RCM School Board

Agenda Item: E4
Expanded Learning Opportunities Program (ELO-P)

Department/Program:
School wide

Background Information:
The Expanded Learning Opportunities Program (ELO-P) provides funding for before school, afterschool, intercessory, and summer school programs. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities during the regular school day and school year. LEAs must operate the Expanded Learning Opportunities Program pursuant to the requirements in CA Ed. Code 46120, including the development of a program plan. The Expanded Learning Opportunities Plan (ELOP) must be updated every 3 years.

Beginning in 2025-26, LEAs must annually declare their intent to run the program.

Recommendation:
Approve 2025 ELOP Plan Guide

Fiscal Implications:
$80,692

Contact Person:
Bryan Little

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent: Redwood Coast Montessori

Contact Name: Bryan Little

Contact Email: info@redwoodmontessori.org

Contact Title:

Contact Phone: 707-630-5018

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. RCM - Manila

Governing Board Approval Date: 6/17/2025

Review/Revision Date:

Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":
Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":
Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:
An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:
These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:
Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan Collaborating with Partners
LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs
The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan
To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan Program Plan Due Dates
All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans
It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans
The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Redwood Coast Montessori currently has an after-school program operating at our Manila campus. The ELO based programs are funded through a California Department of Education After-School Education. Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a regular safety review.

All program staff will be trained in safety, first aid, and trauma-informed learning practices as part of their on-boarding. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; transportation to and from offsite locations will be provided as part of the program.

Program staff document and communicate all incidents that are relevant to the health or safety of each child. All safety or other incidents that are documented are communicated to appropriate supervisory and/or school staff and families. Our program maintains an up-to-date record of all students participating with current emergency contacts for program activities. It aligns with the school safety procedures already in place, including procedures for emergency and safety drills. During the program, all staff are expected to always maintain line of sight on all students. Students are monitored by program staff when they need to leave the program site for reasons such as, but not limited to, restroom breaks, check-ins with teachers or parent pick-up. Staff do their best to communicate closely with parents and guardians.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and seek to create a community of responsible citizens. The proposed activities focus on English languageA arts, math, STEM, physical activity, emotional development, and arts & enrichment with the ultimate goal of closing the opportunity gap. We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engage students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with

the regular school year to best enhance students' academic achievement and positive youth development over the summer and during our mid-year camp sessions. To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards social and emotional learning (SEL). By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities. The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

Redwood Coast Montessori provides various ways for students to experience skill building. In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. The program provides small group and individual opportunities for enrichment and leadership. Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and are in line with the Montessori philosophy of instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities; while promoting through-provoking discussion, and building cooperative skills that will contribute to future success

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

RCM will provide opportunities in after school and school break enrichment programs that will provide students with leadership skills. Students will be regularly consulted as part of the program development. As the program continues to develop program leadership will work with students to understand their academic and social emotional needs to provide programming that is interesting and engaging to students. This student voice will be gathered through communication with students as well as surveys. Students will also be part of service learning projects during the program. These might include campus beautification, working with local non-profits and older students working with the younger students on academic subjects.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Redwood Coast Montessori's ELOP program routinely focuses on healthy behaviors. RCM does so through daily recess and PE time blocks during the after school hours. Staff encourage students to be physically active, both during a free play recess and structured physical activities. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. This wellness programming emphasizes social/emotional and physical health, both of which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

Physical Activity: Students have the opportunity to participate in a wide variety of physical activity during expanded learning hours. Physical activity programming will include activities that are designed to help students:
1) Enjoy and seek out physical activity;

2) Develop a variety of basic movement and manipulative skills to help students experience fitness success and enjoy physical activity;
3) Develop and maintain acceptable levels of physical fitness; and,
4) Develop the ability to get along with others in movement environment. Students learn to work as a team and collaborate together to reach shared goals.

