

Beach Cities Learning Center
38 Crest Road West Rm # 9 & 10
Rolling Hills, CA 90274
310-377-2400

Executive Summary School Accountability Report Card 2017-2018

Address: 38 Crest Road West, #8, #9 & #10
Administrator: Katie Sullivan
Website: www.beachcitieslc.com

Phone: 310-377-2400
Grade Span: 6th – 12th

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2017-2018 school year. School finances and school completion data are reported for the 2017-2018 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2017-2018 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Beach Cities Learning Center is an innovative Non Public school program, which serves the educational needs of adolescents between the ages of 12 and 18. The school will serve students with a variety of disabilities, mainly with severe emotional, behavioral, and learning challenges that cannot be met in public school settings. Beach Cities offers an array of educational opportunities for our students, ranging from College Preparatory classes to Vocational Training classes. All of our courses are student-centered, utilizing a “discovery-based” learning model that helps our students to become self-directed learners.

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 22 |
| African American | 6% |
| American Indian or Alaska Native | 0% |
| Asian | 6% |
| Filipino | 0% |
| Hispanic or Latino | 18% |
| Pacific Islander | 0% |
| White (not Hispanic) | 40% |
| Multiple or No Response | 30% |
| Socioeconomically Disadvantaged | 12% |
| English Learners | 6% |
| Students with Disabilities | 100% |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full spec. ed. credential | 2 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

School Facilities

Summary of Most Recent Site Inspection

The California Department of Education (CDE) performed an on-site validation review in March 21, 2018. Beach Cities Learning Center received an unconditional "APPROVED" Nonpublic School Certification from CDE. Beach Cities Learning Center passed its last annual Fire Prevention inspection conducted by the Palos Verdes Fire Department on November 1, 2017.

Beach Cities Learning Center shares its physical plant with Rancho Del Mar Continuation School. Cleanliness and safety are a priority throughout the facility and the grounds are well maintained. Beach Cities has an outdoor area, which allows students to exercise and move around freely and participate in physical education activities.

Repairs Needed

None

Corrective Actions Taken or Planned

None

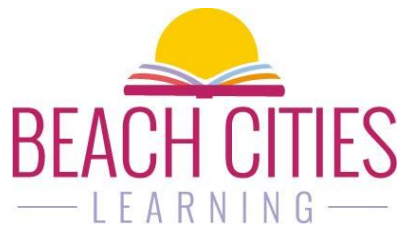
Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|--|--|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |
| Science Laboratory Equipment (grades 9-12) | 6% |

School Completion

| Indicator | Result |
|--------------------------------|---------------|
| Graduation and Mainstream Rate | 72% |

| Measures | Percent |
|--|----------------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 0% |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 6% |



School Accountability Report Card **Reported Using Data from the 2016-2017 School Year** *Published During 2017-18*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal, director of education, or executive director.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about public schools and comparisons of public school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This Nonpublic School

Contact Information (School Year 2017-2018)

| School | | Administrators | |
|-------------------------|--|---------------------------|------------------------------|
| School Name | Beach Cities Learning Center | Executive Director | Mr. Daniel Campbell |
| Street | 38 Crest Road West #8, 9, 10 | E-mail Address | dcampbell@beachcitieslc.com |
| City, State, Zip | Rolling Hills, CA 90274 | Administrator | Katie Sullivan |
| Phone Number | 310-546-4109 | E-mail Address | kasullivan@beachcitieslc.com |
| CDS Code | 19-64865-0123448 | | |
| Web Site | www.beachcitieslc.com | | |

School Description and Mission Statement (School Year 2017-2018)

Mission Statement:

Beach Cities Learning Center believes that all students have the potential to achieve success each and every day.

School Program Description:

Beach Cities Learning Center is an innovative Non Public school program, which services the educational needs of adolescents between the ages of 12 and 22. The school will serve students with a variety of disabilities, mainly with severe emotional, behavioral, and learning challenges that cannot be met in public school settings. Beach Cities offers an array of educational opportunities for our students. All of our courses are student-centered, utilizing a “discovery-based” learning model that helps our students to become self-directed learners.

