



REDDING SCHOOL of the ARTS
WHERE EDUCATION AND THE ARTS CONNECT

Redding School of the Arts
California Nonprofit Benefit Corporation
Board Meeting Agenda
Posted Friday, August 6, 2021

Date: Tuesday, August 10, 2021
In- Person Location: 955 Inspiration Place, Redding
Room 19
Open Session 5:45pm

ZOOM Information

Meeting ID: 898 0011 6299

Passcode: kJB3iD

Zoom Link: <https://us02web.zoom.us/j/89800116299?pwd=WjQxNFNXU1ZPeWxNOFVFN0R6blA1QT09>

Dial by your location

- +1 669 900 6833 US (San Jose)
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- +1 253 215 8782 US (Tacoma)
- +1 312 626 6799 US (Chicago)
- +1 929 205 6099 US (New York)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 898 0011 6299

Passcode: 433368

To join the Zoom meeting, from your computer, follow this link or type this into your browser:

Join Zoom Meeting

<https://us02web.zoom.us/j/89800116299?pwd=WjQxNFNXU1ZPeWxNOFVFN0R6blA1QT09>

Follow all prompts to run the Zoom software. We recommend you begin this process at least 15 minutes prior to the start of the Board meeting. Once you have successfully joined the meeting, you will be in the waiting room until the meeting begins.

The Rules for Conduct remain intact. If, after reviewing the agenda, you have any questions or comments, on Tuesday, August 10, 2021, from 4:00 p.m. until the start of the meeting, you may email your questions/concerns to amorfin@rsarts.org. Your email will be read and addressed publicly during the Board meeting.

If during the meeting you wish to comment, you will need to raise your hand and wait to be recognized. At that time, your microphone will be unmuted and you will be permitted to address the Board.

Meeting called to order by Presiding Officer

Roll Call/Establish Quorum:

| | | | |
|--------------------------------|-------|------------------------------------|-------|
| Vacancy, President | _____ | Andrew McCurdy, Vice President | _____ |
| Heather Wright, Treasurer | _____ | Daria O'Brien, Secretary | _____ |
| Jean Hatch, Founder | _____ | Jonathan Sheldon, Community Member | _____ |
| Lisa Stewart, Community Member | _____ | | |

Additional Non-Voting Participants:

| | | | |
|---|-------|--------------------------------|-------|
| Margaret Johnson, Executive Director | _____ | Carol Wahl, Dean of Students | _____ |
| Wendy Sanders, Special Ed Director | _____ | Sophia Zaniroli, Staff Liaison | _____ |
| Cathleen Serna, Business Service Provider | _____ | | |

| | |
|---------------------------------|----------|
| Directors Report: | (10 Min) |
| Staff Liaison Report: | (5 Min) |
| Governing Board Report: | (10 Min) |
| Governing Board Correspondence: | (5 Min) |

Public Forum:

Hearing of persons desiring to address the Board on a subject NOT covered in this agenda. NOTE: 1) Individual speakers will be allowed three (3) minutes to address the Board. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting. 2) Complaints presented to the Board must not involve specific reference to employees. Citizens should contact the Director for complaint procedures regarding employees. 3) A charter school cannot take action on a matter that has not been placed on the official agenda. (G.C. 54954.2).

CONSENT AGENDA

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

- 1.1 Approve 6/22/21 Special Meeting Minutes
- 1.2 Approve June & July 2021 Warrants
- 1.3 Acceptance of Payroll Protection Program (PPP) Loan Paid in Full & Closed Effective 7/16/2021
- 1.4 Approve 2020/21 Spring Release Consolidated Application Report & Budget
 - 1.4.1 Certification of Assurance
 - 1.4.2 Protective Prayer Certification
 - 1.4.3 Title 1; Part A
 - 1.4.4 Title 2; Part A
 - 1.4.5 Title 4
- 1.5 Approve Disposal of Technology Equipment/Epson Projectors
- 1.6 Approve Annual 2021/22 TCDE Alliance for Teacher Excellence Induction Program MOU

Call for Requests from the Audience to Speak to Any Item on the Agenda:

REGULAR AGENDA

The regular agenda includes those individual items to be discussed by the Board. Some of those items may also require action or approval by the Board. Members of the public will have the opportunity to address the Board on any item at the time that particular item is discussed by the Board, and prior to any action taken by the Board. Individual speakers will be allowed three (3) minutes to address the Board.

Discussion/Action Agenda

General Reporting

- 2.1 Discussion/Action: 2021/22 Election of Governing Board Executive Officers (10 Min)
- 2.2 Discussion/Action: 2021/22 Governing Board Meeting Dates (5 Min)
- 2.3 Discussion/Action: RSA Resolution 2021-22-01: Local Control for Masking Petition (10 Min)
- 2.4 Discussion/Action: 2021/22 School Re-Opening Framework & Guidance Update (10 Min)
- 2.5 Discussion/Action: CalOSHA Revised Emergency Temporary Standards – Addendum to CPP (5 Min)
- 2.6 Discussion/Action: 2021/22 Columbia/RSA School Lunch MOU - New (5 Min)

Policy Review & Amendments

- 2.7 Discussion/Action: Policy Amendments (10 Min)
 - 2.7.1 Cell Phone Stipend Policy
 - 2.7.2 Home School/Independent Study Policy

Personnel Reporting

- 2.8 Discussion/Action: Personnel Updates (5 Min)
 - Resignations:
 - o Alyssa Kennedy – 7/28/21 Paraprofessional
 - o Jessica Loucks – 7/31/21 Homeschool Teacher
 - Employment Update:
 - o Lisa Archer – 8/6/21 Home School Teacher
 - o Laura Dunaj – 8/6/21 Program Coordinator (Home School)

Next Regular Meeting:

Date: Tuesday, September 14, 2021
Time: 5:45 p.m.
Location: Redding School of the Arts/Room 19
955 Inspiration Place
Redding, CA 96003

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Consent Agenda

SUBJECT: Item 1.1 – June 22, 2021 Special Meeting Minutes

PREPARER: Adel Morfin

RECOMMENDATION: Motion to Approve Minutes.

BACKGROUND:

See Attached Minutes

REFERENCE:



REDDING SCHOOL of ARTS
WHERE EDUCATION AND THE ARTS CONNECT

Redding School of the Arts
California Nonprofit Benefit Corporation
Un-Adopted Special Board Meeting Minutes

Tuesday, June 22, 2021

The meeting was accessible via in person or Zoom Video Conference:

Zoom Video Conference Information:

Meeting ID: 818 5309 7138

Passcode: rQ6BAM

Zoom Link: <https://us02web.zoom.us/j/81853097138?pwd=UklCOUU0N0pmTIRUQWp3UFdGNk1wUT09>

Dial by your location

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Germantown)

Meeting ID: 818 5309 7138

Passcode: 228471

Open Session: 5:45 p.m.

Meeting called to order by Presiding Officer Steven Riley at 5:59 p.m.

Roll Call/Establish Quorum:

| | |
|------------------------------------|---|
| Steven Riley, President | <u> X </u> |
| Andrew McCurdy, Vice President | <u> X </u> |
| Heather Wright, Treasurer | <u> X </u> |
| Daria O'Brien, Secretary | <u> X (via video conference)</u> |
| Jean Hatch, Founder | <u> X </u> |
| Jonathan Sheldon, Community Member | <u> X </u> |
| Lisa Stewart, Community Member | <u> X </u> |

Additional Non-Voting Participants

| | |
|--|-------------------------------|
| Margaret Johnson, Executive Director | <u> X </u> |
| Wendy Sanders, Special Ed Director | <u> X </u> |
| Carol Wahl, Dean of Students | <u> X </u> |
| Cathleen Serna, Business Serv Provider | <u> X </u> |
| Laura Dunaj, Staff Liaison | <u> AB </u> |

Board Recorder: Adel Morfin

Onsite Guests: N/A

Zoom Online Guests: Deven Carter, Kyle M, Robyn Stamm, and Karl Yoder

DIRECTORS REPORT:

- Margret Johnson:

Margaret Johnson recognized exiting Governing Board member, Steven Riley, for his 4+ years of service on the RSA Governing Board.

Margaret also thanked Admin Office Support Staff, as well as Cathleen Serna and Robyn Stamm, for their hard work over the last month in trying to wrap up the 2020/21 fiscal year.

- Carol Wahl:

Nothing to report at this time.

GOVERNING BOARD REPORT:

- **Daria O'Brien:** Nothing to report at this time
- **Heather Wright:** Nothing to report at this time
- **Jonathan Sheldon:** Nothing to report at this time
- **Andrew McCurdy:** Nothing to report at this time
- **Steven Riley:** Nothing to report at this time
- **Jean Hatch:** Nothing to report at this time
- **Lisa Stewart:** Nothing to report at this time

GOVERNING BOARD CORRESPONDANCE:

- No correspondence at this time.

PRESENTATIONS/PUBLIC HEARING:

LCAP/LCP Updates

- 2019-2020 Annual Local Control & Accountability Plan Update
- 2020-2021 Annual Learning Continuity Plan Update
- 2021-2022 Local Control & Accountability Plan
- 2021-2022 Local Control & Accountability Plan (ESSA) Federal Addendum
- Annual Local Indicators Update

Margaret Johnson and Carol Wahl reported on the LCAP, LCP, and Local Indicators.

PUBLIC FORUM:

Hearing of persons desiring to address the Board on a subject NOT covered in this agenda. NOTE: 1) Individual speakers will be allowed three (3) minutes to address the Board. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting. 2) Complaints presented to the Board must not involve specific reference to employees. Citizens should contact the Director for complaint procedures regarding employees. 3) A charter school cannot take action on a matter that has not been placed on the official agenda. (G.C. 54954.2).

- No Comments

Call for Requests from the Audience to Speak to Any Item on the Agenda:

The regular agenda includes those individual items to be discussed by the Board. Some of those items may also require action or approval by the Board. Members of the public will have the opportunity to address the Board on any item at the time that particular item is discussed by the Board, and prior to any action taken by the Board. Individual speakers will be allowed three (3) minutes to address the Board.

- No Comments

CONSENT AGENDA:

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

It is understood that Administration recommends approval of all Consent Agenda items as listed. Each item on the Consent Agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- 1.1 Approve 6/8/2021 Board Minutes
- 1.2 Approve 2021/22 RSA/Growing Health Children Therapy Services Master Contract
- 1.3 Approve Executive Director Mentor/High Sch Project Administrator Job Description – 2nd Read
- 1.4 Approve Annual Family & Personnel Handbooks
 - 1.4.1 2021/22 RSA Family Handbook - Student Policy

- 1.4.2 2021/22 Home School Family Handbook – Student Policy
- 1.4.3 2021/22 Personnel Handbook - Personnel Policy

Daria O'Brien moved to approve the consent agenda as listed, seconded by Jonathan Sheldon. Vote 7 Ayes: 0 Nays.

DISCUSSION/ACTION AGENDA:

2.1 Discussion/Action: LCAP/LCAP Updates

- 2.1.1 2019-2020 Annual Local Control & Accountability Plan Update
- 2.1.2 2020-2021 Annual Learning Continuity Plan Update
- 2.1.3 2021-2022 Local Control & Accountability Plan
- 2.1.4 2021-2022 Local Control & Accountability Plan (ESSA) Federal Addendum
- 2.1.5 Annual Local Indicators Update

Heather Wright moved to approve the LCAP/LCP Update as presented, seconded by Andrew McCurdy. Vote 7 Ayes: 0 Nays.

2.2 Discussion/Action: 2021/22 Annual Budget Adoption – 2nd Read

Cathleen Serna presented a final review of the 2021/22 Annual Budget and MYP. She reported RSA's multi-year projection shows deficit spending in 2021/22 and 2022/23 due to one-time funds received in 2020/21 that will be expended in 2021/22 and 2022/23 fiscal years.

Jonathan Sheldon moved to approve 2021/22 Annual Budget and MYP as presented, seconded by Lisa Stewart. Vote 7 Ayes: 0 Nays.

2.3 Discussion/Action: 2021 Safe Return to In-Person Instruction and Continuity Plan (ESSER III)

Margaret Johnson presented the 2021 Safe Return to In-Person Instruction and Continuity Plan. The plan provides a recap of RSA's Reopening Plan using one-time Elementary & Secondary School Emergency Relief (ESSER III) Funds.

Daria O'Brien moved to approve the 2021 Safe Return to In-Person Instruction and Continuity Plan as presented, seconded by Jonathan Sheldon. Vote 7 Ayes: 0 Nays.

2.4 Discussion/Action: Approve High School Design Build Proposals

Note: Prior to commencement of the discussion, Andrew McCurdy recused himself and stepped out for the duration of the discussion.

Karl Yoder, of Key Charter Advisors, reported on the Request for Qualification design build proposals from NMR/Gifford Construction and Trilogy/DLR Group/Slater & Sons. It was the consensus of RSA's Building Committee and Karl Yoder, of Key Charter Advisors, to approve moving forward with the proposal from NMR/Gifford Construction.

Jean Hatch moved to approve the design build proposal by NMR/Gifford Construction as recommended, seconded by Daria O'Brien. Vote 6 Ayes: 0 Nays.

2.5 Discussion/Action: COVID-19 School Reopening Plan Update

Margaret Johnson reported on the recent updates to the reopening plan based on updated guidelines. Changes include: 1) face coverings are no longer required outdoors, regardless of vaccination status. Employees are still required to wear face coverings indoors. 2) No physical distancing or barrier requirements regardless of employee vaccination status.

Margaret reported RSA would no longer offer distance learning options to families next year, unless they are required to self quarantine. She anticipates the school will open with in-person instruction next year, but will know more as we get closer to August.

The COVID-19 School Reopening Plan will be posted on the school website.

Heather Wright moved to approve the amended COVID-19 School Reopening Plan as written, seconded by Lisa Stewart. Vote 7 Ayes: 0 Nays.

2.6 Discussion/Action: Set August 2021 Board Meeting Date

The Governing Board reviewed the tentatively scheduled 8/10 board meeting date and agreed to continue holding future meetings on the second Tuesday of the month.

Jonathan Sheldon moved to approve the August 10, 2021 board meeting date as discussed, seconded by Andrew McCurdy. Vote 7 Ayes: 0 Nays.

2.7 Discussion/Action: Personnel Job Descriptions

- 2.7.1 Mandarin Intervention Elective Instructor Job Description – New
- 2.7.2 Intervention Teacher Job Description – New
- 2.7.3 Program Coordinator Job Description - New

Margaret Johnson reported that the Mandarin Intervention Elective Instructor and Intervention Teacher were part of RSA’s learning loss recover plan and outlined in the LCAP. These positions are temporary, two year, positions budgeted using special one-time funds.

The Program Coordinator Job Description was updated to align with the Org Chart and high school implementation plan.

Andrew McCurdy moved to approve the Personnel Job Descriptions as listed, seconded by Jean Hatch. Vote 7 Ayes: 0 Nays.

2.8 Discussion/Action: Personnel Update

Resignations:

- o Denise Humphrey – 7/18/21 – Program Assistant Admin

Margaret Johnson reported Denise Humphrey completed her 2nd Tier Admin Credential and was recently hired as Principal at Manzanita Elementary School. Margaret stated she plans to post for a Program Coordinator in house before publicly positing the position.

Heather Wright moved to approve the Personnel Updated as listed, seconded by Jonathan Sheldon. Vote 7 Ayes: 0 Nays.

2.9 Discussion/Action: 2020/21 Admin Salary Schedule – Amendment

Cathleen Serna reported RSA did not currently have an Executive Director category on the 2020/21 Admin Salary Schedule. The board reviewed the proposed amendment to the 2020/21 Admin Salary Schedule, which included the addition of an Executive Director category and corresponding salary steps.