Nutrition Education: Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking demonstrations, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

Redwood Coast Montessori's ELO-P is committed to serving all students and families, and ensures equal access to its programs in various ways. The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and their community. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Orientation and ongoing professional development services provided to staff include diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served. RCM's enrichment programs will afford all students the opportunity to work with strengths outside of the academic setting. Students who may not thrive in the classroom may be able to access content in enrichment courses more easily.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

Redwood Coast Montessori ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to on-boarding. RCM will also work with our partners to ensure that the selection of staff is based on defined qualifications, including teaching experience and subject matter expertise.

The Manila site supervisor will oversee the management of our program. The site supervisor will design and guide staff development in support of expanded learning. They will also manage and support the school site team with the implementation of the program and staff development. Staff will have clear titles and responsibilities, and receive a competitive salary. Staff overseeing the ELOP program will receive two days of professional development training each year to assure that the highest quality instruction and to provide training in SEL areas such as trauma informed teaching.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

> RCM's Expanded Learning program offers a range of options for students, including after-school programs and summer school programs. These programs are designed to provide students with additional opportunities for learning and growth outside of regular school hours. Our goal is to provide all students with a diverse range of experiences that promote their personal and academic growth, while also encouraging socialization and teamwork skills.
>
> All programs are designed to support the following purposes:
>
> - Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
> - Enriching Arts programs that offer students exposure and access to visual and performing arts
> - Athletic programs focused on developing physical skills needed to participate an excel in a variety of sports
> - STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

> Redwood Coast Montessori will continue to partner with school staff, families, and students to gather feedback, design programming, and implement ideas for a high-quality afterschool programming. The ELO-P team works with community partners to provide additional enrichment activities and wraparound supportive services to help increase educational equity and expand educational opportunities for students.
>
> RCM will continue to build community partnerships and relationships as the program becomes more established. Collaborative Partnerships include: Manila Community Resource Center (MCRC): This school sponsored agency is part of the Humboldt Network of Family Resource Centers which provides vital services such as emergency food assistance, clothing and referral to a wide array of community services.
> - Clothing Closet (MCRC provides clothes/shoes when students need them)
> - Funding assistance
> - Enrichment Classes
> - MCRC has communicated with families/sent supports such as food home through ELO-P staff

> - ELO-P staff have refer families to the MCRC

Cal Poly Humboldt Center for Community Based Education:
Every semester we receive several interns through this collaboration from a wide range of academic departments including Child Development, Social Work, Natural Sciences, and the Arts.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non- LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

> Weekly Multi-Tiered Systems of Support meetings are held during the school year to evaluated the needs of students and to assure that the ELOP program is able to provide needed student supports and enrichment.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

> Redwood Coast Montessori will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, RCS will use a number of data tracking and monitoring procedures. RCM will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the Site Supervisor.
>
> Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students. These measures of student success are coherent with the instructional day and the overarching goals of the program. All of the programming offered through Expanded Learning services act as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Program operations are overseen by the School Director. Roles and responsibilities are outlined below.

School director is responsible for:
Program oversight
Budget oversight
Collaborating with our community partners
Program evaluation and quality improvement data analysis
Tracking and reviewing attendance data

Site supervisor is responsible for:
Site based staff supervision
Curriculum and program selections
Implementation of academic support and enrichment programs
Supervising students during structured and unstructured activities
Maintaining an organized and safe environment for student

Site Based Staff will be responsible for:
Implementation of academic support and enrichment programs
Supervising students during structured and unstructured activities
Maintaining an organized and safe environment for students

Regular meetings, both formal and informal, between the School director and Site supervisor will ensure that each school site is informed of expanded learning activities and coordinate continuation of projects and learning from the regular school day to the expanded learning program.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program3. How does this budget reflect the needs of students and families within the community?

The anticipated ELO-P program budget for 2025-26 is displayed in the table below.

Revenue
2024-25 Carryover   6,954
2025-26 State Revenue   73,738
Total Revenues   80,692

Expenditure
Classified Salaries   8,604
Employee Benefits   4,702
Books & Supplies   8,000
Services and Other Operating Expenditures   4,900
Other Outgo   3,000
Total Expenditures   73,764

Surplus / (Deficit)   6,928

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

RCM will maintain enrollment and attendance records, ensuring accuracy and timeliness in data entry.