Traditional Day: BCLC – Palos Verdes is a full service Non Public School serving the students of the South Bay area. The school serves students with a variety of disabilities including Emotional Disturbance, Autism, Other Health Impairment and Specific Learning Disability. A full curriculum, adopted from the Palos Verdes Peninsula Unified School District, is provided in grades 6-12, as well as a variety of specialized educational, vocational, and extracurricular activities. Students participate in the traditional school day, which includes academic instruction from credentialed Special Education teachers using a combination of directed instruction, online instruction and individualized academic contracts. Students participate in individual and group counseling run by our licensed therapists. BCLC is responsible for implementing all parts of the IEP. There are 2 school classrooms.

Currently, BCLC is set up for an array of individualized academic, emotional, behavioral, and vocational services, as well as extracurricular activities. BCLC incorporates weekly elective and extracurricular activities such as field trips to community centers, gyms, beaches, parks, libraries, museums, etc. designed to increase appropriate socialization skills, independence and community awareness. BCLC has developed a supportive community network with local business owners including local arts, recreation and music stores. Transition skills services are provided on a weekly basis targeting four crucial areas Independent Living Skills, Self-Advocacy, Employment/Training and Post Secondary Education. Students participate in directed transition instruction involving an array of group and individual activities that emphasize these four areas and develop team building, cooperative learning, and improving interpersonal relationships. Off site supportive activities to local community businesses, junior colleges and occupational centers reinforce acquisition of skills.

Designated Instruction and Services (DIS) including Counseling and Behavioral Intervention services are indicated on individual IEP's. Individual and group counseling is available on site and is reinforced through the school wide WAVES (Wellness, Achievement, Values, Enjoyment and Self Esteem) behavioral system. All DIS Services are administered by the appropriate credentialed staff.

Students enter via the IEP process and are placed by school district personnel. Beach Cities Learning Center works closely with school districts in helping students meet their educational needs in the least restrictive environment. Students advance through an academic and behaviorally oriented level system representative of their progress toward personal and IEP-based goals. Our objective is to provide students with the tools to successfully reintegrate them back into public school system.

School districts, parents, students and BCLC all work together to determine the student's exit plan based on factors such as behavior, grades, attendance, and availability. An emphasis is placed on student's successful transition to a less restrictive environment, which can be achieved in a variety of ways including dual enrollment or full time return to District and/or dual enrollment into local community colleges or occupational centers. In the 2017-2018 school year, 5 students (23% of the traditional day student population) are dual enrolled with their local District high school.

Opportunities for Parental Involvement (School Year 2017-2018)

Parent involvement and communication is critical for student's ongoing success. Parental and family involvement is valued and welcomed. Parents participate in IEP meetings held upon enrollment and annually.

BCLC encourages parental involvement and strives to form consistent and meaningful communication with our parent community. Throughout the school year parents are encouraged to attend back to school events as well as holiday celebrations, open houses, parent nights and end of year activities. Counselors and classroom teachers maintain regular contact with parents through telephone and email. Additionally, staff are always available for parent conferences and these can be scheduled through the office by contacting the school directly.

Student Enrollment by Grade Level (School Year 2017-2018)

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 1 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 3 |
| Grade 3 | 0 | Grade 10 | 6 |
| Grade 4 | 0 | Grade 11 | 8 |
| Grade 5 | 0 | Grade 12 | 4 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 22 |

Student Enrollment by Subgroup (School Year 2017-2018)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 6% | White (not Hispanic) | 40% |
| American Indian or Alaska Native | 0% | Multiple or No Response | 30% |
| Asian | 6% | Socioeconomically Disadvantaged | 12% |
| Filipino | 0% | English Learners | 6% |
| Hispanic or Latino | 18% | Students with Disabilities | 100% |
| Pacific Islander | 0% | | |

Average Class Size and Class Size Distribution (Elementary)

N/A

III. School Climate

School Safety Plan (School Year 2017-2018)

BCLC has a comprehensive Emergency Plan. The written plan documents specific procedures for emergency situation including, medical, earthquake, fire, hazardous materials spills, and other emergencies. Disaster drills are conducted as required, including “duck and cover”, “shelter in place” and evacuation. All staff receive behavior training annually and all employees and volunteers are examined for tuberculosis, and have cleared fingerprints before coming in contact with students.