Jonathan Sheldon moved to approve amended **2020/21 Admin Salary Schedule** as listed, seconded by Daria O’Brien. Vote 7 Ayes: 0 Nays.

Adjourn to Close Session 7:07 p.m.

- Public Employee Appointment/Employment – Executive Director; pursuant to Government Code Section 54957

Open Session 7:20 p.m.

Report on Closed Session:

It was brought to the board’s attention that Executive Director, Margaret Johnson, has been paid under the wrong job category and salary step for several years. She is currently paid on Step 13 as Superintendent/Principal rather than Executive Director, which has been her job title for the past three years. The board unanimously agreed to correct her pay and placement to Step 20, under the Executive Director category, on the amended 2020/21 Administrative Salary Schedule. This rate change will be retroactive to 7/1/2020 and reflect an overall annual salary of \$143,693 for the 2020/21 school year.

ADJOURNMENT:

Meeting adjourned at 7:21 p.m.

NEXT REGULAR MEETING:

Date: Tuesday, August 10, 2021
 Time: 5:45 p.m.
 Location: Redding School of the Arts/Community Room
 955 Inspiration Place
 Redding, CA 96003

Governing Board Minutes Respectfully Submitted,

Daria O’Brien, RSA Governing Board Secretary

Board Approval Date

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Consent Agenda

SUBJECT: Agenda Item 1.2 – June/July 2021 Warrants

PREPARER: Adel Morfin

RECOMMENDATION: Motion to Approve Warrants

BACKGROUND:

REFERENCE:

See Attached Warrant Summary Report (ReqPay12C)

Checks Dated 06/01/2021 through 06/30/2021

Board Meeting Date August 10, 2021

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|---|-------------|---|-----------------|--------------|
| 9010885287 | 06/03/2021 | Batteries Plus Bulbs | 62-4540 | Batteries for 8th Gr Promotion | | 31.27 |
| 9010885288 | 06/03/2021 | California Dance Company | 62-5880 | May Dance Lessons | | 114.00 |
| 9010885289 | 06/03/2021 | CARCAMO, ELSA G | 62-5211 | MAY 2021 MILEAGE | | 71.74 |
| 9010885290 | 06/03/2021 | Consolidated Elect Distr, Inc | 62-4540 | Replacement Bulbs | | 72.72 |
| 9010885291 | 06/03/2021 | DALY, CATHERINE | 62-5211 | 6/1 MILEAGE | 23.52 | |
| | | | | MAY 2021 MILEAGE | 188.16 | 211.68 |
| 9010885292 | 06/03/2021 | Dance Depot | 62-5880 | Apr Dance Lessons | 45.00 | |
| | | | | May Dance Lessons | 45.00 | 90.00 |
| 9010885293 | 06/03/2021 | Edward Blackwell JR. | 62-5880 | May Piano Lessons | | 440.00 |
| 9010885294 | 06/03/2021 | Harris School of Music | 62-5880 | May Singing Lessons | 100.00 | |
| | | | | May Voice Lessons | 120.00 | 220.00 |
| 9010885295 | 06/03/2021 | Insight Public Sector, Inc. | 62-4310 | Freight Balance for Chromebooks | | 105.00 |
| 9010885296 | 06/03/2021 | Laundry World | 62-4515 | Misc Custodial Supplies | 469.60 | |
| | | | | Mop Cleaning Service & Cust Supplies | 176.91 | |
| | | | 62-5530 | Mats & Mop Cleaning Service | 332.00 | |
| | | | | Mop Cleaning Service & Cust Supplies | 46.75 | 1,025.26 |
| 9010885297 | 06/03/2021 | Lizzie Stoxen Voice Teacher | 62-5880 | May Voice/Piano Lessons | | 120.00 |
| 9010885298 | 06/03/2021 | MARTIN, AMY L | 62-4310 | PTC Incentives - Pringles | | 31.98 |
| 9010885299 | 06/03/2021 | Mendes Supply Company | 62-4515 | 20" Hi-Pro Black Pads | | 535.71 |
| 9010885300 | 06/03/2021 | Office Depot | 62-4310 | Elective Art Supplies | 141.25 | |
| | | | | Watercolor Paint Sets | 78.15 | |
| | | | 62-4320 | Admin Office Supplies | 51.83 | 271.23 |
| 9010885301 | 06/03/2021 | Perma - Bound Books | 62-4510 | History & Chinese NY Wish List Number: L-17401951 | | 106.77 |
| 9010885302 | 06/03/2021 | Purchase Power | 62-5930 | Postage Refill & Mailstation2 Postage ink | 693.57 | |
| | | | | Return Credit for Old Mailstation2 Postage ink | 138.66- | 554.91 |
| 9010885303 | 06/03/2021 | Redding Music School | 62-5880 | May Piano Lessons | | 100.00 |
| 9010885304 | 06/03/2021 | Savvas Learning Company LLC | 62-4100 | 2021/22 K-2 Envision Math - Mandarin | | 5,207.14 |
| 9010885305 | 06/03/2021 | Shasta Union High School Dist Business Services | 62-5940 | 2020/21 Managed Cloud Service | 462.50 | |
| | | | | 2020/21 Management & Tech Support | 6,881.00 | 7,343.50 |
| 9010885306 | 06/03/2021 | Trinity Dance & Fitness Studio | 62-5880 | May Dance Lessons | | 194.00 |
| 9010885307 | 06/03/2021 | U.S. Bank | 62-4310 | Costco - Cups for Water for Students | 28.94 | |
| | | | | COVID | | |
| | | | 62-4330 | Costco - Cups and Water for Office Mtgs | 19.35 | |
| | | | | Fat Daddy - 5/11 Board Dinner | 152.81 | |
| | | | 62-4510 | Best Buy - HDMI Cables for Promotion | 16.08 | |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 5

Checks Dated 06/01/2021 through 06/30/2021

Board Meeting Date August 10, 2021

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|---------------------|-------------|---|-----------------|--------------|
| 9010885307 | 06/03/2021 | U.S. Bank | 62-4510 | Herreid Music - Hosa Headphone Ext Cable for Theater | 53.57 | |
| | | | 62-4540 | Axner Exc - Sand for Saddle Bags | 16.57 | |
| | | | | Batteries+Bulbs - Batteries | 79.28 | |
| | | | | Home Depot - Electrical Supplies | 65.66 | |
| | | | | Home Depot - Misc Paint & Electrical Supplies | 271.20 | |
| | | | | Home Depot - Return Electrical Plug | 28.41- | |
| | | | | Lowes - Misc Supplies for Summer Maint Proj | 109.12 | |
| | | | | Lowes - Theater Back Drop Construction Supp | 335.44 | |
| | | | | Mikes Music - Connectors for Soundboard Install | 53.30 | |
| | | | | TableCloths Factory - Saddle Bags for Light Stands | 127.18 | |
| | | | 62-5200 | 5/21 CCEMC Reg - Johnson | 45.00 | |
| | | | | 5/21 CCEMC Reg Cancelation - Johnson | 45.00- | |
| | | | | Young,Minney & Corr - Carcamo IZ Law Webinar | 30.00 | |
| | | | 62-5801 | Boom Learning Subscr - Read Interactive Lessons | 30.00 | |
| | | | | Boom Learning Subscr - Speech Interactive Lessons | 35.00 | |
| | | | | RSA Zoom - Standard Pro Monthly | 29.98 | |
| | | | | SpED Zoom - Standard Pro License | 44.97 | |
| | | | | The Digital SLP Annual Subscription | 248.39 | |
| | | | | TheraPlatform - Video Conferencing for Speech Therapy | 120.00 | |
| | | | 62-5870 | AccuPrint - Morfin LiveScan Cust of Records | 18.00 | |
| | | | 62-5910 | Vesta AT&T Prepaid Nuse Cell | 30.51 | |
| | | | 62-8699 | Class of 2021 - Costco 8th Gr Picnic Groceries | 294.41 | 2,181.35 |
| 9010885308 | 06/03/2021 | WARMINGTON, ERIKA A | 62-5211 | Elective Mileage Reimb for May | | 21.89 |
| 9010885309 | 06/03/2021 | ZEHNLE, CARLA K | 62-4310 | Chips & Candy for Classroom | 12.94 | |
| | | | | File Boxes | 15.37 | |
| | | | | Mini Flower Pots | 6.40 | |
| | | | | PTC Incentives - Bookmarks & Crayons | 50.26 | |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 5

Checks Dated 06/01/2021 through 06/30/2021

Board Meeting Date August 10, 2021

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|--|-------------|--|-----------------|--------------|
| 9010885309 | 06/03/2021 | ZEHNLE, CARLA K | 62-4310 | PTC Incentives - Candy | 11.64 | |
| | | | | PTC Incentives - Hershey Candy | 6.99 | |
| | | | | PTC Incentives - Pizza | 32.01 | |
| | | | | Tornado Tube Bottle Connector | 8.57 | 144.18 |
| 9010885310 | 06/03/2021 | ZUIDEMA, HUI SHU S | 62-4310 | Nylon Cord & STEM Brain Game | | 36.42 |
| 9010886240 | 06/10/2021 | Amazon, Inc | 62-4310 | Tech Supplies | 168.41 | |
| | | | 62-4510 | Headset Microphone for Theater | 141.48 | 309.89 |
| 9010886241 | 06/10/2021 | California Safety Company, Inc | 62-5630 | Jun Alarm Monitoring Fee | | 135.00 |
| 9010886242 | 06/10/2021 | Charter Communications | 62-5920 | Jun Telephone/Internet Charges | | 2,332.19 |
| 9010886243 | 06/10/2021 | City of Redding Utilities Acct 0210456-0 | 62-5517 | 5/1-5/31 Garbage Utility | | 502.77 |
| 9010886244 | 06/10/2021 | Department of Justice Account Office/Cashiering Unit | 62-5870 | May Fingerprinting Fees | | 32.00 |
| 9010886245 | 06/10/2021 | Galaxy Gymnastics Academy | 62-5880 | May Gymnastics Lessons | | 272.00 |
| 9010886246 | 06/10/2021 | Grainger, Inc. | 62-4515 | Cotton String Mop Heads | 137.53 | |
| | | | | Wet Mop Handles | 115.25 | 252.78 |
| 9010886247 | 06/10/2021 | Kenji Kato Drum & Piano Studio | 62-5880 | May Drum Lessons | | 120.00 |
| 9010886248 | 06/10/2021 | Laundry World | 62-5530 | Mat & Mop Cleaning | 157.75 | |
| | | | | Mop Cleaning Serv | 30.25 | |
| | | | | Mop Cleaning Services | 30.25 | 218.25 |
| 9010886249 | 06/10/2021 | Nicolet Glass Center | 62-5630 | 6/3 Repair of Activity Center Glass Panels | | 1,136.28 |
| 9010886250 | 06/10/2021 | Ninja Coalition HQ | 62-5880 | May City Finalist Membership | 99.00 | |
| | | | | May Ninja Gym Membership | 938.00 | 1,037.00 |
| 9010886251 | 06/10/2021 | NorCal Elite Gymnastics | 62-5880 | May Gymnastics Lessons | | 348.00 |
| 9010886252 | 06/10/2021 | Office Depot | 62-4320 | Office Calendars/Planner - Nicole | 35.38 | |
| | | | | Office Calendars/Planner - Schex & Vernon | 51.46 | |
| | | | | Office Calendars/Planner - Uhleman | 24.66 | |
| | | | | Replacment Office Calendars/Planner - Office | 86.85 | |
| | | | | Return Office Calendars/Planner - Schex & Vernon | 51.46- | |
| | | | | Return Office Calendars/Planner - Uhleman | 24.66- | 122.23 |
| 9010886253 | 06/10/2021 | Perma - Bound Books | 62-4510 | Misc Book Wishlist Number: L- 17408632 | 712.56 | |
| | | | | Ramped Up Read Aloud Books Number: L- 17370968 | 494.26 | 1,206.82 |
| 9010886254 | 06/10/2021 | Ray Morgan Company LLC | 62-5620 | 3/1 -5/31 SPED Copier Usage Charges | | 231.95 |
| 9010886255 | 06/10/2021 | Redding Dance Centre, Inc | 62-5880 | May Ballet Lessons | 65.00 | |
| | | | | May Dance Lessons | 670.00 | 735.00 |
| 9010886256 | 06/10/2021 | Sun Oaks Tennis & Fitness | 62-5880 | 3/16 - May Gym Membership | 49.00 | |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 06/01/2021 through 06/30/2021

Board Meeting Date August 10, 2021

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|--|-------------|---|-------------------------|--------------|
| 9010886256 | 06/10/2021 | Sun Oaks Tennis & Fitness | 62-5880 | Dec - May Gym Membership Feb - May Tennis Lessons Mar - May Emerg Strikers & Water Polo Lessons | 30.00 30.00 30.00 | |
| | | | | Mar - May Swim & Gym Membership | 30.00 | 169.00 |
| 9010886257 | 06/10/2021 | The Music Connection | 62-4310 | Kala KA-15 Ukuleles | | 643.37 |
| 9010886258 | 06/10/2021 | Vancouver Laptop Inc | 62-4310 | Replacement Chromebook Screens | 636.68 | |
| | | | | Unpaid Sales Tax | 43.04- | 593.64 |
| 9010886894 | 06/17/2021 | Amazon, Inc | 62-4310 | Cascade Replacement Headset Microphones | | 630.63 |
| 9010886895 | 06/17/2021 | Batteries Plus Bulbs | 62-4310 | Power Cords & 12V Batteries | | 105.80 |
| 9010886896 | 06/17/2021 | DEBREE, GAVIN M | 62-4540 | Replacement Wheels for Dolly | | 17.10 |
| 9010886897 | 06/17/2021 | E3 Diagnostics Inc. Attn: Accounts Receivable | 62-5630 | AUDIOMETER REPAIR/CALIBRATION | | 158.99 |
| 9010886898 | 06/17/2021 | Grainger, Inc. | 62-4515 | Squeegee Blade | 92.37 | |
| | | | 62-4540 | Dust Cover, Series 100 | 18.57 | 110.94 |
| 9010886899 | 06/17/2021 | Growing Healthy Children Therapy Services, Inc. | 62-5100 | May 2021 OT Services | | 1,600.00 |
| 9010886900 | 06/17/2021 | NCS Pearson Inc | 62-5801 | May Online Psych Assessments for Coding | | 29.75 |
| 9010886901 | 06/17/2021 | PCD | 62-4400 | Final Installment of Epson Brightlink Projectors | | 24,703.09 |
| 9010886902 | 06/17/2021 | Pryor Learning Solutions, Inc | 62-5200 | Transitioning to Supervisor Training | | 199.00 |
| 9010886903 | 06/17/2021 | Redding Occupational Medical Center, Inc | 62-5800 | Pre-Emp Phy - Wang | | 70.00 |
| 9010886904 | 06/17/2021 | Redding Performing Arts Center Kenneth B. Baumann | 62-5880 | May Piano Lessons | | 150.00 |
| 9010886905 | 06/17/2021 | Save Mart Supermarket | 62-4310 | 5/6 - 5/19 Cooking Elective Groceries | | 197.93 |
| 9010886906 | 06/17/2021 | Shasta Family YMCA | 62-5880 | 5/10 - 5/26 Swim Lessons (seasonal) | | 175.00 |
| 9010887743 | 06/24/2021 | Calif Assn of Sch Bus Official Attn: Accounting Department | 62-5300 | 2021/22 CASBO Organization Renewal | | 1,750.00 |
| 9010887744 | 06/24/2021 | California Charter Schools JPA CharterSAFE | 62-5400 | 25% Deposit for Premium/WC/Fire | | 47,308.00 |
| 9010887745 | 06/24/2021 | Canon Financial Services, Inc. | 62-5620 | 7/1 - 7/31 SPED Copier Lease & Maint Serv | | 459.27 |
| 9010887746 | 06/24/2021 | Development Group Inc | 62-5910 | Telephone/Bell Sys Mgt SMARTnet Renewal | | 2,131.80 |
| 9010887747 | 06/24/2021 | MobyMax Education, LLC | 62-5801 | 2021/22 MobyMax School Site Licence | | 3,495.00 |
| 9010887748 | 06/24/2021 | OurVolts, LLC Track It Forward | 62-5801 | 2021/22 Track It Forward License | | 288.00 |
| 9010887749 | 06/24/2021 | Shasta - Trinity Schools Insurance Group - Dental | 62-3702 | July 2021 Dental Premiums | 113.33 | |
| | | | 62-9551 | July 2021 Dental Premiums | 6,119.82 | 6,233.15 |
| 9010887750 | 06/24/2021 | Shasta - Trinity Schools Insurance Group - Vision | 62-3702 | July 2021 Vision Premiums | 22.50 | |
| | | | 62-9552 | July 2021 Vision Premiums | 1,215.00 | 1,237.50 |
| 9010887751 | 06/24/2021 | Shasta -Trinity Schools Insurance Group - Medical | 62-3702 | July 2021 Medical Premiums | 969.00 | |
| | | | 62-9550 | July 2021 Medical Premiums | 45,165.00 | 46,134.00 |
| 9010888013 | 06/29/2021 | AT&T Payment Center 530-223-1951 397 4 | 62-5910 | 6/17/21 - 7/16/21 Telephone Serv | | 1,962.50 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 06/01/2021 through 06/30/2021

