



REDDING SCHOOL of ARTS  
WHERE EDUCATION AND THE ARTS CONNECT

**Redding School of the Arts**  
California Nonprofit Benefit Corporation  
Board Meeting Agenda  
Posted Friday, November 4, 2022

**Date: Tuesday, November 8, 2022**  
**Location: 955 Inspiration Place, Redding**  
**Community Room**  
**Open Session 5:00pm**

Meeting called to order by Presiding Officer  
Roll Call/Establish Quorum:

Jean Hatch, President	_____	Jonathan Sheldon, Vice President	_____
Lisa Stewart, Treasurer	_____	Tiffany Blasingame, Secretary	_____
Andrew McCurdy, PTC Parent Member	_____	Daria O'Brian, Community Member	_____
Antonio Cota, Community Member	_____		

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Additional Non-Voting Participants:

Lane Carlson, Executive Director	_____	Wendy Sanders, Special Ed Director	_____
Carol Wahl, Principal	_____	Sophia Zaniroli, Vice Principal	_____
Rebecca Lahey, Staff Liaison	_____	Robyn Stamm, Business Service Provider	_____

Open Session: 5:00 PM

Roll Call/Establish Quorum:

**Public Forum for Non-Agenized Items & Closed Session:**

Hearing of persons desiring to address the Board on closed session items or 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).

Adjourn to Close Session 5:02pm

- Conference with Legal Counsel – Anticipated Litigation; pursuant to subdivision (d)(2) or (d)(3) of California Government Code Section 54956.9
  - o Significant Exposure to Litigation: (1) Potential Case

Resume Open Session: 6:00 PM

Roll Call:

Report Out on Closed Session:

Presentations:

- Student Academic Achievement – CAASPP/CAST/NWEA Results (15 Min)

Director Report:	(5 Min)
Principal Report:	(5 Min)
Vice Principal Report:	(5 Min)
Staff Liaison Report:	(5 Min)
Governing Board Report:	(10 Min)
Governing Board Correspondence:	(5 Min)

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 10/18/2022 Governing Board Minutes
- 1.2 Approve October 2022 Warrants
- 1.3 Approve High School Associated Student Council Bylaws- 2<sup>nd</sup> Read

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**

Financial Reporting

- 2.1 Discussion: ADA & Financial Update (10 Min)
- 2.2 Discussion/Action: Approve RSA High School Student Body Checking Account & Authorized Signers at Umpqua Bank (5 Min)

Policy Review & Amendments

- 2.3 Discussion: Policy Adoption – 1<sup>st</sup> Reads (10 Min)
  - 2.3.1 Title IX Sexual Harassment Policy & Grievance Procedures (*Governing Board Policy*)
- 2.4 Discussion/Action: Policy Amendments (10 Min)
  - 2.4.1 Non-Discrimination in RSA Programs & Activities (with Title IX Policy) (*Governing Board Policy*)
  - 2.4.2 Notice of Non-Discrimination (*Governing Board Policy*)
  - 2.4.3 Title IX Rights & Responsibilities (*Governing Board Policy*)
  - 2.4.4 Uniform Complaint Procedure (*Governing Board Policy*)
  - 2.4.5 Curriculum Development & Modification Policy (*Curriculum & Instruction Policy*)
  - 2.4.6 Home School / Independent Study Policy (*Curriculum & Instruction Policy*)
  - 2.4.7 Identification & Education Under Section 504 (*Student Policy*)
  - 2.4.8 Temporary/Substitute Personnel (*Personnel Policy*) – Retro to 7/1/2022

Personnel Reporting

- 2.5 Discussion/Action: Approve Declaration of Need for Fully Qualified Educators (5 Min)
- 2.6 Discussion/Action: Personnel Updates (5 Min)
  - New Hires:
    - o Serina Flores – 10/31/2022 Lunch/Recess Paraprofessional - Part-Time

General Reporting

- 2.7 Discussion: 2022/23 Governing Board Goals – 1<sup>st</sup> Draft (10 Min)

**Meeting Adjournment:**

**Next Regular Meeting:**

Date: Tuesday, December 13, 2022  
Time: 5:45 p.m.  
Location: Redding School of the Arts/Community Room  
955 Inspiration Place  
Redding, CA 96003

*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Main Office at 530-247-6933 for assistance. Notification at least 48 hours before the meeting will enable the school to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.*

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

**Consent Agenda**

SUBJECT: Item 1.1 – 10/18/2022 Governing Board 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 Board Meeting Minutes

**Tuesday, October 18, 2022**

**Open Session: 5:00 p.m.**

Meeting called to order by Presiding Officer Jean Hatch at 5:10 p.m.

Roll Call/Establish Quorum:

Jean Hatch, President	<u>X</u>
Jonathan Sheldon, Vice President	<u>X</u>
Lisa Stewart, Treasurer	<u>AB</u>
Tiffany Blasingame, Secretary	<u>X</u>
Andrew McCurdy, PTC Parent Member	<u>AB</u>
Daria O'Brien, Community Member	<u>X</u>
Antonio Cota, Community Member	<u>AB</u>

**Additional Non-Voting Participants**

Lane Carlson, Executive Director	<u>X</u>
Wendy Sanders, Special Ed Director	<u>X</u>
Carol Wahl, Principal	<u>X</u>
Sophia Zaniroli, Vice Principal/Teacher	<u>X (arrived 6:30 p.m.)</u>
Robyn Stamm, Business Serv Provider	<u>AB</u>
Cathleen Serna, Business Serv Provider	<u>AB</u>
Rebecca Lahey, Staff Liaison	<u>X (arrived 6:30 p.m.)</u>

Board Recorder: Adel Morfin

Onsite Guests: Margaret Johnson

**Adjourn to Close Session at 5:11 p.m.**

- Conference with Legal Counsel – Anticipated Litigation; pursuant to subdivision (d)(2) or (d)(3) of California Government Code Section 54956.9
  - Significant Exposure to Litigation: (1) Potential Case

**Resume Open Session at 6:30 p.m.**

Roll Call: Additional Non-Voting Participants Rebecca Lahey & Sophia Zaniroli joined the meeting.

**Report Out on Closed Session:**

- No action was taken by the board.

**PRESENTATIONS:**

**Review Updated 2021/22 Local Indicators**

Carol Wahl reviewed the 2021/22 Local Indicators with the board. She identified the performance standards and self-reflection tools that RSA used to annually measure and report progress on the local indicators.

- LCFF Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities.
- LCFF Priority 2 - Implementation of State Academic Standards.
- LCFF Priority 3 - Parental Involvement and Family Engagement.
- LCFF Priority 6 - School Climate.
- LCFF Priority 7 - Access to a Broad Course of Study.

## **DIRECTORS REPORT:**

### **- Lane Carlson:**

Reported attending a Charter Authorizer-Leader Meeting at Chrysalis school. The meeting provided great networking opportunities and was full of good resources. RSA has been busy this fall. Lane reported staff participation has been high this week and is proud of the work teachers and students have done in preparation for conference week.

## **PRINCIPAL REPORT:**

### **- Carol Wahl:**

Reported parent teacher conferences are underway this week. 4<sup>th</sup>-8<sup>th</sup> grade students will be leading their own conferences and setting their academic goals for the year.

Administration is sponsoring ASB Spirit Week this week. Carol reported Vanessa Thomas is the new Student Council Advisor this year and is busy working with students on their ASB campaigns.