Suspensions and Expulsions

Whenever possible, attempts are made to avoid suspending students. Some of the alternatives to suspension include: coordinated behavior plans, alternative programming, behavior monitoring, in-school suspension alternatives, community service, counseling, calls to parents to talk with students during the day, parent conferences, educational packets, problem solving, negotiating contracts, and positively reinforcing good behaviors. The principal or another school administrator must approve suspensions from school. Individuals with exceptional needs cannot be expelled from school for infractions related to their disabilities.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2017-2018)

Beach Cities Learning Center shares its physical plant with Rancho Del Mar Continuation School. Cleanliness and safety are a priority throughout the facility and grounds are well maintained. Beach Cities has an outdoor area, which allows students to exercise and move around freely and participate in physical education activities.

School Facility Good Repair Status (School Year 2017-2018)

| System Inspected | Repair Needed and Action Taken or Planned | | | |
|---|---|------|------|--|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

| | | | | |
|--|---|--|--|--|
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | | | |
| Overall Rating | X | | | No improvements necessary. BCLC passed its last annual Fire Prevention inspection conducted by the Palos Verdes Fire Department on September 15, 2016. |

V. Teachers

Teacher Credentials

| Teachers | # in | % in | # in | % in | # in | % in | # in | % in | # in | % in | # in | % in |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2012-2013 | 2012-2013 | 2013-2014 | 2013-2014 | 2014-2015 | 2014-2015 | 2015-2016 | 2015-2016 | 2016-2017 | 2016-2017 | 2017-2018 | 2017-2018 |
| With Full Special Education Credential | 1 | 33% | 2 | 100% | 1 | 50% | 1 | 50% | 1 | 50% | 2 | 100% |
| University Internship Education Specialist Instruction Credentials | 2 | 67% | 0 | 0% | 1 | 50% | 1 | 50% | 1 | 50% | 0 | 0% |
| Teachers With Waivers Without a Credential | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Additional Instructional Aides with 30 – Day Substitute Credentials | 1 | 100% | 1 | 100% | 1 | 100% | 1 | 100% | 1 | 100% | 1 | 100% |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013–14 | 2014–15 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---------|---------|-----------|-----------|-----------|
| Misassignments of Teachers of English Learners | 0% | 0% | 0% | 0% | 0% |
| Total Teacher Misassignments | 0% | 0% | 0% | 0% | 0% |
| Vacant Teacher Positions | 0% | 0% | 0% | 0% | 0% |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2017-2018)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100% | 0% |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2017-2018)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .5 | 22 |
| Counselor (Social/Behavioral or Career Development) | 1.5 | |
| Library Media Teacher (librarian) | 0 | |
| Library Media Services Staff (paraprofessional) | 0 | |
| Psychologist | 0 | |
| Social Worker | 0 | |
| Nurse | 0 | |
| Speech/Language/Hearing Specialist | 1 | |
| Resource Specialist (non-teaching) | 0 | |
| Other: Classroom Instructional Aides | 2.5 | |
| Other: 1:1 Behavior Aides | 0 | |
| Other: Behavior Interventionist | .5 | |

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-2018)

Year and month in which data were collected: September 2017

Beach Cities Learning Center offers its students a standards-based core curriculum formulated after the Palos Verdes Peninsula Unified School District. In addition, supplemental instructional materials are used to support the core curriculum and to facilitate and enhance students' understanding of the subject matter.