Board Meeting Date August 10, 2021

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|-------------------------------|------------|--|-------------|--|-----------------|-------------------|
| 9010888014 | 06/29/2021 | City of Redding Utilities//Acc t 0206257-8 | 62-5516 | 5/18 - 6/17 Electric Utility Charges | 3,288.19 | |
| | | | 62-5518 | 5/18 - 6/17 Sewer Utility Charges | 678.74 | 3,966.93 |
| 9010888015 | 06/29/2021 | Hemsted's Record Mgmt & Shred | 62-5801 | Confidential Records Shredding Service | | 295.00 |
| 9010888016 | 06/29/2021 | JOHNSON-RUDE, MARGARET L | 62-5840 | CASBO Ex Director Job Posting Ad | | 200.00 |
| 9010888017 | 06/29/2021 | MORFIN, AUDELIA | 62-4330 | 6/22 Board Mtg - Cupcakes | 18.00 | |
| | | | | 6/22 Board Mtg - Dinner | 96.76 | 114.76 |
| 9010888018 | 06/29/2021 | U.S. Bank | 62-4330 | From the Hearth - 6/8 Board Dinner | 68.98 | |
| | | | 62-4510 | Ebay - Chair Fidget Bands | 17.97 | |
| | | | 62-4540 | Lowe's - 9V Batteries | 70.69 | |
| | | | 62-5801 | TheraPlatform - Video Confer for Speech | 120.00 | |
| | | | 62-5930 | USPS - School Mail Postage | 27.05 | 304.69 |
| 9010888019 | 06/29/2021 | ChinaSprout, Inc. | 62-4310 | Mandarin Pop-Up Books/Panda Express | 272.45 | |
| | | | | Unpaid Sales Tax | 18.42- | 254.03 |
| 9010888020 | 06/29/2021 | Columbia Elem School District | 62-5825 | QTR 4 Business Services Agreement | | 20,594.25 |
| 9010888021 | 06/29/2021 | Geary Pacific Supply | 62-4540 | Pleated Filters - Partial Order | | 1,062.03 |
| 9010888022 | 06/29/2021 | Laundry World | 62-5530 | Mop Cleaning Serv | | 60.50 |
| 9010888023 | 06/29/2021 | Mendes Supply Company | 62-4515 | Blue Nitrile Gloves | 1,405.38 | |
| | | | | Floor Stripper | 969.61 | 2,374.99 |
| 9010888024 | 06/29/2021 | MORFIN, AUDELIA | 62-5211 | JUN 2021 MILEAGE | 46.03 | |
| | | | | MAY 2021 MILEAGE | 41.66 | 87.69 |
| 9010888025 | 06/29/2021 | Redding Occupational Medical Center, Inc | 62-5800 | Pre-Emp Phy - T. Lahey | | 70.00 |
| 9010888026 | 06/29/2021 | School Services of Calif, Inc. | 62-5200 | Virtual Learning: The New Frontier Webinar | | 390.00 |
| 9010888027 | 06/29/2021 | Tax Deferred Solutions | 62-9560 | Jun 2021 EE 403b/457 Contributions | 3,750.00 | |
| | | | 62-9561 | Jun 2021 EE 403b/457 Contributions | 1,000.00 | 4,750.00 |
| 9010888028 | 06/29/2021 | Tehama Co. Department of Ed. Attn: Business Services Dept. | 62-5200 | Teacher Alliance - Wang Y1 Additional Fees | | 250.00 |
| Total Number of Checks | | | | | 81 | 203,551.24 |

Fund Summary

| Fund | Description | Check Count | Expensed Amount |
|------|---------------------------------|-------------|-------------------|
| 62 | CharterSchoolsEnterprise | 81 | 203,612.70 |
| | Total Number of Checks | 81 | 203,612.70 |
| | Less Unpaid Sales Tax Liability | | 61.46 |
| | Net (Check Amount) | | 203,551.24 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 07/01/2021 through 07/31/2021

Board Meeting Date August 10, 2021

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|--|-------------|--|-----------------|--------------|
| 9010889129 | 07/15/2021 | California Safety Company, Inc | 62-5630 | Jul 2021 Alarm Monitoring Fees | | 135.00 |
| 9010889130 | 07/15/2021 | Charter Communications | 62-5920 | Jul 2021 Telephone/Internet Charges | | 2,309.34 |
| 9010889131 | 07/15/2021 | Costco Membership Member: 000111794592906 | 62-5300 | 2021/22 Costco Membership Renewal | | 180.00 |
| 9010889132 | 07/15/2021 | Curriculum Associates | 62-5200 | 2021/22 i-Ready Math/Reading Assesment Licenses | 4,500.00 | |
| | | | 62-5801 | 2021/22 i-Ready Math/Reading Assesment Licenses | 4,500.00 | 9,000.00 |
| 9010889133 | 07/15/2021 | Follett School Solutions, Inc. | 62-5801 | 2021/22 Destiny Library Manager Renewal | | 1,106.05 |
| 9010889134 | 07/15/2021 | Frontline Technologies Grp LLC | 62-5801 | 2021/22 FrontLine AESOP Renewal | | 1,411.56 |
| 9010889135 | 07/15/2021 | Mandarin Matrix, Inc. | 62-5801 | 2021/22 Mandarin Maxtrix Teacher Licences | | 3,780.00 |
| 9010889136 | 07/15/2021 | Mystery Science Inc c/o Discovery Education, Inc | 62-5801 | 2021/22 Mystery Science License Renewal | | 1,249.00 |
| 9010889137 | 07/15/2021 | North State Parent | 62-5840 | 7/7 Advertisement | | 255.00 |
| 9010889138 | 07/15/2021 | NWEA | 62-5801 | 2021/22 NWEA License Renewal | | 7,200.00 |
| 9010889139 | 07/15/2021 | Pacific Law Group LLP | 62-5810 | Wang, Zhen H-1 Visa Petition Fees | | 250.00 |
| 9010889140 | 07/15/2021 | Pitney Bowes Global Financial/ /Services LLC | 62-5620 | 7/30/21 - 10/29/21 Postage Machine Lease | | 90.88 |
| 9010889141 | 07/15/2021 | Renaissance Learning Inc | 62-5801 | 2021/22 Renaissance Accelerated Reader | | 3,454.80 |
| 9010889142 | 07/15/2021 | Cal Dept of Tax & Fee Admin | 62-4510 | Apr - Jun 2021 Use Tax Fees | .29- | |
| | | | 62-9503 | Apr - Jun 2021 Use Tax Fees | 207.29 | 207.00 |
| 9010889143 | 07/15/2021 | City of Redding Utilities Acct 0210456-0 | 62-5517 | 6/1-6/31 Garbage Utility | | 502.77 |
| 9010889144 | 07/15/2021 | Eide Bailly LLP | 62-5820 | 6/30/20 Annual Financial Audit | | 930.00 |
| 9010889145 | 07/15/2021 | Enterprise Elementary Sch Dist Attn: Business Services | 62-5801 | FY21 Student Lunch Sales | | 1,100.00 |
| 9010889146 | 07/15/2021 | Laundry World | 62-5530 | Mop Cleaning Service | | 30.25 |
| 9010889147 | 07/15/2021 | Procopio, Cory, Hargreaves and Savitch LLP | 62-5810 | June 2021 Legal Fees | | 73.00 |
| 9010889148 | 07/15/2021 | Redding School of the Arts | 62-5800 | Class of 2021 Citizenship Scholarship Contribution | | 150.00 |
| 9010889149 | 07/15/2021 | Tax Deferred Solutions | 62-9561 | 6/30 Johnson 457 Contributions | | 8,000.00 |
| 9010889674 | 07/22/2021 | Canon Financial Services, Inc. | 62-5620 | 8/1 - 8/31 SPED Copier Lease & Maint Serv | | 459.27 |
| 9010889675 | 07/22/2021 | Intrado Interactive Serv Corp. Education Division | 62-5801 | 2021/22 School Messenger Website Renewal | | 1,440.00 |
| 9010889676 | 07/22/2021 | Shasta - Trinity Schools Insurance Group - Dental | 62-3702 | Aug 2021 Dental Premiums | 113.33 | |
| | | | 62-9551 | Aug 2021 Dental Premiums | 5,779.83 | 5,893.16 |
| 9010889677 | 07/22/2021 | Shasta - Trinity Schools Insurance Group - Vision | 62-3702 | Aug 2021 Vision Premiums | 22.50 | |
| | | | 62-9552 | Aug 2021 Vision Premiums | 1,147.50 | 1,170.00 |
| 9010889678 | 07/22/2021 | Shasta -Trinity Schools Insurance Group - Medical | 62-3702 | Aug 2021 Medical Premiums | 969.00 | |
| | | | 62-9550 | Aug 2021 Medical Premiums | 42,897.00 | 43,866.00 |
| 9010889679 | 07/22/2021 | Shasta Union High School Dist Business Services | 62-5940 | Jul 2021 Managed Cloud Services | | 462.50 |
| 9010889680 | 07/22/2021 | CA Dept of Industrial Relation Payment Processing Center | 62-5890 | 6/18 Elevator Inspection & Permit | | 225.00 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 07/01/2021 through 07/31/2021

Board Meeting Date August 10, 2021

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|-------------------------------|------------|-------------------------------|-------------|---------------------------|-----------------|-------------------|
| 9010889681 | 07/22/2021 | Columbia Elem School District | 62-5850 | 2020/21 Q4 Oversight Fees | | 14,137.03 |
| Total Number of Checks | | | | | 29 | 109,067.61 |

Fund Summary

| Fund | Description | Check Count | Expensed Amount |
|------|---------------------------------|-------------|-------------------|
| 62 | CharterSchoolsEnterprise | 29 | 109,067.61 |
| | Total Number of Checks | 29 | 109,067.61 |
| | Less Unpaid Sales Tax Liability | | .00 |
| | Net (Check Amount) | | 109,067.61 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Consent Agenda

SUBJECT: Agenda Item 1.3 – Acceptance of Payroll Protection Program (PPP) Loan Paid in Full & Closed Effective 7/16/2021

PREPARER: Margaret Johnson

RECOMMENDATION: Motion to Acceptance PPP Loan Payment & Account Closure

BACKGROUND:

As part of the Coronavirus Response and Relief Supplemental Appropriations Act, additional funding was allocated for Paycheck Protection Program (PPP).

Loan proceeds were used to cover a business's payroll and certain other expenses, including operations expenditures, property damage costs, supplier costs, and worker protection expenditures.

If a business used at least 60% of the loan on payroll expenses and maintained its employment levels during the covered period of the loan, it can apply to have the loan forgiven.

The board will acknowledge and accept the Payroll Protection Program loan with Umpqua Bank has been paid in full and closed effective 7/16/2021.

REFERENCE:

See Attached Notification

July 21, 2021



UMPQUA BANK

REDDING SCHOOL OF THE ARTS
955 INSPIRATION PLACE
REDDING CA 96003-8297

SBA1

RE: Your loan account ending in: 6889

Hello from Umpqua,

We have important information regarding your loan account.

What's happening

Congratulations! The above referenced Payroll Protection Program loan with Umpqua Bank has been paid in full and closed effective 07/16/2021.

If you have an automatic payment through online banking or a bill pay system, please cancel the loan payment as it may continue to send payments from your deposit account.

This letter is void if any payments applied to your loan are returned due to a dishonored item.

We are here to help

If you have any questions, please contact SBACares@umpquabank.com or call 833-898-0979 (option 9). Thank you for the opportunity you have provided us, we appreciate your business. Please keep Umpqua Bank in mind for any future lending or banking needs.

Thank you for banking with us,

SBA Loan Servicing

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Consent Agenda

SUBJECT: Agenda Item 1.4 – 2020/21 Spring Release Consolidated Application Report & Budget

- 1.4.1 Certification of Assurance
- 1.4.2 Protective Prayer Certification
- 1.4.3 Title 1; Part A
- 1.4.4 Title 2; Part A
- 1.4.5 Title 4

PREPARER: Margaret Johnson/Cathleen Serna

RECOMMENDATION: Action to Approve Consolidated Application

BACKGROUND:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

RSA is proposing to submit a Consolidated Application in order to apply for Title 1, Title 2, & Title 4 federal funding monies for the 2020/21 school year.