Carol reported the Fox Trot is scheduled to take place on Friday. PTC has raised approx. \$17,000 of their \$25,000 goal so far.

## **VICE PRINCIPAL REPORT:**

### **- Sophia Zaniroli:**

Reported attending the Talent show last Friday. Great turnout by staff and parents.

RSA is starting to do more field trips. The home school program took students bowling. Mrs. Noble organized a music retreat for her orchestra class in McCloud. The middle school annual class trip dates have been set. The high school students will be visiting Shasta College.

Upcoming events: Moana auditions are underway this week, minimum days all week due to parent/teacher conferences, and Nov 10<sup>th</sup> is our annual Veterans Day Assembly.

## **STAFF LIAISON REPORT:**

### **- Rebecca Lahey:**

Nothing to report at this time

## **GOVERNING BOARD REPORT:**

- **Jean Hatch:** Nothing to report at this time
- **Jonathan Sheldon:** Nothing to report at this time
- **Tiffany Blasingame:** Nothing to report at this time
- **Daria O'Brien:** Nothing to report at this time

## **GOVERNING BOARD CORRESPONDENCE:**

- No correspondence at this time.

## **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

## **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 the 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 9/13/2022 Governing Board Minutes**
- 1.2 Approve September 2022 Warrants**
- 1.3 Approve 2022/23 McConnell Lease Agreement No. 5**
- 1.4 Approve 2022/23 RSA/Chrysalis Charter School MOU (Speech & Language Services)**
- 1.5 Approve 2022/23 Members of the Finance Committee**
- 1.6 Approve 2022/23 Members of the Foundation for Promoting Arts Education**
- 1.7 Approve Disposal of Library Books**
- 1.8 Approve Teacher Consent Authorization Forms:**
  - 1.8.1 Thomas Burkett**
  - 1.8.2 Joshua Freeman**

Tiffany Blasingame asked for clarification on the Teacher Consent Authorization Forms and how units are ultimately verified. It was stated that units are verified based on staff members official transcripts.

Daria O'Brien moved to approve the consent agenda as listed, seconded by Tiffany Blasingame. Vote 4 Ayes: 0 Nays.

**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

**DISCUSSION/ACTION AGENDA:**

**2.1 Discussion/Action: Personnel Updates**

**New Hires:**

- o **Jacob Wegner – 10/10/2022 Custodian**

**Employment Update:**

- o **Julia Maire – 9/19/22 School Attendance (1 hr)**

Tiffany Blasingame moved to approve personnel updates as listed, seconded by Jonathan Sheldon. Vote 4 Ayes: 0 Nays.

**2.2 Discussion/Action: Directions to the Finance Committee for 1<sup>st</sup> Interim Budget Development**

The Finance Committee is seeking directions from the Governing Board on items to review for 1<sup>st</sup> Interim Budget development. Lane Carlson reviewed the list of directions proposed by administration as recommendation for the board. He stated the directions are similar to the ones from last year with the exception of the addition of the Art/Music & Instructional Materials Grant.

It was also suggested that the Finance Committee review the new minimum wage rate to ensure RSA's compliance with the new minimum wage rate taking effect January 2023.

The board agreed with the recommendations suggested by administration as well as ensuring compliance with the new minimum wage rate taking effect January 2023.

Tiffany Blasingame moved to approve the Directions to the Finance Committee for 1<sup>st</sup> Interim Budget Development as listed, and directed the Finance Committee to also review the new minimum wage rate taking effect January 2023 and ensure RSA's compliance. The motion was seconded by Jonathan Sheldon. Vote 4 Ayes: 0 Nays.

- 2.3 Discussion/Action: Certificated Salary Schedules/Extra Duty Pay Rate – Amended**  
**2.1.1 2022/23 Certificated Salary Schedule**  
**2.1.2 2022/23 High School Counselor Salary Schedule**  
**2.1.3 2022/23 MTSS Counselor, Nurse, Speech & Lang Pathologist Salary Schedule**  
**2.1.4 2022/23 MTSS Education Specialist Salary Schedule**

Lane Carlson reported RSA is amending the certificated salary schedules to include an amended hourly pay rate for extra duty. Administration is proposing to tie the extra duty pay rate to a specific base cell (Step 7) on each corresponding salary schedule so the rate is adjusted in conjunction with future pay increases.

The current rate is set at \$30 per hour. The recommended increase ranges from \$39.34 per hour to \$41.52 per hour, depending on the position. This is an approximate \$4000 increase to the budget, based on last year's extra duty hours. If approved, the proposed increase would go into effect 10/18/2022.

Jonathan Sheldon moved to approve the amended the Certificated Salary Schedules and Extra Duty Pay Rates as listed, effective 10/18/2022. Motion seconded by Daria O'Brien. Vote 4 Ayes: 0 Nays.

**2.4 Discussion/Action: 2022/23 General Extra Duty Stipend Salary Schedule – Amended**

Lane Carlson reviewed the proposed amendments to the General Extra Duty Stipend Salary Schedule, including the addition of a \$50 stipend for classified Special Education Paraprofessionals conducting academic assessments, as recommended by Administration last month. Administration is also proposing to remove the Additional Subject/Period Teacher Stipend and add a \$2,500 High School Advisor Stipend.

Approval of these changes would be retroactive to 7/1/2022.

Tiffany Blasingame moved to approve 2022/23 General Extra Duty Stipend Salary Schedule as listed, with correction to the Classified Paraprofessional SpEd Assessment rate of \$50, effective 7/1/2022. Motion seconded by Daria O'Brien. Vote 4 Ayes: 0 Nays.

**2.5 Discussion/Action: Policy Amendments**

**2.6.1 General Extra Duty Stipend Policy – Amended**

Lane Carlson reported the policy was amended to reflect the addition of the Classified Paraprofessional Special Education assessment stipend and High School Advisor stipend descriptions that correlate with the General Extra Duty Stipend Salary Schedule. The Additional Subject / Period Teacher Stipend description was removed.

Approval of these changes would be retroactive to 7/1/2022.

Jonathan Sheldon moved to approve the amended General Extra Duty Stipend Policy as written, effective 7/1/2022, seconded by Tiffany Blasingame. Vote 4 Ayes: 0 Nays.

**2.6 Discussion: Policy Review – 1<sup>st</sup> Reads**

**2.6.1 High School Associated Student Body Council Bylaws- 1<sup>st</sup> Read**

Lane Carlson introduced the initial draft of the High School Student Council Bylaws for board review and discussion. High school students and teachers worked collaboratively on the bylaws using the K-8 Student Council Bylaws as a template. The policy will serve to establish procedures and guidelines for the new High School Student Council.

A final draft will be presented for board approval on 11/8/2022.

**2.7 Discussion: School Site Safety Committee Meeting Update**

Jonathan Sheldon reviewed the minutes from the 10/6 School Site Safety Committee meeting. The School Site Safety Committee is scheduled to meet quarterly and will report back to the board in February.

**2.8 Discussion/Action: 2022/23 In-Person Learning Plan & Guidance Update**

Carol Wahl reviewed the amendments to the 2022/23 In-Person Learning Plan. The plan was condensed and includes updated regulations and requirements only. Carol stated COVID prevention will be included in RSA's Injury & Illness Prevention Plan later this year. COVID Supplemental Paid Sick Leave SB114 has been extended until 12/30/2022.