Attendance tracking for ELO-P by RCM will begin in the 2025-26 school year, with all teachers sharing their attendance information with the Manila Site Supervisor.

To further ensure proper implementation of the program requirements, the RCM School Director oversees the proper documentation and record-keeping processes for the ELO-P program. This includes managing all critical records are stored securely, including:

- Yearly offer letters outlining the program's offerings
- Budget information that details allocated funds for services, staffing, and materials
- Enrollment records to track student participation and verify eligibility
- Program Plan, which include any modifications or updates to the original ELO-P goals and strategies
- Special Education supports, ensuring that students with disabilities receive appropriate support to access Expanded Learning.

Compliance Reporting: RCM ensures that all records comply with state and federal guidelines by regularly reviewing the documentation requirements specified by the California Department of Education (CDE) and any other relevant governing bodies.

1 (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

2 (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

3 (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant?

No

Do you have a 21st CCLC Grant?

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Not Applicable.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment and retention of individuals pursuing early elementary education or child development certificates. The TK/K program is run in a separate room and uses Montessori curriculum designed for that age group with a strong focus on social/emotional and practical life skills. The ELO-P will follow developmentally appropriate practices based on Montessori curriculum. The ELO-P funding will help to ensure that we maintain a staff ratio of at least 1:10.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Access to the Expanded Learning Opportunities Program (ELO-P) is open to all students in grades TK–6, based on available space with unduplicated students (socioeconomically disadvantaged, foster youth, homeless students, and English Learners) receiving priority enrollment.

RCM communicates with families using culturally and linguistically appropriate channels, including translated information when needed, school site communications, and direct outreach through site supervisor and school director.

> Enrollment is managed directly through each ELO-P site. Site supervisors verify eligibility for free or reduced-cost care in partnership with other RCM administration. Teachers maintain enrollment records, while the administration maintains a digital record of eligible and enrolled students.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

> Only walking field trips are included with our ELOP program. For all field trips guardian permission is obtained prior to their student participating on any field trip.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney- Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

> The ELOP program is free for all students that qualify based on household income information provided to the school. For students that do not qualify based on household income the cost for ELOP program is $175 per week. Breakfast and Lunch are included, free for all students.
> Aftercare is an additional $5/hr. for students that do not qualify based on household income.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Sample School Day Schedule
This is a sample schedule
Time Activity
7:45-8:30 Drop Off & Breakfast
8:30 – 9:00 Morning Recess & Community Circle
9:00 – 11:00 Morning camp activity w/snack
11:00 – 12:00 Recess & Lunch
12:00 – 2:00 Afternoon camp activity w/snack
2:00 – 3:00 Enrichment activities
3:00 – 5:30 Aftercare w/snack

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.
(B) Section 8482.6.
(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175- instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

(A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of
Division 4 of Title 2.
(B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:
(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
EC Section 8483.4(b-d):

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an "event" includes any of the following:
   (1) Death of a child from any cause.
   (2) Any injury to a child that requires medical treatment.
   (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
   (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
   (5) Epidemic outbreaks.
   (6) Poisonings.
   (7) Fires or explosions that occur in or on the premises.
   (8) Exposure to toxic substances.
   (9) The arrest of an employee of the third party.
   (C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

RCM School Board

Agenda Item: E6
    RCM Staff Stipend Policy

Department/Program:
    Business and Finance

Background Information:
    During the November 2024 regular meeting, the board approved
    new stipend rates based on a three-tier system. The three-tier
    system did not address extra curricular activities such as MMUN
    and overnight trips.

Recommendation:
    Hold discussion about stipend rates for extra curricular activities
    such as MMUN and overnight trips.

Fiscal Implications:
    Increase in expenditures, which will come from base LCFF
    funding.