* See Attached Consolidated Report & Budget

REFERENCE:

<https://www.cde.ca.gov/fg/aa/co/>

2018-19 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|-------------------------------------|----------|
| 2018-19 Title II, Part A allocation | \$12,984 |
| Transferred-in amount | \$0 |
| Transferred-out amount | \$5,000 |
| 2018-19 Total allocation | \$7,984 |

Professional Development Expenditures

| | |
|---|---------|
| Professional development for teachers | \$6,099 |
| Professional development for administrators | \$1,885 |
| All other professional development expenditures | \$0 |

Recruitment, Training, and Retention Expenditures

| | |
|---|-----|
| Recruitment activities | \$0 |
| Training activities | \$0 |
| Retention activities | \$0 |
| All other recruitment, training, and retention expenditures | \$0 |

Miscellaneous Expenditures

| | |
|---|---------|
| Class size reduction | \$0 |
| Administrative and indirect costs | \$0 |
| Equitable services for nonprofit private schools | \$0 |
| All other allowable expenditures and encumbrances | \$0 |
| Total expenditures and encumbrances | \$7,984 |
| 2018-19 Unspent funds | \$0 |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|-------------------------------------|----------|
| 2019-20 Title II, Part A allocation | \$12,888 |
| Transferred-in amount | \$0 |
| Transferred-out amount | \$0 |
| 2019-20 Total allocation | \$12,888 |

Professional Development Expenditures

| | |
|---|----------|
| Professional development for teachers | \$12,888 |
| Professional development for administrators | \$0 |
| All other professional development expenditures | \$0 |

Recruitment, Training, and Retention Expenditures

| | |
|---|-----|
| Recruitment activities | \$0 |
| Training activities | \$0 |
| Retention activities | \$0 |
| All other recruitment, training, and retention expenditures | \$0 |

Miscellaneous Expenditures

| | |
|---|----------|
| Class size reduction | \$0 |
| Administrative and indirect costs | \$0 |
| Equitable services for nonprofit private schools | \$0 |
| All other allowable expenditures and encumbrances | \$0 |
| Total expenditures and encumbrances | \$12,888 |
| 2019-20 Unspent funds | \$0 |

*****Warning*****

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2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

| | |
|-------------------------------------|----------|
| 2020-21 Title II, Part A allocation | \$11,689 |
| Transferred-in amount | \$0 |
| Transferred-out amount | \$0 |
| 2020-21 Total allocation | \$11,689 |

Professional Development Expenditures

| | |
|---|----------|
| Professional development for teachers | \$10,088 |
| Professional development for administrators | \$0 |
| All other professional development expenditures | \$0 |

Recruitment, Training, and Retention Expenditures

| | |
|---|-----|
| Recruitment activities | \$0 |
| Training activities | \$0 |
| Retention activities | \$0 |
| All other recruitment, training, and retention expenditures | \$0 |

Miscellaneous Expenditures

| | |
|---|----------|
| Class size reduction | \$988 |
| Administrative and indirect costs | \$613 |
| Equitable services for nonprofit private schools | \$0 |
| All other allowable expenditures and encumbrances | \$0 |
| Total expenditures and encumbrances | \$11,689 |
| 2020-21 Unspent funds | \$0 |

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

| | |
|--|---------------------|
| Homeless liaison first name | Margaret |
| Homeless liaison last name | Johnson |
| Homeless liaison title | Executive Director |
| Homeless liaison email address (Format: abc@xyz.zyx) | mjohnson@rsarts.org |
| Homeless liaison telephone number (Format: 999-999-9999) | 530-247-6933 |
| Homeless liaison telephone extension | 140 |
| Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00) | 0.02 |

Homeless Liaison Training Information

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

| | |
|--|-----|
| Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years | Yes |
| Has the homeless liaison provided training to the following personnel: | |
| Principals and other school leaders | Yes |
| Attendance officers and registrars | Yes |
| Teachers and instructional assistants | Yes |
| School counselors | Yes |

Homeless Education Policy and Requirements

| | |
|--|------------|
| Does the LEA have a written homeless education policy | Yes |
| No policy comment | |
| Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters) | |
| Date LEA's board approved the homeless education policy | 01/12/2021 |
| Does the LEA meet the above federal requirements | Yes |
| Compliance comment | |
| Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters) | |

Title I, Part A Homeless Expenditures

| | |
|--|----------------|
| 2020-21 Title I, Part A LEA allocation | \$58,140 |
| 2020-21 Title I, Part A direct or indirect services to homeless children reservation | \$1,744 |
| Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children | \$715 |
| Homeless services provided (Maximum 500 characters) | Transportation |
| No expenditures or encumbrances comment | |
| Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters) | |

*****Warning*****

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2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

| | |
|--|-------------------------------|
| Authorized Representative's Full Name | Cathleen Serna |
| Authorized Representative's Signature | |
| Authorized Representative's Title | Director of Business Services |
| Authorized Representative's Signature Date | 06/24/2021 |

*****Warning*****

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2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

| | |
|--|--------------------|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | Margaret Johnson |
| Authorized Representative's Title | Executive Director |
| Authorized Representative's Signature Date | 06/30/2021 |
| Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

| | |
|---|--------------------|
| County Office of Education (COE) or District | |
| For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP | |
| Direct Funded Charter | 06/25/2019 |
| Enter the adoption date of the current LCAP | |
| Authorized Representative's Full Name | Margaret Johnson |
| Authorized Representative's Title | Executive Director |

*****Warning*****

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

| | |
|---|------------|
| Date of approval by local governing board | 08/10/2021 |
|---|------------|

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

| | |
|---|---|
| DELAC representative's full name (non-LEA employee) | |
| DELAC review date | |
| Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee. | |
| DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters) | Redding School of the Arts has less than 50 English Learners. |

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III English Learner ESEA Sec. 3102 SACS 4203 | No |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | No |

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

| | |
|--|------------|
| <p>Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127</p> | <p>Yes</p> |
| <p>Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810</p> | <p>No</p> |
| <p>Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation</p> | <p>No</p> |
| <p>Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126</p> | <p>Yes</p> |

*****Warning*****

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

| | |
|---|----|
| 2021-22 Request for authorization | No |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters) | |

*****Warning*****

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**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Consent Agenda

SUBJECT: Agenda Item 1.5–Disposal of Surplus Tech
Equipment/Epson Projectors

PREPARER: Tracy Sawyer

RECOMMENDATION: Action to Approve

BACKGROUND:

RSA is seeking to dispose of a surplus of outdated technology equipment that is no longer in use.

*See Attached List of Epson Projectors for Disposal

REFERENCE:

Sale & Disposal of Books, Equipment, and Supplies Policy

**Technology Equipment
Equipment for Disposal
8/10/2021 Governing Board Meeting**

| Device | Model | Serial Number | Tag ID# | Estimated Value |
|-----------------|-----------------------------------|----------------------|----------------|------------------------|
| Epson projector | Brightlink 450wi Office Projector | pc7f0z1970L | 538 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | pc7f111534L | 507 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | pc7f111532L | 564 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | pc7f111877L | 328 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | PVXF170220L | 1307 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | PVXF150197L | 951 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | pc7f110910L | 420 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | pc7f110552L | 521 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | pc7f110793l | 573 | \$0.00 |
| Epson projector | Brightlink 450wi Office Projector | pc7f0z2082L | 348 | \$0.00 |

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Consent Agenda

SUBJECT: Agenda Item 1.6 – 2021/22 TCDE Alliance for Teacher Excellence Induction Program MOU

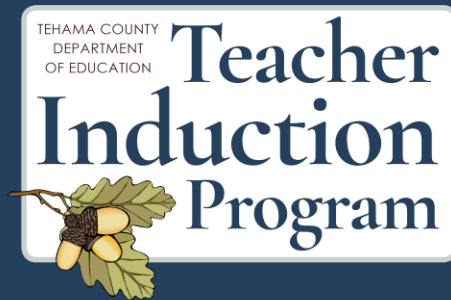
PREPARER: Margaret Johnson

RECOMMENDATION: Action to Approve Annual MOU w/ TCDE

BACKGROUND:

The Governing Board will annually review the Memorandum of Understanding (MOU) between RSA and Tehama County Department of Education. The MOU outlines the services provided by the Alliance for Teacher Excellence Induction Program for the purpose of providing professional development services to new teachers and their mentors. This training is required for teachers to complete their preliminary credential as required by the California Commission on Teacher Credentialing.

REFERENCE:
Tehama County Department of Education MOU



General
Education

Career Technical Education
Preliminary and Clear

Education
Specialist

April 29, 2021

Dear Administrator,

Thank you for partnering with the Tehama County Department of Education Teacher Induction Program and for collaborating with us to establish a network of support for early career teachers and their mentors. Our goal is to support your new teacher(s) during their most challenging years of teaching, advance their professional practice, and increase student achievement through high quality mentoring.

Enclosed you will find our 2021-2022 Memorandum of Understanding. The California Teacher Induction standards call for a coherent overall system of support through collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system. Our intent with this MOU is to foster collaboration, communication, and coordination with partnering districts to establish a system of mentoring, support, and professional learning in service of early career teachers. Please note that the MOU includes a request for the designation of a District Coordinator to act as a liaison between your district and our program, to promote communication and to strengthen our partnership.

Please return the signed MOU (p.7), along with the District Coordinator's signature on [Attachment 1](#), to the following address or scan and email it to induction@tehamaschools.org :

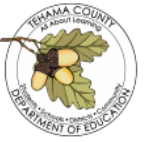
Tehama County Department of Education
Attn: Teacher Induction Program
1135 Lincoln Street Red Bluff, CA 96080

If you have any questions regarding the MOU or the enrollment process, please feel free to contact me via email at induction@tehamaschools.org or by calling 530-528-7311. We look forward to collaborating with you in support of teacher growth and development.

Thank you,

A handwritten signature in blue ink that reads "Maria Elena Diaz".

Maria Elena Diaz
Administrator, Tehama Teacher Induction Program



Memorandum of Understanding between Tehama County Superintendent of Schools

and

Participating County Offices of Education and School Districts, or Employing Agencies

I. General

This Memorandum of Understanding (MOU) is between the Tehama County Superintendent of Schools, serving as the Local Education Agency ("LEA") for the Tehama County Department of Education Teacher Induction Program ("PROGRAM"), and the County Office of Education, district, employing agency, or independent charter school ("DISTRICT") signing below. Throughout the MOU, new teachers are referred to as "Candidates" and veteran teachers are referred to as "Mentors." The term of this MOU commences on July 1, 2021, and terminates on June 30, 2022.

II. Purpose

The purpose of the MOU is to establish a formal working relationship between the DISTRICT, LEA, and the PROGRAM; set forth conditions, roles, and responsibilities that will govern this relationship; set forth the terms and conditions upon which the parties shall cooperate and share responsibility for performance of this Agreement. The PROGRAM will provide and coordinate services and support to guide Candidates in meeting California credential requirements through a two year, individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher's first year for the state-accredited General Education Clear Credential Program, Education Specialist Clear Credential Program, and the Designated Subjects Career Technical Education Preliminary and Clear Credential Programs.

III. Eligibility

Eligible Candidates are those hired within the PROGRAM "Consortium" defined as the following counties: Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties. The following credential programs are available to Candidates: **Preliminary Credential Program** - for Candidates who meet the industry experience and prerequisite CCTC requirements for Designated Subjects Career Technical Education Credential and **Clear Credential Program** - for Candidates holding a Preliminary Multiple Subject, Single Subject, Education Specialist, or Designated Subjects Career Technical Education Credential(s), and Out of State and Out of Country trained teachers. Candidates who hold a second Preliminary Credential and need to obtain a second Clear Credential; or who already hold one Clear Credential and need to obtain a second Clear Credential, and teachers who hold a Program Sponsor Variable Term Waiver or an Intern extension are eligible to participate in the PROGRAM on a fee-for- service basis (Table A: 2021-2022 Fee Schedule). Refer to [Attachment 5](#) as a guide in determining a Candidate's eligibility for enrollment in an Induction Program. The PROGRAM Credentials Technician will use the credential status information provided by the California Commission on Teacher Credentialing to verify their eligibility to enroll in a California Teacher Induction Program. Once a Candidate is accepted in the PROGRAM, TCDE offers the PROGRAM to the Candidate, meeting the adopted program standards, until the Candidate:

- a. completes the program;
- b. withdraws from the program;
- c. is dropped from the program based on established criteria; or
- d. is admitted to another program to complete the requirements, with minimal disruption, for the authorization

In the event of program closure, TCDE will offer a teach out plan ([Attachment 6](#)), which includes individual transition plans for each Candidate, as well as a plan for Candidates to access their student records ([Attachment 7](#)).

IV. LEA and PROGRAM Responsibilities

(Tehama County Department of Education Teacher Induction Program)

A. Accreditation:

1. Establish a program model in alignment with California Teacher Induction Standards to ensure PROGRAM accreditation status through the California Commission on Teacher Credentialing (CCTC) Accreditation System.
2. Submit accreditation reports and fees as required by CCTC.

B. Personnel:

1. Employ a PROGRAM Administrator whose primary duty is to administer the PROGRAM.
2. Employ Support Staff whose primary duty is to support the administration of the PROGRAM.
3. Employ Coaches whose primary duty is to support Mentors and Candidates in meeting PROGRAM requirements.

C. Internal Resources:

1. Provide sufficient and appropriate workspace for the PROGRAM Administrator and PROGRAM Support Staff.
2. Provide office support services for the PROGRAM, including, but not limited to, mail service, phone, fax, internet services, technology support, and meeting space for PROGRAM activities.
3. Provide business and legal services required for PROGRAM implementation.

D. Services Provided:

1. Provide a process for equitable distribution of support, formative assessment, and credential services to Candidates and Mentors in all participating DISTRICTS within the region.
2. Develop and provide ongoing training and support for Mentors that includes, but is not limited to coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual mentoring challenges, reflection on mentoring practice, opportunities to engage in professional learning networks, etc.
3. Provide Mentors and Candidates with guidance and clear expectations for the mentoring experience based on the PROGRAM's design.
4. Advise Candidates of an Early Completion Option for "experienced and exceptional" Candidates.
5. Arrange for and monitor California State University, Chico, and Simpson University Continuing Education Units for Candidates and Mentors.
6. Provide professional development for Site Administrators (topics may include Induction program preconditions and standards, their role in the Induction program, mentor selection, mentoring skills to support the Individualized Learning Plan, the importance of new teacher professional development, and the working conditions that optimize a Candidate's success).
7. Maintain a database for tracking each Candidate's progress toward completion of PROGRAM requirements.
8. Submit Clear Credential recommendations to the CCTC for Candidates who have successfully completed the requirements of the PROGRAM.

E. Communication:

1. Inform Candidates of the completion of requirements for the Clear General Education Credentials (Multiple and/or Single Subject), Preliminary and Clear Designated Subjects Career Technical Education Credentials, and/or Clear Education Specialist Credentials.
2. Inform the DISTRICT of the Candidate's and Mentor's progress toward completion of PROGRAM requirements.
3. Communicate with the candidate, mentor, district, and the initial preliminary program to align the mentoring support to the Individual Development Plan and to ensure that the candidate(s) who hold a Program Sponsor Variable Term Waiver or Intern Extension, are on track to meet requirements for the Preliminary Credential.

F. Stakeholder Engagement:

1. Convene PROGRAM Regional Advisory Council meetings a minimum of two times per year and Leadership Team meetings a minimum of two times per year to engage stakeholders in the decision making process and to support the continuous improvement of services provided to Mentors and Candidates.
2. Administer Mid-Year and End-of-Year surveys to Site Administrators, Mentors, and Candidates for the purpose of PROGRAM evaluation.

G. Financial:

1. Develop, establish, and process payment for contracts with Mentors (see Table A: 2021-2022 Fee Schedule) to participate in the PROGRAM Mentor trainings (coaching and mentoring skills, goal setting, use of appropriate mentoring instruments, and best practices in adult learning), reflect on their mentoring practice, engage with mentoring peers in professional learning networks, and meet weekly for an average of not less than one hour per week with each Candidate (31 hours total).
2. Establish and fulfill contracts with outside vendors for professional services as needed and/or required.
3. Assume overall fiscal responsibility for the administration of the PROGRAM budget, including submission of year-end expenditure reports and any other documentation required by CCTC and/or California Department of Education (CDE).

V. DISTRICT Responsibilities

A. Personnel

1. Appoint a DISTRICT Coordinator ([Attachment 1](#)) whose assignment includes dedicated time to fulfill the DISTRICT Coordinator roles and responsibilities (may include Human Resource personnel, Site Administrator, Instructional Coach, or Curriculum and Instruction Administrator/Coordinator, etc.).

B. Enrollment and Mentor Selection

1. Upon hire, identify all Candidates who are eligible for PROGRAM services, as described by state guidelines (Eligibility for Induction Guide - [Attachment 5](#)).
2. Notify each new Candidate of his or her responsibility to enroll in an Induction program in order to clear his or her Preliminary General Education, Education Specialist, and/or Designated Subjects Career Technical Education teaching credential and provide Candidates access to the PROGRAM enrollment web-page.
3. Enroll Year 2 Candidates by June 11, 2021, Year 1 Candidates by July 30, 2021 and late hires by August 31, 2021 to allow the PROGRAM support staff sufficient time to confirm their eligibility and provide timely notifications before the start of the academic year. Teachers hired after the August 31, 2021 deadline will be considered on a case by case basis.