Daria O'Brien moved to approve the amendments to the 2022/23 In-Person Learning Plan as written, seconded by Jonathan Sheldon. Vote 4 Ayes: 0 Nays.

**2.9 Discussion: Review of RSA LiveBinder**

Board members were granted online access to the RSA Live Binder. The LiveBinder serves as an informational resource containing RSA's: Charter information, board bylaws, policies, adopted budgets, SARC report, family/personnel handbooks,

and LCAP information.

Lane Carlson reviewed the various sections of the electronic binder with the board. It was recommended that Admin update the Summary of Administrative Positions located in LiveBinder.

**2.10 Discussion: 2022/23 Governing Board Composition**

Lane Carlson reported having met with two potential applicants who have expressed interest in serving on the board this year. Lane comprised a summary of current board members areas of experience/expertise, including those of the two perspective candidates, in order to discuss the current composition of the board and evaluate the need for potential growth.

The board discussed the information presented and reviewed the charter bylaws pertaining to the Board of Directors. The consensus by the board was not to expand the board at this time.

Applicants are encouraged to reapply in the spring for the 2023/24 school year.

**2.11 Discussion: 2022/23 Governing Board Goal Setting**

An initial draft of potential 2022/23 Governing Board Goals were reviewed for informational purposes along with a copy of Colorado Charter School Institute: Strategic Planning Guide for Charter School Boards, provided by Tiffany Blasingame.

Tiffany expressed interest in helping to streamline and update the process from the current Governing Board Goals table to a more detailed road map that outlines meaningful board goals, how they are developed, measured, and documented.

Jean Hatch directed Tiffany to work collaboratively with Lane Carlson and Carol Wahl on a preliminary draft that can be reviewed and discussed with the board next month.

**ADJOURNMENT:**

Meeting adjourned at 8:03 p.m.

**NEXT REGULAR MEETING:**

Date: Tuesday, November 8, 2022  
Time: 5:45 p.m.  
Location: Redding School of the Arts/Community Room  
955 Inspiration Place  
Redding, CA 96003

Governing Board Minutes Respectfully Submitted,

\_\_\_\_\_  
Tiffany Blasingame  
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 – October 2022 Warrants

PREPARER: Adel Morfin

RECOMMENDATION: Motion to Approve Warrants

BACKGROUND:

REFERENCE:

See Attached Warrant Summary Report (ReqPay12C)

Checks Dated 10/01/2022 through 10/31/2022

Board Meeting Date November 8, 2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010935523	10/06/2022	Amazon, Inc	62-4100	Intervention: Lord of the Flies	13.61	
			62-4310	Cardstock	30.68	
				Chinese Decorations	82.66	
				LED & String Lights for Classroom	59.93	
				Science Consumable Supplies - Yr1	420.74	
				Sensory Room Supplies	95.52	703.14
9010935524	10/06/2022	Blick Art Materials LLC	62-4310	General Art Supplies		30.57
9010935525	10/06/2022	BURKETT, THOMAS	62-5200	9-23-22 LAKE MILEAGE		84.24
9010935526	10/06/2022	Cal Dept of Tax & Fee Admin	62-4510	JUL-SEP 2022 USE TAX	.37	
			62-9503	JUL-SEP 2022 USE TAX	54.63	55.00
9010935527	10/06/2022	Carolina Biological Supply//Co mpany	62-4310	High School Science Microscopes		1,307.24
9010935528	10/06/2022	Charter Communications	62-5920	Oct 2022 Telephone/Internet Charges		2,238.53
9010935529	10/06/2022	Charter Schools Development//C enter	62-5200	10/11 RSA Governance Training Registrations		1,200.00
9010935530	10/06/2022	DEBREE, GAVIN M	62-5211	Aug 2022 Mileage Reimb	24.34	
				Sep 2022 Mileage Reimb	51.83	76.17
9010935531	10/06/2022	Dreamweaver Dance Theatre	62-5880	Sep 2022 Ballet Lessons		37.50
9010935532	10/06/2022	Edgeium, Inc	62-4310	Cisco IP Phone 8861 - Front Office	275.79	
				Unpaid Sales Tax	18.64-	257.15
9010935533	10/06/2022	Gopher Sports	62-4310	Playground Tetherballs		100.72
9010935534	10/06/2022	Houghton Mifflin Harcourt Publishing Co	62-4310	Go Math Student Multi-Volume Grade K		30.22
9010935535	10/06/2022	iGym, Inc	62-5880	Sep 2022 Gymnastics Lessons		35.00
9010935536	10/06/2022	ISKRA, NICOLE A	62-5211	Sep 2022 Mileage Reimb		14.74
9010935537	10/06/2022	JACOBSEN, BRIDGETTE R	62-4310	B2S Interactive Glyphs Downloades	3.00	
				Handwriting w/o Tears Downloades	19.37	
				Journal Propmts Downloades	8.75	
				Journal Writing Tools Downloades	3.00	
				K Fluency Passages Downloades	8.99	
				K Math Work Bundle Downloades	10.00	
				K Morning Work Bundle Downloades	14.90	
				Math Worksheets Downloades	3.50	
				SpEd Math Worksheets Downloades	34.00	
				Writing Propmts Downloades	3.18	108.69
9010935538	10/06/2022	McGraw-Hill Education, Inc.	62-4100	Wonders Your Turn Practice Books - 2nd Gr		105.00
9010935539	10/06/2022	Mendes Supply Company	62-4515	Boyd Hand Soap	390.67	
				Paper Towels	903.76	1,294.43
9010935540	10/06/2022	Mission Linen & Uniform Serv	62-5530	9/29 Logo Mat Laundry Service		150.38

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

Checks Dated 10/01/2022 through 10/31/2022

Board Meeting Date November 8, 2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010935541	10/06/2022	MORFIN, AUDELIA	62-5211	Sep 2022 Mileage Reimb		72.72
9010935542	10/06/2022	NOBLE, SHERI R	62-4310	Violin Case & Supplies		220.27
9010935543	10/06/2022	NorCal Trail Rides Alicia M. Ryan	62-5880	Sep 2022 Horseback Riding Lessons		220.00
9010935544	10/06/2022	ODP Business Solutions, LLC	62-4310	Book Tape	57.81	
				Classroom Supplies	24.84	
				Drawing Paper & File Tabs	24.47	
				Lake Siskiyou Class Supplies	93.96	
				Science Class Supplies	275.02	476.10
9010935545	10/06/2022	Pitney Bowes Global Financial Services LLC	62-5620	10/22 - 1/23 Postage Machine Lease		90.88
9010935546	10/06/2022	Redding Music School	62-5880	Sep 2022 Piano Lessons		70.00
9010935547	10/06/2022	Shasta Union High School Dist Business Services	62-5940	Oct 2022 Managed Cloud Services		535.00
9010935548	10/06/2022	Studies Weekly	62-4100	Additional Studies Weekly - Social Studies		32.12
9010935549	10/06/2022	Teacher Synergy, LLC	62-4310	Teachers Pay Teachers Gift Card		202.99
9010935550	10/06/2022	The Brass Reed	62-4310	Rosin & Clarinet Reeds	16.95	
				Violin & Cello Strings	93.53	110.48
9010935551	10/06/2022	THOMAS, VANESSA A	62-4310	Teachers Pay Teachers Gift Card		100.00
9010935552	10/06/2022	WARMINGTON, ERIKA A	62-4310	Adhesive Eyes	5.24	
				Oragami Paper	9.11	
				Plastic Trays	18.77	
				Plastic Trays & Peroxide	2.68	
				Step Stool	10.73	
				Stop Motion Animation License 9/22 - 9/23	123.00	
			62-5211	Sep 2022 Mileage Reimb	6.61	176.14
9010935553	10/06/2022	ZANIROLI, SOPHIA A	62-4310	Dining Chairs	182.31	
				Office Supplies	67.69	250.00
9010935554	10/06/2022	ZUIDEMA, HUISHU S	62-4310	Chinese Posters and Wall Art	70.51	
				Gimkit App-based Digital Quiz Gaming Platform	59.88	
				Inspirational Poster Set	8.57	
				Paper Lanterns	38.40	177.36
9010935953	10/11/2022	Etched in Elegance Robin L. Lentz	62-4330	10/11 CSDC Governance Training Catering		1,555.13
9010936455	10/13/2022	ACCU-Print	62-5870	Sep 2022 Fingerprint Rolling Service Fee		36.00
9010936456	10/13/2022	Amazon, Inc	62-4310	Classroom Supplies	187.54	
				High Sch Science Setup/Equipment	633.58	
				Laptop Stand, Calendar, and Lights	71.73	
			62-4320	ID Badge Holders & Table Card Holders	23.49	
			62-4350	Display Port Adapter for J. David	14.96	
				ID Badge Holders & Table Card Holders	49.32	980.62

