acknowledgements

We do this at the end of each meeting/gathering as a way to close our time together. The purpose is to both offer gratitude and receive it. It is short, 3-4 minutes, and not everyone has to go. The idea is we offer gratitude to a person in the group and the whole group experiences that gratitude. When you offer gratitude, say "I acknowledge _____" and speak directly to the person. When accepting acknowledgement say "thank you" or say nothing.

Low Impact Debriefing

Almost all helpers acknowledge that they have, in the past, knowingly and unknowingly traumatized their colleagues, friends and families with stories that were probably unnecessarily graphic. Using Low Impact Debriefing can help with this: it involves four key steps: self-awareness, fair warning, consent and the debrief, also called limited disclosure.

- **Increased Self Awareness:** try to become more aware of the stories you tell and the level of detail you provide when telling a story. Ask yourself: Were all those details really necessary to the storytelling?
- **Fair Warning:** Giving fair warning allows the listener to brace themselves to hear the story. If I know that you are coming to tell me a traumatic story, I will be prepared to hear this information and it will be less traumatic for me to hear.
- **Consent:** Once you have warned the listener, you need to ask for consent. The listener then has a chance to decline, or to qualify what they are able/ready to hear.
- **Limited Disclosure:** Start on the outer circle of the story (i.e. the least traumatic information) and slowly move in towards the core (the very traumatic information) at a gradual pace. You may, in the end, need to tell the graphic details, or you may not, depending on how disturbing the story has been for you.

Code of Conduct

(SLO alignment: ☐Peaceful ☐Educated ☐Active ☐Communicative ☐Engaged)

Purpose

Redwood Coast Montessori campuses and their surrounding spaces, including parking lot, playground, and garden, are safe, respectful, and inclusive environments for everyone.

This Code of Conduct applies to everyone at Redwood Coast Montessori including guests, staff, families, students, and volunteers. We reserve the right to remove any person who does not adhere to the Code of Conduct. We do not tolerate harassment of any kind, including:

- Intimidation or threats
- Inappropriate disruption of programs or meetings
- Invasion of another community member's right to privacy
- Hurtful or harmful language
- Physical assault of any type
- Inappropriate physical contact
- Unwanted sexual attention
- Bullying or stalking
- Bullying or stalking especially in connection to:
  - Race or ethnicity
  - National origin
  - Tribal affiliation or status
  - Gender identity or presentation
  - Sex or sexual orientation
  - Age
  - Disability, medical condition or pregnancy
  - Religion
  - Citizenship status

Strategies for Action

- If you are asked to stop any behavior, STOP immediately.
- If you experience or witness any form of harassment, please contact the nearest staff member. Staff will assist in addressing the situation.
- Connect with an adult on campus that you trust and make a plan for addressing the situation in a timely manner.
- You may also provide feedback via the Suggestion Box in the lobby or by email at info@redwoodmontessori.org. You may also fill out [RCM Incident Reporting/Complaint Form](). Please be as detailed as possible.
- **If you feel unsafe in your immediate situation, alert an adult on campus, move to a safe location, and if appropriate dial 911.**

RCM School Board

Agenda Item: F4
    Renewal of Homeless Policy

Department/Program:
    School wide

Background Information:
    An LEA's Homeless Policy must be updated at least every 3 years. The last
    approval of the RCM homeless policy took place took place at the
    4/20/2022 board meeting.

Recommendation:
    Discuss Homeless Policy as needed

Fiscal Implications:
    None

Contact Person:
    Bryan Little

RCM Homeless Education Policy

The McKinney-Vento Act ensures educational rights and protections for children and youth experiencing homelessness.

Definition

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

4. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Redwood Coast Montessori Homeless Liaison is: Bryan Little, Director, info@redwoodmontessori.org P.O. Box 6103, Eureka, CA 95502 The Homeless Liaison is required to ensure that:

- homeless children and youth are identified, enrolled in school, and linked to services;
- parents and guardians of homeless children are informed of their educational rights;
- public notice of rights is disseminated;
- disputes are carried out under the state's McKinney-Vento dispute resolution process; and
- parents and guardians of homeless children are informed of all transportation services, including transportation to and from the school of origin;

General Assurances

Redwood Coast Montessori provides the following general assurances: continue a homeless child's education in the school of origin or enroll a homeless child in any public school that a non-homeless student who lives in the attendance area where the family is temporarily staying can attend, according to the child's best interest;

- enroll a homeless child or youth immediately in school, based on available space as defined by enrollment caps and results of public lottery
- provide food services to homeless students comparable to those offered to other students (homeless students are automatically eligible for free meals through the NSLP;

- make records available in a timely fashion when a homeless child or youth enters a new school or school district;
- provide services to homeless students that are comparable to those offered to other students (this would include providing transportation services comparable to those provided to other students);
- coordinate with local service agencies or programs that provide services to homeless children and youth;
- coordinate with the SEA, community, and school personnel responsible for providing services to homeless children and youth; and
- review and revise policies that may act as barriers to the enrollment of homeless children and youth.

Adopted:
      4/9/2025