4. Assign a qualified Mentor, who meets CCTC identified criteria, to each eligible Candidate within 30 days of the Candidate's enrollment in the PROGRAM. Qualifications for Mentors must include, but are not limited to:
 - a) Mentors must hold a Clear Credential which is a match to that of the Credential Candidate (exceptions may be made for Career Technical Education).
 - b) Mentors must have 3 or more years of effective teaching experience.
 - c) Mentors must have knowledge of the context and content of the Candidate's teaching assignment.
 - d) Mentors must demonstrate commitment to professional learning and collaboration.
 - e) Mentors must have the ability, willingness, and flexibility to meet the Candidate's needs for support.
 - f) Mentors must have the availability to attend the professional learning required.
 - g) Mentors must possess basic computer skills (e.g. word processing, web navigation, email, and file downloads/uploads).
5. Notify the PROGRAM of the Mentor selection via the district enrollment form and provide Mentors access to the PROGRAM enrollment web-page.

C. Services Provided

1. Provide Candidates and Mentors release time for formal and informal observations (a minimum of 2 per year for the Mentor and 2 per year for the Candidate).
2. Ensure each Mentor and Candidate has access to personal or district-issued computer and internet connection to participate in professional learning via the PROGRAM designated web-conference platform and to complete program requirements.
3. Make every effort to assign Candidates to classrooms appropriate to their novice status, avoiding whenever possible, combination classrooms, secondary assignments with multiple preps, teaching assignments at multiple sites, and multiple adjunct duties. For Candidates assigned a "challenging" setting, the DISTRICT will mitigate working conditions by appropriating support services.
4. Conduct an initial orientation for Candidates that includes an introduction to the school's staff in order to build a learning community climate within the school.
5. Ensure that each Candidate receives an average of not less than one hour per week of individualized support and mentoring (a total of 31 hours or 1860 minutes).
6. Provide Candidates the opportunity to participate in professional learning that correlates to their Individualized Learning Plan (ILP) professional growth goals.
7. Ensure that district and school site administrative staff support the confidential nature of the Candidate-Mentor relationship. The ILP is designed and implemented solely for the professional growth and development of the Candidate and not for evaluation for employment purposes. PROGRAM assessments and activities shall not be considered in the Candidate's school and/or district evaluation.
8. Assist the PROGRAM in ensuring that all Mentors and Candidates attend required trainings and complete PROGRAM requirements, including providing release time as necessary.
9. For teachers who hold a Program Sponsor Variable Term Waiver or Intern Extension, DISTRICTS will communicate frequently with the Candidate, Mentor, the initial preliminary program, and the PROGRAM, offer support aligned to the Individual Development Plan, and ensure the candidate is on track to meet requirements for the Preliminary Credential.

D. Communication

1. The District Coordinator will communicate PROGRAM requirements and Expectations of Site Administrators ([Attachment 2](#)) to site administrators with candidates enrolled in the PROGRAM.
2. Notify PROGRAM staff within 10 business days of any changes in the employment status, leaves of absence, or changes in teaching assignment of the enrolled Candidate(s) and Mentor(s).
3. Notify PROGRAM staff of a potential grievance or need for a Mentor reassignment.
4. Notify PROGRAM staff of any Candidate who discontinues PROGRAM participation (Table B: 2021-2022 Refund Schedule).

E. Input

1. Participate in PROGRAM evaluation by providing feedback via the Site Administrator Mid-Year and End-of-Year surveys.
2. Participate in the CCTC Accreditation Cycle (Site Review interviews, etc.) as needed.
3. DISTRICT appoints a minimum of one liaison to serve on the PROGRAM'S Regional Advisory Council. The liaison(s) should be a designee authorized by the DISTRICT to fulfill the roles and responsibilities assigned to him or her. The liaison supports the PROGRAM by providing ongoing updates, communication, and information to and from the DISTRICT.

F. Financial

1. The DISTRICT will assume financial responsibility of all PROGRAM Fees for each Candidate enrolled in the PROGRAM. Refer to Table A: 2021-2022 Fee Schedule.
 - a) The PROGRAM may provide a refund to the DISTRICT in the event that a Candidate discontinues PROGRAM participation. Refer to Table B: 2021-2022 Refund Schedule.
2. Provide Candidates and Mentors release time for formal and informal observations (a minimum of 2 per year per Mentor and 2 per year per Candidate).
3. Provide Candidates and Mentors release time, as needed, to participate in the PROGRAM'S professional development.

G. Expectations

1. **Expectations of Site Administrator:** DISTRICT shall ensure that each district employee who is designated as a Site Administrator understands that the knowledge, attitudes, and actions of the Site Administrator are critical to the success of the Induction Program. DISTRICT shall provide each Site Administrator a copy of the responsibilities set forth in Expectations of Site Administrators - [Attachment 2](#).
2. **Expectations of District Coordinator:** DISTRICT shall ensure that each district employee who is designated as a District Coordinator for the Induction Program have certain responsibilities, including but not limited to those set forth in [Attachment 1](#). DISTRICT shall provide the District Coordinator a copy of the responsibilities set forth in Expectations of District Coordinators - [Attachment 1](#).
3. **Expectations of Mentor:** DISTRICT shall ensure that each Mentor, whom the district/school assigns to provide support services to a Candidate, complies with the terms and conditions set forth in Expectations of Mentors - [Attachment 3](#).
4. **Expectations of Candidate:** DISTRICT shall ensure that each Candidate who participates in one or more Induction Programs complies with the terms and conditions set forth in Expectations of Candidates - [Attachment 4](#).



Tehama Teacher Induction Program



VI. Compliance with CTC Requirements

Pursuant to Education Code Section 4427(a) both parties agree to adhere to the General and Program Preconditions established by the CTC, which are linked to this MOU as Attachments 9-11 and incorporated into the MOU.

VI. Non-Discrimination Clause

Any service provided by either party pursuant to this agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations. TCDE and DISTRICT agree to make all personnel decisions without unlawful discrimination, including decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury to persons, injury to property, or any other loss, damage, or expense arising from the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement. Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees. Both parties as certified by the signatures below agree to the provisions of this agreement:

[Signature]
Richard DuVarney, Superintendent

[Signature]
Signature - Superintendent/Authorized Agent

Tehama County Department of Education
District Name

Margaret Johnson
Print Name

4/27/21
Date

Redding School of the Arts
District Name

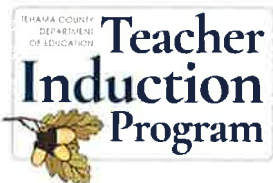
6/14/2021
Date

Table A: 2021-2022 Fee Schedule

| Clear Credential Program | Fee |
|---|--|
| <ul style="list-style-type: none"> includes enrollment of one Candidate in one or more of the following programs: Clear Multiple Subject Credential, Clear Single Subject Credential, and Clear Education Specialist Credential, or includes enrollment of one Candidate in the Clear Designated Subjects (CTE) credential program <i>includes a Mentor Stipend Fee of \$1,700</i> | Enrollment fee before 9-1-21: \$4,200 Enrollment fee after 9-1-21: \$4,400 |
| Dual Credential Program <ul style="list-style-type: none"> includes enrollment of one Candidate in one or more of the following programs: Clear Multiple Subject Credential, Clear Single Subject Credential, or Clear Education Specialist Credential, and a concurrent enrollment in a Clear Designated Subjects (CTE) credential program <i>includes a Mentor Stipend Fee of \$1,700</i> | \$4,450 per year |
| Early Completion Option Program <ul style="list-style-type: none"> includes enrollment of one Candidate in an accelerated program for one of the following credentials: Clear Multiple Subject Credential, Clear Single Subject Credential, or Clear Education Specialist Credential the Candidate must be an experienced and exceptional teacher, and must meet the program criteria to gain admission in the Early Completion Option (ECO) Program | \$4,450 one-time fee |
| Second Clear Credential Program - Education Specialist (Level I) <ul style="list-style-type: none"> includes enrollment of one Candidate in a self-paced independent study Education Specialist Program to meet PROGRAM requirements the Candidate must have completed teacher induction for a previous credential or received their first clear credential before 2002 | \$500 one-time fee |
| Preliminary Credential Program - Designated Subjects (CTE) <ul style="list-style-type: none"> includes support with the completion and submission of form 41-4 includes appraisal of requirements for the preliminary and clear credentials | \$250 one-time fee |
| Second Clear Credential Program - Designated Subjects (CTE) <ul style="list-style-type: none"> includes enrollment of one Candidate in a self-paced independent study Designated Subjects (CTE) Program the Candidate must have completed teacher induction for a previous credential or received their first clear credential before 2002 the Candidate must hold a Clear General Education or Clear Education Specialist Credential | \$500 one-time fee |
| Extended Year Credential Program If the Candidate goes beyond the two-year program due to lack of progress or missing requirements, an additional fee of \$1000 per year, per Candidate will be applied. Additional yearly fees may apply if a Mentor is assigned to support the Candidate beyond the two-year program. Additional fees will be based on the length of mentoring recommended to support program completion. | Program Fee: \$1000 per year Mentor Stipend Fee: \$1,700 per year |

| Table B: 2021-2022 Refund Schedule | |
|--|-----------------------------------|
| Date PROGRAM receives written notice from DISTRICT that a Candidate and Mentor will not be participating in the Program | Amount of Refund |
| April 15-July 31 | 100% of Credential Program Fee |
| August 1 - August 31 | 80% of Credential Program Fee |
| September 1 - September 30 | 70% of the Credential Program Fee |
| October 1 – October 31 | 50% of the Credential Program Fee |
| November 1 – November 30 | 25% of the Credential Program Fee |
| December 1 - June 30 | No refund |

- [Expectations of District Coordinators-Attachment 1](#)
- [Expectations of Site Administrators-Attachment 2](#)
- [Expectations of Mentors-Attachment 3](#)
- [Expectations of Candidates-Attachment 4](#)
- [Eligibility for Induction Guide - Attachment 5](#)
- [Teach Out Plan-Attachment 6](#)
- [Request Records Form-Attachment 7](#)
- [Grievance Process-Attachment 8A & Attachment 8B](#)
- [General Institutional Preconditions-Attachment 9](#)
- [Induction Program Preconditions-Attachment 10](#)
- [Designated Subjects Preconditions-Attachment 11](#)
- [Program Sponsor Variable Term Waivers – Attachment 12](#)



Tehama Teacher Induction Program

Attachment 1

Expectations of District Coordinators



Enrolling Candidates and Mentors


1. Identify all candidates who are eligible for Induction, as described by state guidelines, including teachers on a Program Sponsor Variable Term Waiver or Intern Credential (see [Attachment 5](#) & [12](#)).
2. Assist the district and/or site administrator(s) in assigning a qualified mentor, who meets CCTC [identified criteria](#), to each eligible candidate within 30 days of enrollment in the program.
 - a. To the extent possible, match candidates with mentors according to the school site of the teaching assignment, credential(s) held, and subject matter/grade level taught.
3. Follow the enrollment process and time line in order to provide candidates and mentors timely support and training as the 2021-22 academic year begins.
 - a. Complete the district enrollment according to the deadlines: Year 2 by June 11th, Year 1 by July 30th, and late hires by August 31st.
 - b. Inform mentors and candidates of the enrollment process and provide them the link so that they may enroll as early as possible.
4. Confirm with your IT department that teachers will be able to join the Induction program's Google Classroom using their school account. If you have any questions about security or the process of allowing your teachers to join outside of your district domain, please contact the TCDE IT department at (530) 528-7247. If teachers from your district are not allowed to use their school email address to join our Google Classroom, please notify the program as soon as possible via phone (530-529-7311) or email (induction@tehamaschools.org).

Communicating with Candidates, Mentors, Site Administrators, and Program Staff

1. Share your district's commitment to teacher development and teacher leadership with mentor(s) and candidate(s) to set a positive tone for the induction experience.
2. Monitor and be responsive to program staff communication regarding your mentors' and candidates' progress and needs for support.
3. Complete program surveys.
4. Notify program staff, within 10 business days, of any changes in the employment status or teaching assignment of candidate(s) and mentor(s) enrolled in the Induction program, including leaves of absence.
5. Notify program staff as soon as possible of any candidate or mentor who discontinues program participation.
6. Notify program staff of a grievance ([Attachment 8A](#) & [Attachment 8B](#)) or potential need for mentor reassignment.
7. Communicate frequently with the candidate, mentor, initial preliminary program, and Induction program to ensure the candidate(s) who hold a Program Sponsor Variable Term Waiver or Intern Credential are on track to meet requirements for the Preliminary Credential.
8. Share program expectations with site administrators ([Attachment 2](#)), including offering release time for participants to attend scheduled trainings and conduct required observations, and providing input in the development of the candidate's Individualized Learning Plan (ILP) goals within the first 60-days of enrollment.
 - a. The ILP must be designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.

Supporting Program Completion

1. Assist the program in ensuring that all mentors and candidates complete program requirements.
2. Provide candidates and mentors release time for ongoing observations (a minimum of two per year for each mentor and each candidate).
3. Track the progress of candidates who hold a Program Sponsor Variable Term Waiver or Intern Credential and support them in meeting Preliminary Credential requirements.

District: Redding School of the Arts
District Coordinator: Margaret Johnson
Email Address: mjohnson@rsarts.org
Signature: 
Date: 6/14/2021

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.1 – 2021/22 Election of Governing Board
Executive Officers

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve Governing Board
Executive Officers for 2021/22

BACKGROUND:

The Governing Board will annually elect the President, Vice President, Treasurer, and Secretary as Executive Officers for the new school year.

2020/21 Executive Officers:

Steven Riley, President

Andrew McCurdy, Vice President

Heather Wright, Treasurer

Daria O'Brien, Secretary

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Board Internal Business
RSA, Inc. Bylaws

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.2 – 2021/22 Governing Board Meeting Dates

PREPARER: Margaret Johnson/Adel Morfin

RECOMMENDATION: Discussion/Action to Approve Meeting Dates as Listed

BACKGROUND:

The proposed Governing Board monthly meeting dates are as follows:

Tuesday, August 10, 2021

Tuesday, September 14, 2021

Tuesday, October 12, 2021

Tuesday, November 9, 2021

Tuesday, December 14, 2021

Tuesday, January 11, 2022

Tuesday, February 8, 2022

Tuesday, March 8, 2022

Tuesday, April 12, 2022

Tuesday, May 10, 2022

*Tuesday, June 7, 2022

*Tuesday, June 21, 2022 (Special Meeting)

* Dates are subject to change

*An additional May and/or June meeting may be necessary for budget adoption purposes.

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Board Internal Business

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.3 – RSA Resolution 2021-22-01: Local
Control for Masking Petition

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve

BACKGROUND:

Administration is seeking approval from the Governing Board in order to petition state officials and CDPH to provide new face covering guidance for schools making mask wearing optional at the discretion of the Charter School, to give voice to the desires expressed by many RSA families.