Contact Person:
    Bryan Little

RCM School Board

Agenda Item: F1
> Approve of 2025-26 Declaration of Need for Fully Qualified Educators

Department/Program:
> School wide

Background Information:
> The ongoing teacher shortage make is difficult to fill vacant teaching positions. The attached declaration of need identifies our difficulty in filling all needed 1.0 FTE classroom teacher positions that include a CLAD certification at Redwood Coast Montessori.

Recommendation:
> Approve 2025-26 Declaration of Need

Fiscal Implications:
> None

Contact Person:
> Bryan Little

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: __**2020-21**__

Revised Declaration of Need for year: __**2025-26**__

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Redwood Coast Montessori   District CDS Code: **12626790137653**

Name of County: Humboldt County   County CDS Code: **12101241230184**

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made

- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on __6__ / __17__ / __25__ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, __2026__.

Submitted by (Superintendent, Board Secretary, or Designee):

Bryan Little		Director
Name	*Signature*	*Title*
707-832-4194	707-630-5018	6/17/2025
Fax Number	*Telephone Number*	*Date*

P. O. Box 6103, Eureka, CA 95502

Mailing Address

info@redwoodmontessori.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____   County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____   County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ *Enclose a copy of the public announcement*
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____
Mailing Address

_____
EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS
Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	4 _____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS
Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	2
Special Education	
TOTAL	4

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?   ◯ Yes ◯ No

If no, explain. N/A   Charter School
_____

Does your agency participate in a Commission-approved   ⦿ Yes   ◯ No
college or university internship program?

If yes, how many interns do you expect to have this year? ___1_____

If yes, list each college or university with which you participate in an internship program.
Cal Poly Humboldt
_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

RCM School Board

Agenda Item: F2
        Draft Community Norms &
        Expectations

Department/Program:
        School wide

Background Information:
        There are 5 components of Redwood Coast Montessori's approach to
        fostering an intentionally connected and collaborative community. This
        policy focuses on explicitly defining how we treat ourselves and each other
        and how that treatment relates to belonging to an innovative, culturally
        safe, and healthy 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 School-Wide Learner
        Outcomes or SLOs.

Recommendation:
        Discuss Draft Community Norms Policy. Discuss any potential legal
        considerations related to the code of conduct.

Fiscal Implications:
        None

Contact Person:
        Michelle Leonard/Tess Yinger

Community Norms & Expectations

Purpose

There are 5 components of Redwood Coast Montessori's approach to fostering an intentionally connected and collaborative community. This policy focuses on explicitly defining how we treat ourselves and each other and how that treatment relates to belonging to an innovative, culturally safe, and healthy 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 School-Wide Learner Outcomes or SLOs.

Table of Contents

If harm is caused to a person, they are fully supported in reporting that harm to the appropriate people. Addressing and reporting harm caused is not a violation of this code of conduct.

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. Community members are supported in being themselves fully and expressing their identities without fear. 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
- We practice communicating clearly, openly, respectfully, and free of judgement.
- We work to develop trust with each other.
- We practice receiving feedback without defensiveness or invalidating critique.
- We practice recognizing and avoiding stereotypes.
- We value marginalized voices and take action based on feedback from the most vulnerable in our community.
- We respect the different communication styles embedded within different cultures.
- We 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 are committed to listening, learning, and creating space for individuals and communities to speak for themselves. Staff will work to elevate and honor historically excluded communities and voices.
- Recognize Indigenous Voices:
  - We recognize that both of our campuses are located on the unceded land of the Wiyot people.
  - 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 are 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 is 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" and know that you can choose what to do with the feedback you receive.
  - If feedback is 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, you could ask "When are you going to address this with Employee B?" and facilitate the conversation if necessary.

Pathway to Repairing Harm
- First try to discuss the harm caused with the person directly.
- If this does not resolve the issue, request a restorative meeting or peace talk with a neutral facilitator (staff member, administrator, or board member).
- If the restorative meeting does not help resolve the issue, consider completing the [RCM Incident Reporting/Complaint Form](). This will document the incident and alert administrators to the issue.
- If the issue still is not resolved, you can contact a board member to make a plan for resolution (this could include adding the issue to the board agenda if necessary).
- If the issue is not resolved with all of the above interventions, you have the right to follow the [California Uniform Complaint Procedure]() based on the specific situation.