| Core Curriculum Area | Quality and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|----------------------|---|--|
|----------------------|---|--|

| | | |
|-------------------------------|---|----|
| Language Arts | 100% Palos Verdes Peninsula Unified School District Adopted Textbooks | 0% |
| Mathematics | 100% Palos Verdes Peninsula Unified School District Adopted Textbooks | 0% |
| Science | 100% Palos Verdes Peninsula Unified School District Adopted Textbooks | 0% |
| History-Social Science | 100% Palos Verdes Peninsula Unified School District Adopted Textbooks | 0% |
| Health | 100% Palos Verdes Peninsula Unified School District Adopted Textbooks | 0% |
| Spanish | 100% Palos Verdes Peninsula Unified School District Adopted Textbooks | 0% |

| Core Subject | Grade Level | Current Core Subject Textbooks | Publisher and Year of Publication |
|---------------------|--------------------|---|--|
| English LA | 7 | Holt Literature & Language Arts 1st Course | Holt, Rinehart & Winston 2003 |
| Social Science | 7 | World History - Medieval to Modern Times | Holt, Rinehart & Winston 2006 |
| Science | 7 | Life Science | Holt, Rinehart & Winston 2007 |
| Math | 7 | Pre Algebra – California Edition | Prentice Hall / 2001 |
| Science | 7 | Health | Holt, Rinehart & Winston 2007 |
| Science | 8 | Physical Science | Holt, Rinehart, Winston / 2007 |
| English LA | 8 | Holt Literature & Language Arts 2nd Course | Holt, Rinehart & Winston 2003 |
| Math | 8 | Algebra 1 – California Edition | Prentice Hall / 2001 |
| Social Science | 8 | US History, Independence to 1914 | Holt, Rinehart Winston / 2003 |
| Math | 8 | Pre Algebra – California Edition | Prentice Hall / 2001 |
| Science | HS | Lifetime Health | Holt, Rinehart & Winston 2004 |
| Science | 9 | Earth Science -California Edition | Pearson Prentice Hall 2006 |
| Science | 10 | Biology - California Edition | Pearson Prentice Hall 2007 |
| English LA | 9 | Holt Literature & Language Arts 3rd Course | Holt, Rinehart, Winston / 2003 |
| English LA | 10 | Holt Literature & Language Arts 4th Course | Holt, Rinehart, Winston / 2003 |
| English LA | 11 | Holt Literature & Language Arts 5th Course | Holt, Rinehart, Winston / 2003 |
| English LA | 12 | Holt Literature & Language Arts 6th Course | Holt, Rinehart, Winston / 2003 |
| Math | HS | Algebra 1 - California Edition | Prentice Hall / 2001 |
| Math | HS | Geometry - - California Edition | Holt, Rinehart and Winston / 2008 |
| Math | HS | Algebra 2 | McDougal Littell / 2007 |
| Social Science | 10 | Modern World History Patterns of Interaction – California Edition | McDougal Littell / 2006 |
| Social Science | 11 | The Americans – Reconstruction to the 21st Century – California Edition | McDougal Littell / 2006 |

| | | | |
|----------------|----|---|----------------------------|
| Social Science | 12 | Magruder's American Government - CA Edition | Pearson Prentice Hall 2005 |
| Social Science | 12 | Economics – Principles in Action – California Edition | Prentice Hall / 2007 |
| Social Science | 9 | World Geography - Building a Global Perspective | Prentice Hall 2009 |
| Science | HS | Biology – California | McDougal Littell / 2008 |
| Science | HS | Science Spectrum – Physical Science | Holt / 2007 |
| Science | HS | Earth Science - California | Prentice Hall / 2006 |
| | | | |
| | | | |

VIII. School Finances

Types of Services Funded (School Year 2017-2018)

School districts contract with BCLC school to provide specialized academic instruction for 175-180 regular school days and 20-30 extended school days, plus designated instructional services that include: behavior intervention services, speech and language therapy and counseling.