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 10/01/2022 through 10/31/2022

Board Meeting Date November 8, 2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010936457	10/13/2022	Anne Jensen	62-4310	Consumable Sch Supplies		20.91
9010936458	10/13/2022	Blue Star Gas Associates	62-5630	Installation of Propane Tank for Portables		1,279.04
9010936459	10/13/2022	California Dance Company	62-5880	Sep 2022 Aerial Skills Lessons	105.00	
				Sep 2022 Ballet Lessons	106.00	
				Sep 2022 Tumbling & Hip Hop Dance Lessons	167.00	378.00
9010936460	10/13/2022	California Safety Company, Inc	62-5630	Oct 2022 Alarm Monitoring Fees		200.00
9010936461	10/13/2022	CARCAMO, ELSA G	62-5211	Sep 2022 Mileage Reimbursement		41.89
9010936462	10/13/2022	City of Redding Utilities Acct 0210456-0	62-5517	Sep 2022 Garbage Utility Services		700.50
9010936463	10/13/2022	HANAGAN, LIQIN D	62-4310	Classroom Science Supplies		25.62
9010936464	10/13/2022	ISKRA, NICOLE A	62-5200	10/13 CASBO Mileage Reimb		15.21
9010936465	10/13/2022	Mary Homicz's Equine Services	62-5880	Sep 2022 Horseback Riding Lessons		70.00
9010936466	10/13/2022	Mendes Supply Company	62-4515	Toilet Seat Covers		129.20
9010936467	10/13/2022	North State Parent Magazine	62-5840	Charter Sch Advertisement		260.00
9010936468	10/13/2022	ODP Business Solutions, LLC	62-4310	CLASSROOM SUPPLIES	220.40	
				Sheet Protectors & Scotch Tape	31.47	
				Tag Board	33.77	
				Transparency Film	19.68	305.32
9010936469	10/13/2022	Rachel Dressel	62-4310	10/4 Cooking Elective Groceries		46.26
9010936470	10/13/2022	Renaissance Learning Inc	62-5801	2022/23 Star Reading License - High Sch		520.00
9010936471	10/13/2022	Snow Mountain Natural Spring Water, Inc.	62-4510	10/4 Initial Water Install/Delivery for Science Portable 1		34.50
9010936472	10/13/2022	The Brass Reed	62-4310	Trumpet 3rd Steel Ring & Screw		8.58
9010936473	10/13/2022	UHLEMAN, LISSA	62-5211	10/7 Mileage Reimb for Cum File	3.74	
			62-5930	Cum File Postage	20.00	23.74
9010936474	10/13/2022	US OMNI & TSACG Compliance Ser	62-5860	Sep 2022 TSA Admin Compliance Services		15.00
9010937368	10/20/2022	Amazon, Inc	62-4310	Classroom Books & Crayon Rocks	68.02	
				Display Port Adapters - Additional	73.68	
				Dot Stickers & Gel Pens	31.06	
				Library Books	1,199.88	
				Outdoor Games for High School	163.21	
				Paper Airplanes - Library Books	41.56-	
				Student Class Prizes	169.84	
				White Card Stock	13.40	
				Yearbook Supplies	21.32	
			62-4320	Highlights for Attendance	28.44	
				Return: Yellow Highlights for Attendance	10.62-	
			62-4350	Display Port Adapters - Additional	14.96	1,731.63

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

Checks Dated 10/01/2022 through 10/31/2022

Board Meeting Date November 8, 2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010937369	10/20/2022	Amberly & Chad Stauffer	62-4310	Art Supplies		31.13
9010937370	10/20/2022	California Safety Company, Inc	62-5630	Install Additional Alarm Motion Detectors for Lobby		636.39
9010937371	10/20/2022	Canon Financial Services, Inc.	62-5620	Nov 2022 SPED Copier Lease & Maint Serv		472.73
9010937372	10/20/2022	Columbia Elem School District	62-5825	Qtr 1 Business Services Agreement		21,849.00
9010937373	10/20/2022	Department of Justice Account Office/Cashiering Unit	62-5870	Sep 2022 Livescan Fingerprinting Apps		64.00
9010937374	10/20/2022	Flinn Scientific Inc	62-4310	Science Consumables - Hydrochloric Acid	17.60	
				Science Consumables - Sodium Hydroxide	7.50	25.10
9010937375	10/20/2022	Growing Healthy Children Therapy Services, Inc.	62-5100	Sep 2022 Occupational Services		2,376.00
9010937376	10/20/2022	Kirsten Southwell	62-4310	6 Month Art Snacks Plus Subscription		251.14
9010937377	10/20/2022	LA County Office of Education Div of Curriculum & Inst Serv	62-5200	6th-12th Getting Reading Right Webinar		400.00
9010937378	10/20/2022	MARTIN, AMY L	62-5200	Mileage to Lake Siskiyou		77.22
9010937379	10/20/2022	MathCounts Foundation Attn: Billing Dept	62-5300	Math Counts Registration		300.00
9010937380	10/20/2022	Mission Linen & Uniform Serv	62-5530	10/13 Logo Mat Laundry Service		150.38
9010937381	10/20/2022	MORFIN, AUDELIA	62-4330	Food Storage Container for Governance Training		26.60
9010937382	10/20/2022	NCS Pearson Inc	62-5801	2022/23 Q-Interactive Standard License	275.00	
				SLP ASSESSMENTS	110.36	385.36
9010937383	10/20/2022	NEWHAM, PAULA M	62-4310	Primary Folders & Chair Pockets	138.28	
				Secret Stories Phonics Kit & Flash Cards	185.07	
				StarFall Phonics Classroom License	195.00	
				Unpaid Sales Tax	11.35-	507.00
9010937384	10/20/2022	ODP Business Solutions, LLC	62-4310	Paper Clip Holder	.83	
				Re-Order Stapler	17.07	
				Return: Stapler	8.66-	
				Stapler	8.66	17.90
9010937385	10/20/2022	One Mind Jiu Jitsu	62-5880	Sep 2022 Jiu-Jitsu Lessons		80.00
9010937386	10/20/2022	Pitney Bowes Inc	62-5930	Postage Machine Ink	176.93	
				Unpaid Sales Tax	.80-	176.13
9010937387	10/20/2022	Redding Area Bus Authority	62-5806	Sep 2022 RABA Youth Bus Passes		58.00
9010937388	10/20/2022	Save Mart Supermarket	62-4310	9/7 - 10/4 Cooking Elective Groceries		281.84
9010937389	10/20/2022	SCOTT, DONNA G	62-5200	Mileage to Lake Siskiyou		77.22
9010937390	10/20/2022	Shasta - Trinity Schools Insurance Group - Dental	62-3702	Nov 2022 Dental Preimiums	109.93	
			62-9551	Nov 2022 Dental Preimiums	6,375.94	6,485.87
9010937391	10/20/2022	Shasta - Trinity Schools Insurance Group - Vision	62-3702	Nov 2022 Vision Preimiums	22.50	
			62-9552	Nov 2022 Vision Preimiums	1,305.00	1,327.50
9010937392	10/20/2022	Shasta -Trinity Schools Insurance Group - Medical	62-3702	Nov 2022 Medical Preimiums	1,043.00	
			62-9550	Nov 2022 Medical Preimiums	50,601.00	51,644.00