If harm is caused to a person, they are fully supported in reporting that harm to the appropriate people. Addressing and reporting harm caused is not a violation of this code of conduct.

Learning Community

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

Purpose

We believe that health and safety depend 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 and Celebrate Mistakes:
  - Mistakes happen and are expected.
  - When learning is a part of the plan, there is room for new ideas.
- Be cautious not to dwell in the problem, and work to focus on and seek productive solutions.

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.
  - Everyone in our community leads when needed.
  - 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 smooth, 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 feel supported. When we are not caring for ourselves, we can hurt other people. 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

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.

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.

Harmful Behavior

In our context, harmful behavior can manifest as bullying, harassment, physical abuse, verbal abuse, and discrimination which disproportionately affects certain groups. This is by no means an exhaustive list of examples of harmful behavior.

Violent language is any kind of communication, whether it's words or in writing, that attacks or discriminates against a person or group based on who they are or the group that they come from (religious, ethnic, racial, gender, sexual orientation, tribal affiliation).

Violent language is sometimes called hate speech. Hate speech isn't just about using mean words. It can happen in person or online and can be expressed in many ways, including through images, cartoons, videos, objects, gestures, and symbols. Hate speech aims to provoke an emotional response like fear, distress, isolation, or intimidation in its target, to spread hatred in society, and even incite abuse and violence.

Harmful words and actions can exacerbate existing inequalities especially among people who are part of historically marginalized and excluded groups.

We agree to honor the impact of what we say to others and how it can cause harm.

Addressing these harmful behaviors requires a comprehensive approach that includes education, engagement, and harm reparation to promote fairness, equality, and equity across contexts. ***If harm is caused to a person, they are fully supported in reporting that harm to the appropriate people. Addressing and reporting harm caused is not a violation of this code of conduct.***

Please see the following page for specific examples of harmful behavior.

Examples of Harmful Behavior:

Language	Actions
- Racial slurs - Defamatory language about appearance, gender, identity, sexual orientation, religion, ethnicity, or any other protected status - Microaggressions and macroaggressions - Language intended to insult, demean, or otherwise hurt feelings or offend	- Body contact intended to hurt - Not checking in after body contact - Property destruction/defacing property - Deliberately ignoring a school rule - Bullying (repeated harmful behavior targeting 1 or more specific people) - Harassment (targeted bullying based on 1 or more protected classes such as race, gender, or sexual orientation) - Assault (a violent physical or verbal attack)

The United Nations's definition of Hate Speech

Hate speech can be conveyed through any form of expression, including **images, cartoons, memes, objects, gestures and symbols** and it can be disseminated offline or online.

Hate speech is **"discriminatory"** (biased, bigoted or intolerant) or **"pejorative"** (prejudiced, contemptuous or demeaning) of an individual or group.

Hate speech calls out real or perceived **"identity factors"** of an individual or a group, including: **"religion, ethnicity, nationality, race, colour, descent, gender,"** but also characteristics such as language, economic or social origin, disability, health status, or sexual orientation, among many others.

It's important to note that hate speech can only be directed at individuals or groups of individuals. It does not include communication about States and their offices, symbols or public officials, nor about religious leaders or tenets of faith.

Image from: https://www.un.org/en/hate-speech/understanding-hate-speech/what-is-hate-speech

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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.

Macroaggression

A macroaggression is defined as large-scale systematic oppression of a target group by societal institutions, such as government, education, and culture, which can all contribute or reinforce the oppression of marginalized social groups while elevating dominant social groups.
(source: https://ywcacentralcarolinas.org/defining-racial-justice-terms-microaggression-vs-macroaggression/)

Microaggression

A microaggression is defined as a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group, such as a racial minority.
(source: https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away)

Code of Conduct Staff Agreement

(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, administrators, 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 (see definition on the definitions page above)
- Inappropriate disruption of programs or meetings
- Invasion of another community member's right to privacy
- Hurtful or harmful language (see above definitions page and the Harmful Student Behavior Action Plan)
- 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 your immediate supervisor and the school director.
- Community members who have caused harm to another community member will be invited to participate in a restorative meeting to repair harm. If this offer is denied there may be more punitive consequences for the behavior.
- Fill out this RCM Incident Reporting/Complaint Form to document the incident.