REFERENCE:

Resolution 2021-22-01

RSA Governing Board:
Jean Hatch, Founder
Vacant, President
Andrew McCurdy, Vice President
Heather Wright, Treasurer
Daria O'Brien, Secretary
Jonathan Sheldon, Community Member
Lisa Stewart, Community Member

Margaret Johnson, Executive Director



RESOLUTION 2021-22-01

RESOLUTION NO. 2021-22-01, REQUEST TO THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH (CDPH) FOR THE EXPEDITIOUS REVISION OF FACE COVERINGS GUIDANCE FOR CHARTER SCHOOLS AND SCHOOL-BASED PROGRAMS

WHEREAS, Redding School of the Arts (RSA) serving over 566 students in Shasta County, has been a leader in getting students back in the classroom while following all California Department of Public Health (CDPH) guidelines; and

WHEREAS, California school districts are required to follow best practices as defined by the CDPH Guidelines; and

WHEREAS, RSA has closely monitored all COVID-19 reported cases and has not had one verified case of transmission on a school campus, per the Shasta County Department of Public Health (SCPH); and

WHEREAS, California has already been severely impacted in both economic and education sectors by the state shutdown to curtail the COVID-19 pandemic; and

WHEREAS, school-aged children are far less likely to contract and transmit COVID-19, and are far less likely to have serious outcomes than older populations; and

WHEREAS, current infection rates have dramatically fallen, along with COVID-19 deaths, with an increasing number of individuals being vaccinated and achieving post disease immunity; and

WHEREAS, restrictions on capacity, distancing and use of masks in other sectors have been lifted to allow unmasked groups of all ages at both indoor and outdoor venues; and

WHEREAS, face coverings disproportionately impact children who are learning English as a second language, early elementary students who are still learning proper pronunciation and grammar, and those with speech and hearing disabilities; and

WHEREAS, RSA relies on immediate CDPH guidance to be able to plan for the 2021-2022 school year; and

WHEREAS, many RSA parents and students have expressed their strong desire for school masking requirements to be lifted; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Redding School of the Arts requests that the CDPH immediately provide new face covering guidance for schools making mask wearing optional at the discretion of the Charter School to give voice to the desires expressed by many Charter School teachers, families and students by approving this Resolution; and

THEREFORE BE IT FINALLY RESOLVED, that the Executive Director of Redding School of the Arts is directed to transmit this Resolution to Governor Gavin Newsome; State Superintendent of Public Instruction Tony Thurmond; Director and State Public Health Officer CDPH, Dr. Tomas J. Aragon; Dr. Mark Ghaly, California Health and Human Services; Doug Parker, Chief, Cal/OSHA; Los Angeles County Board of Supervisors; Senators Scott Wilk and Henry Stern; Assemblywoman Suzette Valladares; and the Los Angeles County of Board of Education to make known the concerns of Charter School parents and families regarding the school masking mandate.

This Resolution was **PASSED, ADOPTED** and **SIGNED** on this 10th day of August 2021 at a regular meeting of the Governing Board by the following vote, to wit:

AYES:_____ **NOES:**_____ **ABSTAIN:**_____ **ABSENT:**_____

I, Daria O'Brien, Secretary of the Redding School of the Arts Governing Board hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at the meeting on August 10, 2021, by a roll call vote.

Andrew McCurdy
Vice President of the Governing Board

Daria O'Brien
Secretary of the Governing Board

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.4 – School Re-Opening Framework &
Guidance Update

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve

BACKGROUND:

Administration will provide the board with updated information related to COVID-19 and how RSA is meeting state and local guidelines, while addressing student educational needs. Administration will amend the school re-opening plan to comply with new guidelines and review these changes with the board.

*See Attached Re-Opening Plan & Guidance Update

REFERENCE:

Shasta Ready/ShastaCoCOVID-19



REDDING SCHOOL of the ARTS

WHERE EDUCATION AND THE ARTS CONNECT

雷丁艺术学校

教育与艺术融合的舞台/殿堂

Redding School of the Arts

Draft SCHOOL REOPENING PLAN 2021-2022
Addressing the Challenges of COVID-19



INTRODUCTION

At Redding School of the Arts, our highest priority is the health and safety of our students and staff. Following that, it is our goal to provide high-quality instruction with the highest degree of face-to-face interaction possible while adhering to state and local public health directives. This guide will serve as a supplement to the Family Handbook for the 2021/22 school year and supersedes any conflicting information in the handbook.

The foundational principle of this guidance is that all students must have access to safe and full in-person instruction and to as much instructional time as possible. In California, the surest path to safe and full in-person instruction at the outset of the school year, as well as minimizing missed school days in an ongoing basis, is a strong emphasis on the following: vaccination for all eligible individuals to get COVID-19 rates down throughout the community; universal masking in schools, which enables no minimum physical distancing, allowing all students access to full in-person learning, and more targeted quarantine practices, keeping students in school; and access to a robust COVID-19 testing program as an available additional safety layer. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are fully implemented. This is consistent with CDC K-12 School Guidance.

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

As a result of these guidelines, RSA has developed best practices for safety and health based on California and Local public health's most recent guidance. High standards for cleaning are included for your review. The best ways to protect oneself from infection includes the layered approach of: frequent handwashing, proper ventilation in the building, wearing face coverings, encouraging vaccinations and contact tracing. As a result, these will be practiced on campus for as long as they are required and/ or recommended.

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INSTRUCTION

All Students In-Person Every Day

RSA will be providing in-person instruction daily for all students adhering to the masking requirement and subject to change as local control of public masking is modified. All instructional programs will include classroom instruction that aligns with the mission of the school.

Independent Study Program

RSA's independent Study Program with a designated teacher to meet regularly with families to provide the best learning platform for the families tailored to the interests and needs of the students. This program is available for families who decline to have their child wear a mask.

FACE COVERINGS

Guidance from CDPH July 28, 2021

Masks are **required for all individuals** in the following indoor settings, regardless of vaccination status:

- On [public transit\[1\]](#) (examples: airplanes, ships, ferries, trains, subways, buses, taxis, and ride-shares) and in transportation hubs (examples: airport, bus terminal, marina, train station, seaport or other port, subway station, or any other area that provides transportation)
- **Indoors** in [K-12 schools\[2\]](#), [childcare\[3\]](#)
- [Emergency shelters\[4\]](#) and [cooling centers\[5\]](#)
- All students must wear face coverings when inside the building.
- A face covering should be removed for meals, snacks, naptime, or organized outdoor lessons. A cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- RSA will provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. RSA will offer alternative educational opportunities for students who are excluded from campus.
- Any adults on campus must wear a mask when inside of the building.

[Board Approval 8/10/21](#)

- [*Talking to kids about face coverings.*](#) Resource link.

Exemptions to masks requirements

1. Per [CDPH Guidance for the Use of Face Coverings](#) exemptions to mask requirements include:

- Persons younger than two years old. Very young children must not wear a mask because of the risk of suffocation.
- Persons with a medical condition, mental health condition, or disability that prevents wearing a mask. This includes persons with a medical condition for whom wearing a mask could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a mask without assistance.
- Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.
- Persons for whom wearing a mask would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.

Universal masking indoors in K-12 schools is recommended by the [American Academy of Pediatrics](#) and by the [CDC](#) in their Guidance for COVID-19 Prevention in K-12 schools (updated July 27, 2021).

ARRIVAL

- Designated entry routes for cohorts of students.
- Students will wear masks when they arrive at their classroom or otherwise designated area.
- Teachers may conduct a visual wellness check as students enter class and will refer any students who report not feeling well, or appear as though they may be ill, to the health office for a temperature check. Teachers may take students' temperatures as they enter the classroom.
- Students should wash hands upon arriving in the classroom.
- Parents are allowed to walk their child to the entry door of their classes on the first floor only. Staff members will be at the door to greet students as they enter without their parents.
-

DISMISSAL

- School dismissal times will be as posted on the School website unless we are required to change educational delivery models. See dismissal times as listed in the Family Handbook.
- Establish one-way exit routes and keep gates open.

[Board Approval 8/10/21](#)

- Teachers will provide 10 - 15 minutes of dismissal duty with their class. Students whose parents did not arrive on time will be taken back to their classroom to contact their parents/guardian.
- Radios will be used to facilitate pick-up.
- If parents park and walk in to pick up students they must maintain appropriate social distance and wear face coverings. No Parents will be allowed to enter the building during this time.

PICK-UP DURING SCHOOL HOURS

- Parents may call ahead to the office (530-247-6933) identifying themselves and the student they are picking up or come into the office to request their child.
- Office will contact the students,
- Parent will need to sign the student out from the school office.

CLASSROOM

- Cohorting is a key concept for preventing spread of COVID -19. A cohort is a stable group of students and adults in which supervising adults and students stay together to the extent possible for daily activities and avoid contact with people outside of the group when required by Shasta Public Health.
- A cloth face covering or draped face shield should be removed for meals, snacks, naptime, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- In order to comply with this guidance, schools must offer families the option of Home School/ Independent Study if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school.
- The office will provide a face covering to students who inadvertently fail to bring one to campus to prevent unnecessary exclusions.
- Staff must wear cloth face coverings. All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection.
- Avoid sharing of materials when possible and clean daily any equipment that is shared
- Doors and windows may be kept open unless weather or student health conditions prohibit it, however given the air ventilation/ circulation within the room it is not necessary. RSA has an effective air filtration system that does not require doors or windows to be left open. 21% of the air is replaced hourly within the classrooms.

[Board Approval 8/10/21](#)

- Band, Choir or Music classes follow low-contact sports requirements for outdoor singing and band practice are permitted if it is safe and weather permits. When students are not singing or playing an instrument that requires the use of their mouth, they should wear a mask in music class (unless class is outdoors and distance can be maintained). Staff, parents, and students should be aware of the increased likelihood for transmission from exhaled aerosols during singing and band practice, and physical distancing beyond 6 feet is strongly recommended for any of these activities.
- Use of soap and water is preferred. If hand sanitizer is used, it must be unscented and at least 60% alcohol.
- Plan time and procedures for regular hand washing (sanitizer if applicable). Students and staff should wash their hands frequently throughout the day. (CDPH guidelines 3.20.21)
- Middle School
 - Students *may* help with wiping desks (non-toxic cleaner) if transitioning to another room.
 - Electives will be used to provide additional academic support time to help mitigate learning loss. Elective schedules can be modified to provide for student interest. However, when possible, efforts will be made to provide for student cohort groups when possible.

SOCIAL EMOTIONAL SUPPORT

All students deserve an equal opportunity to succeed at school in a safe and healthy atmosphere of supportive, caring relationships. Social-emotional needs are met through embedded practices within the school day, instruction in interpersonal skills and self-management, and with support services for students with greater needs.

- All staff will focus on supporting a positive climate and culture that practices, For example, Six Pillars of Character; Trauma Informed Practices; Kelso’s Choices, etc.
- Teachers will strive to foster a sense of belonging in the classroom.
- Students will have access to ongoing social-emotional lessons, such as Second Step.
- School counselors are accessible for students in need of additional support. Counselors may meet with individuals or small groups virtually or in person as needed. Parent consent is required for ongoing support.
- Classrooms will practice predictable and consistent routines.
- All staff will strive to model calm, healthy responses, acknowledge feelings, and act consistently.

INTERVENTION SERVICES

- When pull-out interventions/services involve students from different classrooms, a reasonable distance and/or clear barriers will be used between students.
- When appropriate, outside space will be utilized for individual or small groups instruction.
- Push-in staff should wash hands when entering a classroom.
- Intervention groups may be held virtually.
- When appropriate, technology will be used to minimize the sharing of manipulatives or manipulatives will be assigned to a student for use during the intervention.

RE-ENGAGEMENT STRATEGIES

- Teachers will track completion of assignments to monitor academic progress documents include:
 - Evidence of online activities
 - Completion of regular assignments
 - Completion of assessments and
 - Contacts between staff, parents and pupils.
- School will send out a daily absence call to notify parents/guardians of any absences at the end of the day, teachers will take attendance using Aeries.
- Tiered re-engagement strategies for pupils who are:
 - More than 3 days in any given school week teacher will call home to check on the student.
 - Teacher and School will verify current contact information.
 - Staff, student or parent may initiate services from the Counselor to implement an outreach plan for health/social services and transition to in-person instruction.

VULNERABLE POPULATIONS

(English Language Learners, Students with Disabilities, Foster Youth, Homeless)

ELL students will continue to receive integrated ELD services either in-person or virtually. Family liaison available to assist families with translation. Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Other service providers may deliver services in-person or virtually. Technology devices and Internet access will be provided to students who need them so that they can participate equitably in remote learning while at home. Foster youth and homeless students may attend more in-person instruction as needed during at-home learning days.

[Board Approval 8/10/21](#)

LIBRARY

- Classroom cohorts may visit the library to check out books during designated time.
- Counters, door knobs or any other touchpoints should be cleaned daily.
- Plexiglass is installed at the book checkout counter.
- Students are encouraged to place a hold order to check out books.



RECESS

- Students will play in designated areas.
- No personal equipment brought from home may be shared.
- Playground equipment and structures will be disinfected regularly.
- Staff must wear face coverings/shields during indoor recess.
- Establish entry and exit routes to avoid intermingling.
- Use water bottles or water bottle filling stations instead of drinking fountains.
- Plan for and practice transitions with students to and from the recess area.

PHYSICAL EDUCATION/ACTIVITIES

- Students will attend PE outside and in their cohort; masks are not required during organized physical activity outside.
- Activities will be held outdoors as much as possible or in a large, well-ventilated area.
- Activities conducted inside should be those that do not require heavy exertion and can be done with a face covering.
- Clean equipment in between use.
- Plan activities that minimize contact and maximize spacing as much as possible.
- No personal items/equipment may be shared.

FOOD SERVICES

- [RSA is participating in the free lunch program for the 2021-22 school year.](#)
- Use outside cafeteria for mealtime seating.
- Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.

[Board approval of 10/21](#)

- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- Food service workers and cafeteria support staff will wear face coverings and gloves.

FRONT OFFICE & STAFF ROOMS

- Plexiglas barriers will be in place wherever practical.
- Staff must wear face coverings/shields.
- Masks should be worn by anyone entering the office. Students visiting the office should wear masks.
- Tardy students will enter through the lobby and office staff will indicate in Aeries accordingly.
- Staff members are encouraged to wipe down their area after use. Reasonable distancing practices are encouraged.

HEALTH ISSUES

- Isolation areas will be provided & mask for students with symptoms until picked up.
- Fever above 100.4 is a criterion for sending a student home.
- Staff must use face coverings/shields.
- Maintain physical distancing as much as possible.
- Students visiting the office for health reasons should wear masks.
- Parents must pick sick students up promptly (15-25 min.).

WELLNESS CHECK

Recommendations for staying home when sick and getting tested:

- a. Follow the strategy for Staying Home when Sick and Getting Tested from the [CDC](#).
- b. Getting tested for COVID-19 when symptoms are [consistent with COVID-19](#) will help with rapid contact tracing and prevent possible spread at schools.



c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:

- i. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
- ii. Other symptoms have improved; and
- iii. They have a negative test for

SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

- Parents/guardians are to conduct a temperature and symptom check before bringing their student(s) to school; if ill or a fever is present of 100.4 or higher, stay home.
- Students will be referred to the office/health office for a temperature check if the student reports not feeling well or appears to not be feeling well.

HEALTH PROTOCOLS

Quarantine recommendations for: unvaccinated [close contacts](#) who were not wearing masks or for whom the infected individual was not wearing a mask during the indoor exposure; or unvaccinated students as described in #8 above.

a. For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:

- i. Quarantine can end after Day 10 from the date of last exposure without testing; OR
- ii. Quarantine can end after Day 7 if a diagnostic specimen is collected after Day 5 from the date of last exposure and tests negative.

b. To discontinue quarantine before 14 days following last known exposure, asymptomatic close contacts must:

- i. Continue daily self-monitoring for symptoms through Day 14 from last known exposure; AND
- ii. Follow all recommended non-pharmaceutical interventions (e.g., wearing a mask

when around others, hand washing, avoiding crowds) through Day 14 from last known exposure.

c. If any symptoms develop during this 14-day period, the exposed person must immediately isolate, get tested and contact their healthcare provider with any questions regarding their care.