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ESCAPE ONLINE

Checks Dated 10/01/2022 through 10/31/2022

Board Meeting Date November 8, 2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010937393	10/20/2022	Siera Howell	62-4310	Cardstock	27.67	
				Glue Gun and Glue Sticks	18.35	
				Pipe Cleaners	17.69	63.71
9010937394	10/20/2022	SPINA, CAITLYN	62-5211	Sep 2022 Mileage Reimbursement		257.99
9010937395	10/20/2022	WPS Publishing	62-4510	MTSS/SPED ASSESSMENT MATERIALS	865.95	
			62-5801	MTSS/SPED ASSESSMENT MATERIALS	1,524.24	2,390.19
9010937396	10/20/2022	Young, Minney & Corr LLP	62-5810	Sep 2022 Legal Services		2,315.50
9010938462	10/27/2022	Amazon, Inc	62-4310	CAL HOPE / ANXIETY WORKSHOP	310.80	
				Headphones	244.44	
				OFFICE SUPPLIES	52.18	607.42
9010938463	10/27/2022	AT&T Payment Center 530-223-1951 397 4	62-5910	10/17 - 11/16 Telephone Service		4,178.24
9010938464	10/27/2022	Batteries Plus Bulbs	62-4350	Batteries for Generator, Soap Disp, and Misc	22.76	
			62-4515	Batteries for Generator, Soap Disp, and Misc	28.45	
			62-4540	Batteries for Generator, Soap Disp, and Misc	97.76	148.97
9010938465	10/27/2022	City of Redding Utilities Acct 0206257-8	62-5516	9/19 - 10/18 Electricity/Sewer Utilities	7,488.31	
			62-5518	9/19 - 10/18 Electricity/Sewer Utilities	666.36	8,154.67
9010938466	10/27/2022	Discount Playground Supply Inc Attn: Accounts Receivable	62-4540	Playground Surface Repair Kit		624.08
9010938467	10/27/2022	Evapco, Inc.	62-5890	10/22 - 12/22 Evapco Cooling Tower Service (YR 1 of 3)		869.50
9010938468	10/27/2022	Giles Lock & Security Sys	62-4540	Locks for Admin Wing Office/Exit Door		96.53
9010938469	10/27/2022	JACOBSEN, BRIDGETTE R	62-4310	Acrylic Paint	52.48	
				Mexican Pebbles for Painting	7.65	
				Stickers	9.21	
			62-5930	Chang Home Sch Materials Postage	28.85	98.19
9010938470	10/27/2022	Laptop Screen Int.	62-4310	Replacement Chromebook Screens	161.20	
				Unpaid Sales Tax	10.90-	150.30
9010938471	10/27/2022	Margaret & Brett Heathorn	62-4310	Consumable Sch Supplies		22.14
9010938472	10/27/2022	Mendes Supply Company	62-4515	Nitrile Gloves & Toilet Paper	1,065.49	
				Paper Towls	449.38	1,514.87
9010938473	10/27/2022	Mission Linen & Uniform Serv	62-5530	Table Cloths for Governance Training		184.08
9010938474	10/27/2022	Navigate360, LLC	62-5200	Annual AliceTraining Subscription - YR 2 of 3		1,281.48
9010938475	10/27/2022	ODP Business Solutions, LLC	62-4310	AAA Batteries	20.10	
				Classroom Supplies	93.92	
				Crayola Markers	64.09	

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ESCAPE ONLINE

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Checks Dated 10/01/2022 through 10/31/2022

Board Meeting Date November 8, 2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010938475	10/27/2022	ODP Business Solutions, LLC	62-4310	Yearbook Supplies	11.77	
			62-4320	Monthly Planner & Received Stamp	38.97	228.85
9010938476	10/27/2022	Platt Electric Supply, Inc.	62-4350	Fluorescent Light Recycle Box		107.82
9010938477	10/27/2022	Rachel Dressel	62-4310	10/18 Costco Cooking Elective Groceries		63.23
9010938478	10/27/2022	Redding Performing Arts Center Kenneth B. Baumann	62-5880	Sep 2022 Theater & Dance Lessons		190.00
9010938479	10/27/2022	San Joaquin County of Education	62-5801	2022/23 EDJOIN Account Renewal		1,200.00
9010938480	10/27/2022	SANDERS, WENDY M	62-5211	10/19 SELPA Meeting Mileage Reimb		184.28
9010938481	10/27/2022	SCHACK, BLAKE	62-5610	9/30 Message Board Rental for XCountry		375.38
9010938482	10/27/2022	ULINE Attn: Accounts Receivable	62-4515	WypAll Pro Kitchen Dispenser Wipes for Kitchen		200.95
9010938483	10/27/2022	World Telecom & Surveillance Inc.	62-5910	Valcom Informacast Licenses & Installation for Portables		714.69
9010938484	10/27/2022	ZUIDEMA, HUISHU S	62-4310	Index Cards	4.70	
				Office Supplies	66.58	71.28
<b>Total Number of Checks</b>					<b>105</b>	<b>132,934.78</b>

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CharterSchoolsEnterprise	105	132,976.47
	Total Number of Checks	<b>105</b>	132,976.47
	Less Unpaid Sales Tax Liability		41.69
	<b>Net (Check Amount)</b>		<b>132,934.78</b>

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

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

**Consent Agenda**

SUBJECT: Agenda Item 1.3 – Approve High School Associated Student Council Bylaws – 2<sup>nd</sup> Read

PREPARER: Lane Carlson

RECOMMENDATION: Motion to Approve High School Student Council Bylaws

BACKGROUND:

The board will review the final draft of the High School Student Council Bylaws before taking action to approve. The policy will serve to establish procedures and guidelines for High School Student Council.

- See Attached: High School Associated Student Council Bylaws – 2<sup>nd</sup> Read

REFERENCE:

RSA Policies & Procedures/Governing Board Policies/Policy Adoption



# THE CONSTITUTION OF THE REDDING SCHOOL OF THE ARTS HIGH SCHOOL STUDENT BODY

## ARTICLE 1 ORGANIZATION

- A. NAME – The name of this organization shall be RSA HS Student Body governed by the elected RSA HS Associated Student Body.
- B. PURPOSE – The purpose of this organization shall be to promote the democratic process of decision making through the election of officers and student representatives to the RSA HS ASB. This council will become an active participant in the shared decision making progress at RSA HS.