IX. Student Performance

Standardized Testing and Reporting Program

Smarter Balanced Assessments

Each spring, most students in California participate in the statewide testing program, which is the California Assessment of Student Performance and Progress (CAASPP) System. The tests in the CAASPP System provide information to teachers, parents/guardians, and students about students' progress and readiness for college and career. In grades three through eight and grade eleven, most students take the Smarter Balanced online tests for English language arts/literacy (ELA) and mathematics. However, students who have a significant cognitive disability (as designated in their individualized education program) are eligible to take the California Alternate Assessments (CAAs).

Assessments for Science

California has adopted new science standards and piloted the SBAC science test the 2017-2018 school year. Contracting school districts assigned Beach Cities Palos Verdes specific high school grade levels to pilot the test.

California Physical Fitness Test Results (School Year 2017-2018)

The California Physical Fitness Test is administered to students in grades seven, and nine only. The number of students tested in each grade is too small for statistical accuracy, and their results are not shown to protect student

privacy. Detailed information regarding this test may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

X. Accountability

Academic Performance Index

Nonpublic schools do not get an Academic Performance Index. The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

All "diploma bound" students shall demonstrate mastery of the curriculum by completing the following high school graduation requirements established by the State of California and the School Board policy Palos Verdes Peninsula Unified Schools District which is the Local Education Area in which BCLC is located:

1. Each student must have a minimum of 220 to 230 credits (varies by contracting home school district) and have met other LEA criteria to be eligible to graduate and participate in the graduation ceremony.
2. Each student will be enrolled in at least six classes during each semester in attendance, with the exception of graduating seniors who may take fewer classes if that is all that is needed to fulfill graduation requirements.
3. Each student shall obtain credit as follows:
 1. Mathematics - 20 credits
 2. Science - 20 credits
 3. English - 40 credits
 4. Social Studies 30 credits (10 World History, 10 US History, 5 Government, 5 Economics)
 5. Health Education - 5 credits
 6. Physical Education - 20 credits
 7. Fine Arts or Foreign Language - 10 credits
 8. Electives - 75 credits
4. Fulfill all other graduation/ exit requirements established by student's IEP team.

Completion of High School Graduation Requirements

BCLC's written course of study meets or exceeds proficiency standards for graduation requirements established by student's IEP teams. "Diploma bound" students demonstrate mastery of the curriculum by completing a minimum of 220 to 230 credits according to the high school graduation requirements established by School Board policy for each student's school district and must meet other Local Education Agency and State of California criteria to be eligible to graduate and participate in the graduation ceremony.

Individual Transition Plans and Vocational Education Programs (School Year 2017-2018)

Beginning at age 15, an Individual Transition Plan (ITP) is developed in conjunction with student IEP's to help students develop goals in areas such as employment, education and independent living to assist students in making informed decisions about their future. ITP goals are reviewed at annually IEP's and progress is noted quarterly.

Career and Vocational Training – Students are provided with an online Personal Data Wizard account so they may participate in vocational assessments, maintain a resume, develop budgeting skills and investigate possible career choices.

Workability – If applicable, students will also participate in the District's Workability program. If successful, students will be referred to the TTP Program offered by the District. Students will also have the opportunity to participate in local job fairs and meet with local community business leaders.

El Camino/SCROC – Students are encouraged to enroll in local community college and Occupational Programs (SCROC) to further their educational and work options for their future.

XII. Instructional Planning and Scheduling

Professional Development

Beach Cities Learning Center provides ongoing staff development and training throughout the school year. Teachers, counselors and support staff at BCLC receive two days of mandatory training per school year. All new teachers and paraprofessionals participate in a New Hire Training during the first week of hire. Teachers are also included in SELPA trainings, throughout the school year.

After training sessions take place, the team meets in regularly scheduled staff meetings. At that time, efficacy of training is reviewed as staff discusses processes and procedures and makes necessary changes. Follow up to the implemented changes are reviewed in subsequent staff meetings. Staff meetings occur weekly.