1. Isolation recommendations

a. For both vaccinated and unvaccinated persons, follow the CDPH [Isolation Guidance](#) for those diagnosed with COVID-19.

Staff testing protocols and recommended frequency

The guidance also outlines the need for “periodic” testing of all staff prior to returning to in-person instruction. For up-to-date testing information go to: www.shastaready.org. — including an increased level of testing in areas with rising community transmission, as lab testing capacity allows. All staff will be tested before school begins.

Staff are to be tested for COVID-19 prior to returning to in-person instruction and on a weekly rotation (or as needed) voluntarily test onsite during working hours. Biocept will be administered by the trained school nurse. Although staff members may opt for other testing sites as listed on Shasta Ready. For up-to-date testing information go to: www.shastaready.org.

- CDPH recommends unvaccinated staff be tested for COVID-19, regularly throughout the year. RSA may consider doing this once at the start of the school year and then every other week or monthly thereafter and if rates increase, could consider increasing the frequency or the percent of people tested. Schools whose communities or leadership need more assurance could consider doing this weekly for 3-6 weeks initially and if in-school rates are low overall and no in school transmission is occurring, could change to test every two weeks or monthly.
- Priorities for testing are based on symptoms, disease transmission on campus, and extent of exposure:
 - Symptomatic students, staff, and teachers who are attending in-person classes. These individuals should see their healthcare provider for testing options. If the provider does not provide testing, complete the “Get Tested” survey on the Shasta Ready website.
 - Close contacts of cases are recommended for testing, particularly school staff.
 - If there is evidence of possible transmission occurring at a school with in-person instruction, all staff will be tested within 2 weeks. E.g., two or more cases in a classroom or three or more cases within a 14-day period on school campus.

CLEANING

Cleaning involves water and soap or a detergent, does not use disinfecting agents, and significantly decreases germs on surfaces and decreases infectious risks.

1. Cleaning recommendations

a. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

b. For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see [Cleaning and Disinfecting Your Facility](#).

c. If a facility has had a sick person with COVID-19 within the last 24 hours, clean AND disinfect the spaces occupied by that person during that time.

AFTER-SCHOOL PROGRAM

The YMCA will be following their protocols that have been approved by the County Health Dept. These items are a general overview of these protocols:

- Students should remain in the same cohort as they were during the school day to the greatest extent possible.
- Staff must wear face coverings when inside the building.

OUTSIDE INTERESTS/CLUBS/SPORTS

With conditions improving in our state and testing more readily available, we can limit the risk of transmission across our state and in our communities when combined with strict adherence to wearing of face masks, physical distancing and limitations on inter-team competitions and tournaments. Parents and guardians should be fully informed on the risks of minors participating in high-contact and moderate-contact sports so they can make the decision if it's appropriate for their child to compete.

Conditioning and practice for all sports are considered low risk if conducted outside and at least six feet of physical distancing can be maintained. The wearing of face coverings, including during conditioning, practice and competition, and the maintenance of physical distancing should be implemented at all times to the extent practicable without compromising player safety.

[Board Approval 8/10/21](#)

Sports participants with symptoms of COVID-19 should not attend practices or competition. They should consult their physician for testing and notify their coach, athletic trainer and/or school administrator of their symptoms. Youth recovering from COVID-19 will have different paths to return to sports based on the severity of their illness. See the American Academy of Pediatrics Interim Guidance on Return to Sports for additional guidance for more serious infections. RSA will continue to adhere to the county requirements for sports in the school.

General Requirements for All Sports:

Irrespective of setting (outdoor or indoor) case rate or sport played, the following general guidance requirements must be adhered to at all times:

- Face coverings to be worn by coaches, support staff and **observers** at all times when inside the building, and in compliance with the CDPH Guidance for the Use of Face Coverings.
- When appropriate maintain 6 ft of distance between teachers, coaches, participants, etc.
- No sharing of drink bottles and other personal items and equipment.
- Mixing with other households prior to and post any practice or competition must strictly adhere to current gathering guidance.

Limitations on Observers

- Encourage limited observation of youth sports (age 18 years and under) to immediate household members, and for the strict purpose of age appropriate supervision. This includes observation of practice and competition
- Consider video streaming of games so that they can be watched "live" from home.

Limitations for Inter-Team Competitions and Tournaments

- Inter-team competitions, meets, races, or similar events are permitted to occur only if (a) both teams are located in the same county and the sport is authorized in the Tables below; or (b) teams are located in immediately bordering counties and the sport is authorized in both counties in the Tables below.
 - The county-based authorizations outlined in the Table below apply to the locations/counties in which the teams, schools, clubs, leagues, and similar organizations are functionally based (e.g., where the players reside, where facilities are located, etc.).
 - Local Health Departments to be notified of any cross country competitions within their jurisdiction and reserve the right under their own discretion to deny the competition at any time in their jurisdiction. Teams participating in cross county competitions will follow the more stringent rules if the participating teams are coming from counties that may be at different case rate thresholds.

- Teams adhere to current CDPH Travel Advisory recommendations when determining travel for competition in neighboring counties.
- No tournaments or events that involve more than two teams occur. Exceptions may be made, with authorization from the local health department where the event is being held and each of the local health departments where teams originate from, for sports where individual competitors from multiple teams are routine such as: track and field; cross-country; golf; skiing/snowboarding; tennis; swimming/diving/surfing; biking and equestrian events.
- Only one competition, per team, per day maximum to be played.



Outdoor Live Performance <https://files.covid19.ca.gov/pdf/guidance-live-performances--en.pdf>

Effective April 1, 2021

- 2 hours between same-day events
- Advanced ticket reservation only.
- Symptom screen at home, stay home if sick
- Increase distance >6' b/w performers who sing/chant or play wind instruments, consider adding barriers

SPECIAL EVENT VOLUNTEERS

1. Per the COVID-19 Guidance: Outdoor Seated Live Events 1/1/2021

Parents who are volunteering on site will have to have proof of COVID negative test within 72 hour window or completed vaccinations - Front of House, lobby Ushers, or Green Room volunteers will require proof of a negative Covid test or proof of vaccination due to being indoors and potential of less than 6ft distancing.

All other “outside” volunteers as ushers in the theater or outdoor cafe will be required to adhere to handwashing and wearing a mask.

2. To be an approved Drivers for Field Trips - volunteers will be required to have proof of a negative Covid test or proof of vaccination due to being indoors and potential of less than 6ft distancing

ADDENDUMS

SCHOOL PROCESS WHEN COVID-19 CASE IS IDENTIFIED

Will be updated as Shasta Public Health completes their contract tracing requirements.

1. If a school becomes aware of a COVID-19 positive case (“confirmed case”), send home immediately.
2. Notifications to the local health department by the COVID-19 School Liaison
3. All personal identifying information of COVID-19 cases or symptoms will be kept confidential.
4. The COVID-19 School Liaison determines the infectious period of the confirmed case with consultation from public health.
5. The COVID-19 School Liaison will identify and document all school-related individuals that were potentially exposed to the confirmed case based on the infectious period.

CORONAVIRUS

SYMPTOMS

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.



SYMPTOMS MAY APPEAR 2-14 DAYS AFTER EXPOSURE TO THE VIRUS. PEOPLE WITH THESE SYMPTOMS MAY HAVE COVID-19:



STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.



WASH

Wash your hands with soap and water often, and for at least 20 seconds.



COVER

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.



DO NOT TOUCH

Do not touch your eyes, nose, or mouth.



SOCIAL DISTANCE

Stay at least 6 feet (about 2 arm's length) from other people.

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.5 – CalOSHA Revised Emergency
Temporary Standards – Addendum to CPP

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve Addendum

BACKGROUND:

On June 17, 2021, CalOSHA voted to approve proposed revisions to the COVID-19 Emergency Temporary Standards (ETS). The approved revisions are **effective immediately** and are to remain in effect **through January 2022**, unless extended or turned into a permanent status. RSA will add the proposed ETS revisions as an addendum to its existing COVID-19 PREVENTION PROGRAM (CPP).

COVID-19 PREVENTION PROGRAM (CPP)

With some exceptions, all employers and places of employment are required to establish and implement an effective written COVID-19 Prevention Program (CPP) pursuant to an Emergency Temporary Standard in place for COVID-19 (California Code of Regulations (CCR), Title 8, section 3205(c)). Cal/OSHA has developed this model program to assist employers with creating their own unique CPP tailored to their workplace.

* See Attached: CharterSafe Summary of CalOSHA Revised Emergency Temporary Standards for COVID-19 Protection

REFERENCE:

Summary of Cal/OSHA Revised Emergency Temporary Standards for COVID-19 Protection

On June 17, 2021, CalOSHA voted to approve proposed revisions to the COVID-19 Emergency Temporary Standards. The approved revisions are **effective immediately** and are to remain in effect **through January 2022**, unless extended or turned into a permanent status.

The emergency actions will apply to all employees and places of employment, with a few exceptions (*the order does not apply to employees working from home, places of employment with one employee who does not have contact with other persons, or employees covered by section 5199.*).

The following are key takeaways of the revisions:

Face Coverings- Employees who are fully vaccinated will no longer need to wear face coverings. However, CDPH guidance still requires face coverings (regardless of vaccination status) in K-12 educational facilities.

Employers must provide face coverings and ensure they are worn by employees who are not fully vaccinated when indoors or in vehicles with others (face coverings are no longer required outdoors, regardless of vaccination status).

Employees can request face coverings from the employer at no cost and can wear them at work, regardless of vaccination status, without fear of retaliation.

Physical Distancing- No physical distancing or barrier requirements regardless of employee vaccination status, with a few exceptions:

Employers must “evaluate” whether it is necessary to implement physical distancing and barriers during an outbreak.

Employers must implement physical distancing and barriers during a major outbreak • Nothing prohibits employers from voluntarily maintaining physical distancing and barriers.

Respirators- An employer must provide respirators to unvaccinated employees upon request and at any time an employee communicates to the employer their desire to wear one.

Initially, an employer may either stock respirators and offer them to employees or may poll workers to determine which employees wish to be provided a respirator before obtaining them. However, once an employer has established that it has employees who wish to wear respirators, the employer should have enough on hand of the correct size and type to fulfill reasonably foreseeable requests upon demand.

In a “major outbreak” must be offered for voluntary use to all employees in the exposed group (regardless of vaccination status).

For voluntary use, the need to replace a respirator varies with use and environment. Filtering facepiece respirators are disposable respirators that cannot be cleaned or disinfected. They must be replaced if they get damaged, deformed, dirty, or difficult to breathe through. A best practice is to replace filtering facepiece respirators at the

beginning of each shift. The CDC recommends replacing a disposable filtering facepiece respirator, such as an N95, after it has been taken on and off five times. Filtering facepiece respirators may not fit correctly after repeated use.

Please note that only NIOSH- approved N-95's are acceptable. The KN-95 is not an acceptable alternative.

Respirator training must include the employer's policies for providing respirators; the right of employees who are not fully vaccinated to request respirators; how to properly wear the respirator provided; how to perform a seal check each time the respirator is worn and the fact that facial hair interferes with a seal; and a signed Employee Acknowledgement of Receipt of Title 8ccr § 5144 Appendix D.

Documentation of Vaccination Status- Employers may inquire about vaccination status and instruct employees not to disclose any additional medical or other family medical information and must maintain this information as confidential. Covered employers must also provide notice pursuant to the California Consumer Privacy Act (CCPA). Acceptable documentation includes: employee- provided proof of vaccination (vaccine card, image of vaccine card or healthcare document showing vaccination status) and employer maintains a copy; or employee provides proof of vaccination- the employer maintains a record of the employees who presented proof, but not the vaccine record itself; or employees self-attest to vaccination status and the employer maintains a written record of who self-attests.

Should an employee decline or refuse to disclose their vaccination status, the employer must treat the employee as unvaccinated and must not take disciplinary or discriminatory action against an employee.

Exclusion of Employees- Close Contacts must be excluded unless: fully vaccinated before the close contact and have no symptoms; or were previously COVID-19 cases who returned to work and have remained symptom free for 90 days after initial onset of symptoms or after first positive test if never developed symptoms ("natural immunity").

Notification of Exposure to COVID-19 Requirements- Notification of exposure to COVID-19 must be "written"; must be provided to "all employees at the worksite during the high- risk exposure period" (as opposed to all employees who "may" have been exposed); and may include personal service, email or text message if it can reasonably be anticipated to be received by the employee within one business day.

If the employer should reasonably know that an employee has not received the notice, or has limited literacy in the language used in the notice, the employer shall provide verbal notice, as soon as practicable, in a language understandable by the employee.

Exclusion Pay- Exclusion pay wages are subject to "existing wage payment obligations". Unpaid exclusion pay wages are subject to enforcement through "procedures available in existing law" and must be paid at the employee's "regular rate of pay" no later than the regular pay date for the pay period(s) in which the employee is excluded.

The amended ETS eliminates the previous requirement that an employee must be otherwise able and available to work and eliminates the exemption that the employer does not need to provide exclusion pay for any period of time where the employee is unable to work for reasons other than protecting persons" from COVID-19 transmission.

Testing of Non- Vaccinated Employees- Employers must make testing available at no cost to employees with COVID-19 symptoms who are not fully vaccinated during employees' paid time.

Testing Following COVID-19 Cases in the Workplace- The amended ETS provides that testing must be made available to all employees who had "close contact" (as opposed to all employees who had "potential COVID-19 exposure"), and do not need to provide testing to: 1) Employees who were fully vaccinated before the close contact and do not have COVID-19 symptoms; or 2) Employees who were previously a COVID-19 case, met the return-to-work criteria and have remained symptom free for 90 days after initial onset of symptoms or after first positive test if never developed symptoms ("natural immunity").

“Regular Outbreaks” (defined as 3 cases within 14 days)- Requires that employees in the exposed group must wear face coverings and must be notified of their right to request a respirator. Employers must evaluate the use of physical distancing or barriers and use MERV-13 or higher filters if compatible. Testing is not required to employees who were fully vaccinated before the outbreak, or were COVID-19 cases in prior 90 days.

“Major Outbreaks” (defined as 20 cases within 30 days)- The amended ETS clarifies that all of the requirements of “regular” outbreaks apply, with the addition of the following:

- Testing must be provided regardless of vaccination status
- Must provide a respirator for voluntary use and determine need for a respiratory protection program
- Must implement physical distancing
- Must install barriers at workstations where physical distancing is not maintained at all times
- “Major” Outbreak ends when there are fewer than 3 cases in the exposed group in a 14-day period (as opposed to no new cases)

Definition Changes:

“Close Contact” replaces “COVID-19 exposure.

“Exposed Group” replaces “exposed workplace” which excludes workers who are not present at the same time, have no overlap in the workplace, or momentarily pass through a work area.

“Face Coverings” excludes scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric.

“Respirators” are a device approved by NIOSH to protect to wearer from particulate matter, such as an N95 filtering facepiece respirator.

“Fully Vaccinated” is defined as an employee (who at least 14 days prior) received the full-dose of the vaccine (either two-dose or single dose). This now includes that for employees vaccinated outside of United States, the vaccine must be listed for emergency use by the World Health Organization (WHO)

Key Original ETS Provisions That Remain in Effect:

Employers must establish, implement, and maintain an effective WCPP.

Symptom screening must continue.

Employers must provide training and instruction to employees on how COVID-19 is spread, infection prevention techniques, and information regarding COVID-19-related benefits that affected employees may be entitled to under applicable federal, state, or local laws.