To this end the RSA HS Student Council will:

- a. Give students the opportunity to take part in a school organization,
  - b. Enhance the educational process by helping members become more effective in their roles as Student Body leaders,
  - c. Meet the needs of the student body by providing a single organization to represent those needs to the school administration, examples: spirit week, RSA Friday, etc.
  - d. Disseminate information about the ASB's meetings and decisions through class representation, posters, and publications,
  - e. Cooperate and work with teachers, student, parents, community, and administration so that the needs of the student body may best be served, such as pep rallies, soc-hop,
  - f. Assist in the promotion of RSA as a ASB and RSA Student Body,
  - g. Provide such other services as may be considered desirable by the membership as community outreach opportunities.
- C. MEETINGS – The ASB advisor will call the first meeting of the student council. Meetings shall be held at least monthly, at a scheduled time, at school. Regular ASB meetings will be approximately one hour in length.
  - D. ATTENDANCE – All ASB officers and representatives are expected to attend all meetings; unless excused by the advisor.
  - E. QUORUM – A quorum is the minimum number of members required to be present at a student council meeting in order to conduct an official meeting. A quorum shall be a simple majority.

## ARTICLE 2 MEMBERSHIPS

All students registered in 9th- 12th grade at RSA HS shall be voting members of the Student Body.

## ARTICLE 3 OFFICERS AND ELECTIONS

- A. TITLES AND DUTIES OF OFFICERS – The ASB will have the following officers: President, Vice-President, Secretary, Treasurer, and Press Secretary.

### Section 1 President

The duties of the President are to represent the student body when discussing items with the directors, superintendent, or school board.

President shall:

1. Assist in planning, developing, and implementing the agenda,
2. Call council meeting to order,
3. Preside over meeting and conduct in proper order,
4. Supervise other officers with their responsibilities,
5. Take charge of council voting
6. Adjourn meetings

### Section 2 Vice-President

The duties of the Vice-President are to fill in for the President when he/she is absent. Or, if the President for some reason shall not be able to do the job, the Vice-President shall take over as the acting President. He/she will assist the President in any way possible.

Vice-President shall:

1. Conduct meetings when president is absent
2. Assist in planning, developing, and implementing the agenda,
3. Be responsible for developing, coordinating, planning, and presenting to the student council a yearly program that will include council meetings, fund raising, and social activities. This will be done with the assistance of the parent and faculty advisors.

### Section 3 Secretary

The duties of the Secretary are to take notes at the meeting, write the minutes for the student council journal, take the responsibility to write any correspondence, keep a calendar for any kind of student activity.

Secretary shall

1. Assist president with agenda,
2. Keep an accurate record of all official meetings,
3. Record and disseminate minutes, and be responsible for their presentation
4. Write thank you notes and letters from the student council

#### Section 4 Treasurer

The duties of the Treasurer are to participate in all fundraising matters, keep records of all funds raised, and keep records of all moneys of the student body. He/she shall also report all expenses and earnings to the student council.

Treasurer shall

1. Present request for reimbursement or expenditure requests to ASB.
2. Prepare and report financial activity.
3. Assist with accurate submission of records to ASB Financial Advisor for audit.
4. Assist the vice-president with fund raising activities

#### B. ELECTION OF OFFICERS

##### Section 1. Conducting the Election

The student council advisor shall conduct the election.

The first election shall be held as soon as the constitution is ratified. Following elections will be held during the month of September in which the officers will serve.

All nominees shall make a speech before the student body at an election assembly. The speech needs to be at least three minutes long and no more than five.

##### Section 2. Voting

All voting will be done by secret ballot on a prepared ballot on the announced Election Day. No write-in or absentee ballots will be accepted.

##### Section 3. Election Conduct

All candidates and their representatives must follow the campaign guidelines and maintain appropriate campaign behavior. Any inappropriate behavior may cause the candidate to be disqualified and barred from running.

All candidates are responsible for cleaning up their campaign material within two (2) days after the election.

#### C. TERM OF OFFICE

- a. The officers shall serve a term of one school year.
- b. All officers are expected to have good academic and social behavior and may be asked to resign by the administration and/or faculty advisor if responsibilities are not met.

#### D. REQUIREMENTS OF ELIGIBILITY

- a. PRESIDENT – The President must have faculty approval regarding behavior. Must have a “B” or better in all classes. Qualified students must be enrolled in 9th-12th grade.

- b. VICE-PRESIDENT – The Vice-President must have faculty approval regarding behavior. Must have a “B” or better in all classes. Qualified students must be enrolled in 9th-12th grade.
  - c. SECRETARY – The Secretary must have faculty approval regarding behavior. Must have a “B” or better in all classes. Qualified students must be enrolled in 9th-12th grade.
  - d. TREASURER – The Treasurer must have faculty approval regarding behavior. Must have a “B” or better in all classes. Qualified students must be enrolled in 9th-12th grade.
- E. OATH OF OFFICE  
All officers must read, understand, and sign an oath of office for their position.

#### ARTICLE 4 ASB REPRESENTATIVES

- A. METHOD OF SELECTION
  - a. Any student wishing to run for ASB representative shall fill out an ASB application.
  - b. Representatives are elected from their homerooms by a simple majority via secret ballot.
  - c. The students with the qualifications will be selected by the ASB advisors to participate in ASB. Runner-ups for ASB representative may be called upon to serve if a student moves, resigns or is removed from office.
- B. QUALIFICATIONS FOR ELIGIBILITY
  - a. The ASB representatives must have faculty approval regarding behavior and at least a “C” average. Qualified students must be enrolled in 9th-12th grade.
  - b. All students serving as ASB representatives must present a permission slip signed by their parent/guardian for the term of office.
- C. REPRESENTATIVES DUTIES
  - a. The representatives are to attend all student council meetings.
  - b. Take notes.
  - c. Report for the students they represent.
- D. TERM OF OFFICE
  - a. The ASB representatives shall serve a term of one year.
  - b. ASB representatives can be elected to multiple terms.
  - c. All ASB representatives are expected to have good academic and social behavior and may be asked to resign by the directors and/or student council advisor if responsibilities are not met.
- E. RESIGNATION

#### Section 1 Officers

If an officer resigns from an office, that office shall be filled by a member of the ASB as voted by that body. Exception: the office of President will be filled by the Vice-President.

If no member of the Student Council wants the vacated office a special election of the entire student body will be held.

- F. APPOINTMENT OF COMMITTEE

- a. Committees shall be formed when official student council business can best be carried out by committee.
- b. The committees are to serve the purposes determined by the council.
- c. The committee member's length of service will depend on the duties to be performed and will be determined by the ASB advisor.
- d. Committees can be made up of the student body at large. Students wishing to serve on a committee can be nominated by their homeroom class or appointed by their teacher.
- e. The committee chairperson is required to make a report to the council regarding the work of the committee.
- f. All students serving as committee members must present a permission slip signed by their parent/guardian in order to participate.