I have read the community safety policy and code of conduct agreement and agree to follow these guidelines in my work at Redwood Coast Montessori.

Employee Signature: _____ Date: _____

Printed Name: _____

Code of Conduct Student Agreement
for 4th-12th Grade
(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, administrators, 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 (see definition on the definitions page above)
- Inappropriate disruption of programs or meetings
- Invasion of another community member's right to privacy
- Hurtful or harmful language that is intended to demean a person's identity (see above definitions page and the [Harmful Student Behavior Action Plan](#))
- 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.
- Community members who have caused harm to another community member will be invited to participate in a restorative meeting to repair harm. If this offer is denied there may be more punitive consequences for the behavior.
- Fill out this [RCM Incident Reporting/Complaint Form](#) to document the incident. An administrator will follow up with you about it.

I have read this code of conduct agreement and agree to follow these guidelines while at Redwood Coast Montessori school.

Student Signature: _____ Date: _____

Printed Name: _____

Code of Conduct Student Agreement for TK-3

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

Why We Have This

We want everyone at Redwood Coast Montessori — in the classroom, on the playground, in the garden, or even in the parking lot — to feel safe, respected, and welcome.

This agreement is for everyone here: students, teachers, parents, guests, and helpers. If someone isn't being kind or safe, we will have a peace talk to make a plan for changing behavior and making sure everyone feels safe and welcome at school.

We do NOT allow:
- Threatening or scaring others (see definition on the definitions page above)
- Yelling or interrupting in a mean way
- Getting into someone's private or personal space without permission
- Using hurtful or mean words
- Hitting, pushing, or hurting someone's body
- Touching someone in a way that makes them uncomfortable
- Making someone feel bad or unsafe on purpose
- Bullying someone for any reason, especially because of:
    - What they look like
    - Where they come from
    - Who they are, including what they wear
    - How they feel inside
    - Their age, body, health, or religion

What to do if someone does not honor the code of conduct:
- If someone asks you to stop — STOP right away.
- If someone is being mean or making you or someone else feel unsafe — tell an adult you trust right away. Adults will help work through the problem. They may have a meeting to help everyone talk it out and make it right.

If you need help later, you can also:
- Put a note in the Suggestion Box in the main hall.
- Fill out this RCM Incident Reporting/Complaint Form with an adult's help.
- If you feel really unsafe go tell an adult at school immediately.

I understand these rules and agree to be kind, safe, and respectful at Redwood Coast Montessori.

Student Signature: _____ Date: _____

Printed Name: _____

RCM School Board

Agenda Item: F3
    Regular Board Meeting dates for the 2025-26 school year

Department/Program:
    School Functions

Background Information:
    Each year, the RCM school board establishes a regular day each
    month to schedule regular board meetings for the coming school
    year. Establishing regular dates help the school community stay
    connected to and aware of important decisions being made
    through out the school year.

Recommendation:
    Set a monthly meeting time for regular school board meetings
    and establish the date for the first meeting of the 2025-26 fiscal
    year.

Fiscal Implications:
    None.

Contact Person:
    Bryan Little

RCM School Board

Agenda Item: F4
    Annual Board Retreat

Department/Program:
    School Functions

Background Information:
    As outlined in the Redwood Coast Montessori WASC Action
    Plane, the RCM school board will meet on an annual basis to
    review the roles and responsibilities of the school board and to
    outline goals for the coming year. The Boar approved at the May
    2024 Regular meeting to meet w/in the first 4 weeks of the
    beginning of the school year.

Recommendation:
    Set a specific date to hold the 2025-26 Board Retreat

Fiscal Implications:
    None.

Contact Person:
    Bryan Little