Employers must exclude employees who have COVID-19 symptoms and/or are not fully vaccinated and have had a close contact from the workplace and, if that close contact is work-related, ensure continued wages.

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

General Reporting

SUBJECT: Agenda Item 2.6 – 2021/22 Columbia/RSA Lunch MOU

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve Lunch MOU w/ Columbia

BACKGROUND:

The Governing Board will review the Memorandum of Understanding (MOU) between RSA and Columbia ESD for cafeteria lunch services for the 2021/22 school year before taking action to approve.

*See Attached Columbia MOU

REFERENCE:

Board of Trustees
James Luna, President
Melissa Reyes, Clerk
Toby Berens
Walter Albert
Charles Van Hoosen



Clay Ross
Superintendent

Columbia School District

Kids First!

10140 Old Oregon Trail, Redding, California, 96003
530-223-1915 FAX 530-223-4168

MEMORANDUM OF UNDERSTANDING BETWEEN COLUMBIA ELEMENTARY SCHOOL DISTRICT, AND REDDING SCHOOL OF THE ARTS

This Memorandum of Understanding (“MOU”) is executed by and between the Columbia Elementary School District (hereinafter “SFA”) and the Redding School of the Arts, a Nonprofit Public Benefit Corporation, (hereinafter referred to as “RSA”).

This Agreement, executed in duplicate and entered into on July 1, 2021 through June 30, 2022 between the Administering Sponsor, hereinafter referred to as School Food Authority (SFA), and the Recipient Charter School, hereinafter referred to as RSA is created for the purpose of providing:

- Lunches under the National School Lunch Program
- Seamless Summer Feeding Option

It is hereby agreed that:

1. If at any time **RSA** no longer meets the eligibility requirements to participate in the federal child nutrition program (CNP), they will immediately notify the **SFA** and the **SFA** will drop the Recipient from participation under its PSA.
2. The **SFA** will represent the **RSA** as the CNP Sponsor and will claim reimbursement from the California Department of Education (CDE) for all meals served to children enrolled in the RSA meal program(s). The **SFA** will only claim reimbursement for complete meals served to students, according to each child’s eligibility category, at the rate of one lunch per child per day.
3. Once approved by the CDE, **the term of this Agreement is one (1) year**. Either party may terminate this agreement for cause upon ten days written notice. The **SFA** will provide a written notice of termination to the CDE Nutrition Services Division.
4. The **SFA** will conduct the free and reduced-price meal application process, including the distribution, review, and approval of applications for the sites belonging to **RSA**. The **SFA** will create and update the eligibility roster and provide current lists to **RSA** as soon as possible after changes occur.
5. **RSA** will perform the point-of-service meal counts. The **SFA** will provide training as necessary to staff at **RSA** regarding point-of-service meal counts and completion of all required

- documents; however the **SFA** will ultimately be responsible for meal counts and claiming accountability.
6. The **SFA** will perform the required daily and monthly meal count edit checks.
 7. The **SFA** will conduct the annual Verification process, as well as perform any necessary eligibility verifications for cause, and will notify **RSA** of its findings and any needed changes.
 8. The **SFA** will assume responsibility for any over claims identified during a review or audit, and reimburse the CDE accordingly.
 9. The **SFA** will obtain CDE approval from this Agreement and then include all participating **RSA** sites in its PSA with the CDE.
 10. The **SFA** will provide meals to **RSA** that comply with the nutrition standards established by the United States Department of Agriculture (USDA).
 11. The **SFA** will prepare the meals in the kitchens located at Columbia Elementary and/or Mountain View Middle School kitchens using **SFA** staff members. These preparation sites will maintain the appropriate state and local health certifications for the facility.
 12. Both parties will be responsible for maintaining the proper temperature of the meals/snacks until they are served.
 13. Where applicable, **RSA** will return on an annual basis any and all property owned by the **SFA**.
 14. The **SFA** will provide necessary trays, dishes, utensils, straws, and napkins.
 15. No later than one (1) week prior to the end of each month the **SFA** will provide to **RSA** a monthly menu consisting of the meals to be served the following month.
 16. **RSA** will notify the **SFA** of the number of meals needed no later than 9:00am via email each day.
 17. In the event of extraordinary costs, such as special meals requested or nonpayment of non-subsidized meals. The **SFA** may submit to **RSA** itemized invoices for the meals provided by the **SFA**. The invoices will be for the actual cost of producing meals plus payments from the participating children and adults minus the state and federal reimbursements. **RSA** will submit payment to the **SFA** in such form as required by the **SFA** in a timely manner.
 18. When requested by **RSA**, the **SFA** will provide sack lunches for field trips that meet meal pattern requirements. Sack lunches for field trips will be requested at least **7 working days in advance**. The cost per lunch will remain the same as for the regular lunch. **RSA** will be responsible for maintaining the appropriate temperature of lunches until served.
 19. All meals, including those for field trips, will be transported from the **SFA** to **RSA**.

20. The gift or exchange of commodities is not permitted. Until students are served a meal, all food remains the property of the SFA.
21. RSA will indemnify and hold the SFA and its officers, employees, and agents harmless from any and all liability, cost, or expense incurred as a result of negligence on the part of the SFA.
22. RSA will keep and maintain liability insurance, including extended coverage for the product liability in an amount no less than one million dollars each occurrence and will provide the SFA with a certificate evidencing insurance in the amount, naming the SFA as an additional insured and specifying that the coverage will not be canceled or modified without 60 notice to the SFA.
23. Both parties will comply with all applicable federal, state, and local statutes and regulations with regard to the preparation and service of National School Lunch Program and /or School Breakfast Program meals, including but not limited to, all applicable regulations relating to the overt identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records maintained by both parties shall be open and available to inspection by Federal, State, and local authorities in accordance with applicable statutes and regulations.
24. All business and information relating to the execution of this agreement and the services thereof, including kitchen visitation, will be directed to the Central Kitchen Manager, SFA.

DocuSigned by:
Margaret Johnson
Margaret Johnson, Executive Director
Redding School of the Arts

8/6/2021
Date

Clay Ross, Superintendent
Columbia Elementary School District

Date

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Policy Review & Amendments

SUBJECT: Agenda Item 2.7 – Policy Amendments
2.7.1 Cell Phone Stipend
2.7.1 Home School/Independent Study Policy

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve Policy Amendments

BACKGROUND:

The Cell Phone Stipend Policy has been updated to reflect current and active positions that qualify for the stipend.

Home School Virtual Independent Study Policy: Governor Gavin Newsom signed Assembly Bill (AB) 130 into law on July 9, 2021. This bill makes changes to independent study (IS). These include IS offering requirements, a provision for waivers of the offering requirements, as well as required parent notification, pupil-parent-educator conferences, and additions to board policies and written agreements.

REFERENCE:

RSA Policies & Procedures/Governing Board Policies/Policy Adoption

Cell Phone Stipend Policy

RSA recognizes the need for specific employees to carry and maintain a cell phone for safety, travel, multiple site assignment, or school related business, as deemed necessary by school administration.

RSA will provide the following personnel with a cell phone stipend of \$420 per year. *

- Executive Director
- Principal
- Dean of Students
- Director of Special Education
- Facilities Manager

RSA will provide the following personnel with a cell phone stipend of \$300 per year. *

- ~~After School Care Supervisor~~
- Counselor
- Custodian (as assigned)
- Facilities Maintenance Technician
- Health Clerk
- IT Technician
- Occupational Therapist
- Program ~~Coordinator Assistant Admin (Homeschool)~~
- Psychologist
- Psychologist Intern
- School Nurse
- School Secretary
- Special Education Coordinator
- Special Education Resource Specialist
- Speech Language Pathologist

***The annual cell phone stipend amount is based on 12 months of active employment and payable on a monthly basis, over a nine-month period, based on the employee's pay cycle.*

Employees working less than a full year will receive a prorated amount.

Board Approved: Sept. 21, 2006

Amended: Dec 10, 2019

Amended: August 10, 2021

Home School/~~Virtual~~ Independent Study Policy

It is the philosophy of the Redding School of the Arts (RSA) to offer alternative learning opportunities to students who have an interest in in shaping their student's school program. RSA believes that ~~Home Study~~Home School/Independent Study is an effective tool of instruction to meet this philosophy by building a strong home and school partnership that will help our students achieve in a safe and positive learning environment.

As the California Department of Education states, ~~Home Study~~Home School/ Independent Study (IS) is a voluntary instructional strategy that responds to an individual's needs and styles of learning. This course of study will be available to ~~grade~~-kindergarten through eighth grade and will respond to the student's specific educational needs, interest, aptitudes, and abilities within the confines of the school policies and procedures. The school recognizes that successful independent study students have the motivation, commitment, organizational skills, and academic skills necessary to work independently. As necessary, the school assists motivated and committed students in strengthening their organizational and academic skills so they can work independently. Elementary students' success requires that parents/guardians/caregivers play a significant role as knowledgeable teaching assistants.

RSA believes that instruction through ~~Home Study~~Home School/ IS ~~or Virtual~~ IS:

1. Allows a student to study at his or her own pace within the limits of compulsory attendance requirements.
2. Creates a bridge between the school and the community.
3. Challenges each student to excel in his or her area of special interest, abilities and learning styles.
4. Allows a child to be educated at home.
5. Encourages the student's resourcefulness.
6. Facilitates the student's active participation in his or her own education through the support of a credentialed teacher.
7. Offers elective courses to the student, such as, ballet, swing, jazz and tap, drama, visual art, and others while enrolled in ~~Home Study~~Home School.

RSA offers Home School and ~~Virtual~~ Independent Study

These policies apply to all pupils participating in independent study at the **Redding School of the Arts.** (the “School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, **20 days**
- For pupils in grades four through eight, **20 days.**
- For students in grades nine through twelve, **20 days**

When special or extenuating circumstances justify a longer time for individual students, the Executive Director or their designee may approve a period not to exceed **10 days.**

This program is available to all students who meet the school’s enrollment requirements. Instructional ~~Materials~~-materials will be provided through the school including teacher directed enrichment, and on site electives for grades 4th – 8th, immunized students, homeschool field trip opportunities, and curriculum that meet the California grade level standards. RSA will allot discretionary funds per student for additional educational materials to be used for teacher preapproved educational expenses. If families opt out of the RSA electives, families will be offered a discretionary educational fund -to be used for fine art/ music classes, athletic/ sport activities, world language programs, additional technology support or supplemental materials, and tutoring as preapproved by teacher of record.

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Independent study shall include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admission criteria.

Courses and materials are aligned to state content standards, which may include textbooks most recently adopted by the State Board of Education or, in the case of high school, by the LEA

- a. Independent study lesson plans are standards aligned and developed by subject matter experts.
- b. The pacing of instruction enables students to cover the LEA's adopted standards-aligned curriculum.
- c. The curriculum and materials used enable students to perform well on state assessments.
- d. Supplemental materials may be used to respond to individual student interests and learning styles, but materials that are sectarian in nature are not to be used.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete 5 missed assignments during any period of 10 days or fails to make satisfactory progress (as defined below) the school will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
 - The percentage of pupils that have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University,
 - The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks,
 - The percentage of pupils who have successfully completed both the university entrance and career technical courses specified above,
 - The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),

- The English learner reclassification rate,
- The percentage of pupils who have passed an advanced placement exam with a score of “3” or higher, and
- The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance rates,
 - Chronic absenteeism rates,
 - Middle school dropout rates,
 - High school dropout rates, and
 - High school graduation rates.
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Tiered Reengagement: For all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or who are in violation of their written agreement, the school shall have procedures including the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the absence or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil’s written agreement, reconsider the independent study program’s impact on the pupil’s achievement and well-being, consistent with the school’s policies regarding the maximum amount of time allowed between the assignment and completion of pupil’s assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study,

For the purposes of this policy, “pupil-parent-educator conference” means a meeting involving, at a minimum, all parties who signed the pupil’s written independent study agreement.

Opportunities for Live Interaction and Synchronous Instruction: The School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils engaged in independent study:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year.
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year.
- For pupils in grades 9-12 inclusive, the School shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year.

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.

Teacher quality Independent study teachers meet at least the same professional requirements as classroom-based teachers:

- a. The independent study student-teacher ratio will meet state requirements. A ratio of not more than 25-to-1 is recommended to give teachers adequate time to meet the individual needs of their students. This includes providing:
 - i. The direction and resources necessary for the student to meet academic goals while working independently.
 - ii. Additional assistance, including direct instruction and counseling necessary for individual student success.
- b. Independent study teachers are appropriately credentialed and have demonstrated subject matter competence in all core academic subjects.

Student admission to, and support in, independent study Schools appropriately assess each student's potential to be successful in independent study

- ~~a. The school admits students who are not working at grade level to independent study ONLY if it provides appropriate support to enable the student to be successful in independent study and to reach grade level performance. Support includes such measures as:

 - ~~i. The use of supplemental interventions.~~
 - ~~ii. On-site assistance—tutoring, math and reading labs, computer-assisted learning, and small group direct instruction.~~
 - ~~iii. Counseling.~~
 - ~~iv. Ongoing diagnostic assessments.~~
 - ~~v.a. The availability of differentiated materials that meet state standards and the school's adopted curriculum.~~~~
- b. Students have regularly scheduled meetings with their teachers on a sufficiently frequent basis for the teachers to provide needed instruction, adequately judge student progress, and make appropriate modifications. ~~At least weekly interaction on student progress, whether in person or by electronic means, is recommended.~~ Teachers are available to students between regularly scheduled meetings ~~as needed via online office hours, to ensure student success, whether on a drop-in basis on-site,~~ by phone or e-mail, in labs for tutoring, etc.
- c. The school provides supports for parents/guardians/caregivers, and other responsible adults who work with independent study students.
- d. All students have access to counselors and/or other personnel and services that meet their academic, social, career, and emotional needs.
- e. All students have assistance with a personal learning plan to prepare them to meet their academic, personal, and school-to-career goals.
- ~~f. Special education students admitted to independent study continue to receive the supports outlined in their individualized education programs.~~

Assessment of student academic achievement. Teachers and administrators understand that assessment is an integral, vital element in educational delivery. As part of the ongoing assessment of student achievement by highly qualified and committed teachers, a student-level data system is utilized, and student academic progress and achievement are frequently assessed.

Both teachers and the school monitor student academic progress and use state assessment data and other measures to shape and modify the school's instructional program in a timely manner.

Return to In-Person Instruction: For pupils whose families wish to return to in-person instruction from independent study, the School shall allow the student to return expeditiously, and in no case later than five instructional days,

Written Agreements: (5 C.C.R. § 11702) A current written agreement for each independent study pupil shall be maintained on file for each participating student. Each agreement shall be signed, dated, and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support

in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent/guardian/caregiver if the pupil is less than 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

*For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

Adopted Jan. 16, 2002

Amended: June 6, 2013

Amended: May 19, 2016 ????

Amended: December 7, 2017

Amended: August 10, 2021

**Redding School of the Arts, Inc.
California Not for Profit Corporation**

Personnel Reporting

SUBJECT: Agenda Item 2.8 – Personnel Updates

Resignations:

- Alyssa Kennedy – 7/28/21 Paraprofessional
- Jessica Loucks – 7/31/21 Homeschool Teacher

Employment Update:

- Lisa Archer – 8/6/21 Home School Teacher
- Laura Dunaj – 8/6/21 Program Coordinator (Home School)

PREPARER: Margaret Johnson

RECOMMENDATION: Discussion/Action to Approve

BACKGROUND:

It is the Governing Boards responsibility to hire and terminate, upon nomination and recommendation of the School Director, all personnel.

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Staffing & Personnel