#### ARTICLE 5 ADULT ADVISORS

- A. The Student Council Advisor can be a staff member or parent volunteer working under the supervision and credential of the RSA administration.
- B. The Student Council Financial Advisor shall be a school employee that is appointed by the RSA School Board to oversee the financial activities of the student council.

#### ARTICLE 6 FINANCIAL ACTIVITIES

- A. Annual Budget – The RSA Student Council will prepare the budget and include estimated revenue and expenditures.
- B. Revenues – The RSA Student Council shall conduct fund-raisers with School Administrator approval. The RSA Student Body Funds shall be kept in a checking account. All cash raised must be attended to and counted by two adults. Checks and cash deposits shall be made with a deposit slip completed by both adults. All deposits shall be given to the Student Council Financial Advisor along with Fundraising request, Report Form, and Deposit Slip.
- C. Disbursements – All disbursements must be approved by majority vote by the RSA Student Council. Once the expenditure is approved and the receipt is received and posted on a check request form, an RSA Student Body check may be dispersed. All RSA Student Body Fund Checks require two adult signatures.
- D. Statements and Reports – A complete record of financial activities shall be maintained on a monthly basis. Financial statements and reports shall be kept in the school office and maintained by the board appointed Student Council Financial Advisor.

#### ARTICLE 7 CLUBS

- A. Purpose of Clubs – To become a recognized part of the student body organization, a club must be made entirely of students enrolled at RSA that wish to meet for mutual purpose or entertainment on a regular basis and is under the direction of an RSA employee or approved parent volunteer.

- B. Method of organization and discontinuance – Any group of students under the direction of a RSA employee or approved parent volunteer may apply for permission to form a club by submitting for approval to the RSA Administration, ASB Advisor, and a proposed purpose.
- C. All clubs’ financial activities shall fall under the regulations covering student body funds and adhere to the guidelines set forth in Article 6 above.
- D. Purpose Statement –must specify at least the following information: (1) the name of the club; (2) name of the advisor responsible for overseeing all club business; (3) the scope of the proposed activities of the club.

#### ARTICLE 8 AMENDMENTS TO THE CONSTITUTION

- A. Method of origination – Amendments to the constitution may be originated by any member of the RSA HS student body that is in the 9th-12th grades. There are two methods to originate an amendment to this constitution.
  - a. A student or students wishing to amend the constitution shall submit the amendment in writing to the Student Body President, the RSA directors, and the Student Council Advisor. The proposed amendment will be placed on the agenda for consideration by the Student Council if approved by the directors and the student council advisor. Students wishing to speak regarding the proposed amendment shall prepare a speech for the student council meeting. The student council shall decide by vote if a general election vote on the proposed amendment is in order.
  - b. Amendment by petition – A student or students wishing to amend the constitution can write the proposed amendment in the form of a petition. The petition must be approved by the directors and the student council advisor before signature collection is permitted. Students in the 9th-12th grades are eligible to sign the petition. No one may be coerced to sign either with threats, favors, food, money, etc. If 30% of the students in grades 9 through 12 sign the petition, the proposed amendment will be brought before the student body for a special adoption election.
- B. Requirements for adoption – To amend the constitution a proposed amendment must pass by two-thirds (66%) vote in a general election of the RSA students enrolled at the time of the election in 9th-12th grades and obtain RSA School Board approval.



REDDING SCHOOL OF THE ARTS  
ASB PRESIDENT DUTIES

As President I shall:

1. Preside over meetings and conduct in proper order, (as close to Robert's Rules of order as possible).
2. Encourage and control discussion of business, while maintaining the right of each student to be heard without ridicule.
3. Assist in planning, developing, and implementing the agenda Take charge of council voting and keep records of the votes.
4. Supervise other officers with their responsibilities.
5. Appoint students to be chairpersons of committees.
6. Follow up on committee chairpersons to be sure they are;
  - a) Holding committee meetings.
  - b) Doing the jobs they have been assigned to do.
7. Update the advisor daily on the progress of event planning
8. Report to the advisor about other activities as instructed.
9. Adjourn meetings.

I, \_\_\_\_\_ understand these duties and will, to the best of my abilities, carry out the duties as President of the Redding School of the Arts Student Body.

Signed \_\_\_\_\_ Dated \_\_\_\_\_



REDDING SCHOOL OF THE ARTS  
ASB VICE -PRESIDENT DUTIES

As Vice-President I shall:

1. Conduct meeting when the President is absent in proper order, (as close to Robert's Rules of Order as possible).
2. Assist in planning, developing, and implementing the agenda,
3. Update the advisor on the progress of event planning.
4. Report to the advisor about other activities as instructed.

I, \_\_\_\_\_ understand these duties and will, to the best of my abilities, carry out the duties as Vice-President of the Redding School of the Arts Student Body.

Signed \_\_\_\_\_ Dated \_\_\_\_\_

Draft - 2nd Read

REDDING SCHOOL OF THE ARTS  
ASB SECRETARY DUTIES

As Secretary I shall:

1. Assist in planning, developing, and implementing the agenda.
2. Keep an accurate record of all official meetings (minutes).
3. Record and disseminate minutes and be responsible for their presentation.
4. Write thank-you notes and letters from the student council.
5. Report to the advisor about other activities as instructed.

Draft - 2nd Read

REDDING SCHOOL OF THE ARTS HIGH SCHOOL  
ASB TREASURER DUTIES

As Treasurer I shall:

1. Maintain an accurate record of all financial activities.
2. Prepare and report financial activities to the council.
3. Submit reimbursements or expenses to the ASB Financial Advisor for approval.
4. Assist the vice-president with fund raising activities.
5. Report to the advisor about other activities as instructed.

I, \_\_\_\_\_ understand these duties and will, to the best of my abilities, carry out the duties as Treasurer of the Redding School of the Arts Student Body.

Signed \_\_\_\_\_ Dated \_\_\_\_\_

Draft - 2nd Read

**Letter of Intent to Run  
For ASB Office**

This is to inform the Redding School of Arts that I, \_\_\_\_\_  
am interested in running for the elected office of \_\_\_\_\_ on the RSA  
HS ASB.

I have read and understand the job description for the office I seek as described in the  
Constitution of the Redding School of the Arts Student Body.

I have been told that this is a great responsibility and can be a terrific way of enriching my  
academic life. However actual class work takes priority. I know that I must maintain my  
eligibility by maintaining a "B" or better in all classes for the term of office I seek.

I know that in addition to qualifying grades, I also must set a good example for the student body  
through my behavior.

Should there be any difficulties, it is possible that I may be asked to resign my office.

I know that if elected, I represent the students of RSA and will remain open to ideas and  
represent them to the RSA Student Council.

I know that I will be required to attend Student Council Meetings as scheduled. I must attend  
these meetings prepared with materials and ideas. I must notify the Student Council Advisor if I  
must miss a meeting.

Signed \_\_\_\_\_  
(Student signature)

Dated \_\_\_\_\_

Signed \_\_\_\_\_  
(Parent/guardian signature)

Dated \_\_\_\_\_

**Permission to Participate  
ASB Classroom Representative**

This is to inform the Redding School of Arts that I, \_\_\_\_\_  
am interested in serving as the classroom representative on the RSA HS ASB.

I have read and understand the job description of classroom representative as described in the Constitution of the Redding School of the Arts Student Body.

I have been told that this is a great responsibility and can be a terrific way of enriching my academic life. However, actual class work takes priority. I know that I must maintain my eligibility by maintaining a "C" or better in all classes.

I know that in addition to qualifying grades, I also must set a good example for the student body through my behavior.

Should there be any difficulties, it is possible that I may be removed as a representative.

I know that if elected, I represent the students in my class and will remain open to ideas and represent them to the RSA Student Council.

I know that I will be required to attend Student Council Meetings as scheduled. I must attend these meetings prepared with materials and ideas.

Signed \_\_\_\_\_  
(Student signature)

Dated \_\_\_\_\_

Signed \_\_\_\_\_  
(Parent/guardian signature)

Dated \_\_\_\_\_

REDDING SCHOOL OF THE ARTS  
ASB CANDIDATE  
CAMPAIGN GUIDELINES

A candidate may begin to campaign when the ASB advisor gives permission.

All campaign materials and activities must have the approval of the Directors or Student Council Advisor prior to being used.

Campaign materials may include: posters, handbills, buttons, hats or other approved materials.

Campaign materials may be taped with masking tape to the windows or doors of the classrooms or attached to bulletin boards in classrooms, only with the permission of the teacher whose room it is.

Campaign material may be taped with masking tape to walls or lockers.

Campaign materials attached to walls etc. need to be attended to if they become loose.

Vandalism of another candidate's campaign materials is strictly prohibited.

All campaign materials are to be cleaned up within two school days after the election (win or lose).

Each candidate must give a three (3) to five (5) minute speech at the election assembly.

Candidates for President and Vice President can run as a ticket.

"Put downs" of other candidates are strictly forbidden.

Spending for campaigns is limited to \$25.00. This sum includes all posters and materials to make them. (CANDY, GUM, FOOD, and MONEY may not be given out)

Each candidate must turn in an accounting of expenditures prior to the election assembly.

ASB AGENDA:

DATE:

- 1) Call the meeting to order:
- 2) Reading of the minutes: (Ask for a motion to approve or correct them)
- 3) Treasurer's report: (Ask for a list of bills to be approved. Ask for a motion to pay the bills)
- 4) Old Business: (List the unfinished business here in the order to be worked on. The President's report on each item of business will be given as that business comes up. Committee reports will be given as the business they pertain to is discussed.)
- 5) New Business: (List the topics of new business to try to cover during the meeting. Each item of new business should begin with a motion. Then discussion can be conducted. If something is passed which requires a committee, the chairperson needs to be appointed. If all items on the agenda are covered, then any other items can be added from the floor.)
- 6) Announcements: (Give any announcements to the members you need to. Especially items they need to tell their homeroom classes. See if the advisor (Ms. Cervantes) has anything to say)
- 7) Adjournment: (If there is still business to conduct, recess the meeting until the following meeting. If the business is finished, ask for a motion to adjourn. At the next meeting (the following Wednesday) if there is still business, table it until the next meeting. If all the business is finished, ask for a motion to adjourn.)

Draft - 2/10/2020

ASB AGENDA:

DATE:

1) Call the meeting to order:

2) Reading of minutes:

3) Treasurer's report:

4) Old Business:

- 1.
- 2.
- 3.
- 4.

5) New Business:

- 1.
- 2.
- 3.
- 4.

6) Announcements:

- 1.
- 2.
- 3.
- 4.

7) Adjournment:

Draft - 2nd Read



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

**Financial Reporting**

SUBJECT: Agenda Item 2.1 – ADA & Financial Update

PREPARER: Lane Carlson / Robyn Stamm

RECOMMENDATION: Discussion

BACKGROUND:

Lane Carlson will present the board with an update on RSA's current ADA standing and the financial impact on the budget.

- \*See Attached: Enrollment Projection Report

REFERENCE:

RSA Fiscal Policies & Procedures Manual/Budgeting & Cash Flow Management  
Policy/Monthly Updates

### RSA Enrollment Projections

TK

**K** English Only

**K** Mandarin Program

**Total K Enrollment**

**1st** English Only

**1st** Mandarin Program

**2nd** English Only

**2nd** Mandarin Program

**3rd** English Only

**3rd** Mandarin Program

**Total Grade 1-3 Enrollment**

**4th** English Only

**4th** Mandarin Program

**5th** English Only

**5th** Mandarin Program

**Total Grade 4-5 Enrollment**

**6th**

**6th**

**7th**

**7th**

**8th**

**8th**

**Total 7-8 Enrollment**

Ind Study

High School Enrollment

9, 10 40, 20

9, 10, 11 45,45,35

9,10,11,12 80,60,45,35

**TOTAL SITE-BASED ENROLLMENT**

Independent Study

**TOTAL ENROLLMENT**

**ADA PROJECTION**

Optimal	2022-23	2022-23	IDEAL	22-23	Current Enrollment
	Projected seat	Projected IS	2022-2023	TOTALS	
		3			
	12	13	7	12	13
	50	52	48		52
	62	65	10	75	65
	12	13	10	12	13
	50	52	50		51
	14	16	7	12	17
	48	41	46		39
	17	23	9	10	23
	46	35	46		32
	187	180	26	206	175
	20	24	5	18	23
	45	39	45		37
	20	17	12	21	17
	45	35	44		35
	130	115	17	132	112
			50		
	55	54	4		54
	55	52	2	50	52
	55	47	5	50	45
	165	153	11	164	151
					31
		45			
	544	558	64	514	534
	64			68	69
	608		622	582	603
	584		559		

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

**Financial Reporting**

SUBJECT: Agenda Item 2.2 – Approve RSA High School Student Body  
Checking Account & Authorized Signers at Umpqua Bank

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve High School Student Body  
Checking Account & Authorized Signers at Umpqua Bank

BACKGROUND:

Redding School of the Arts is seeking board approval to open a new checking account at Umpqua Bank to serve the new High School Associated Student Body.

The proposed authorized signers for the new account are as follows:

Lane Carlson, RSA Executive Director

Carol Wahl – RSA Principal

Audelia Morfin – RSA Administrative Assistant

Sarah Spaschak – RSA High School Counselor & ASB Advisor

REFERENCE:

RSA Fiscal Policies & Procedures Manual/Banking Policy

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

**Policy Review & Amendments**

**SUBJECT:** Agenda Item 2.3 – Policy Adoption – 1<sup>st</sup> Reads  
2.3.1 Title IX Sexual Harassment Policy & Grievance Procedures  
(Governing Board Policy)

**PREPARER:** Carol Wahl

**RECOMMENDATION:** Discussion

**BACKGROUND:**

RSA will introduce the policies as 1<sup>st</sup> Reads for discussion. The policies will serve to establish procedures and guidelines for RSA.

Title IX is a federal civil rights law that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. While many associate Title IX strictly with equity in access to sports and facilities irrespective of sex, it also applies to sexual harassment, including sexual violence.

Title IX regulations found in 34 C.F.R. Part 106 require extensive standards and grievance procedures for complaints of sexual harassment. This Title IX policy is intended to comply with those standards and procedures. The Title IX regulations apply to complaints of sexual harassment made by employees or by students.

Title IX regulations define sexual harassment more narrowly than the school's code of conduct or employee handbook. Some complaints of sexual harassment will not fall within the sexual harassment definitions of Title IX's regulations but will fall within the sexual harassment definitions within the student code of conduct or employee handbook. Each complaint a school receives alleging sexual harassment should be examined to determine which grievance procedures need to be followed. Some complaints might implicate multiple grievance procedures.

➤ See Attached: Title IX Sexual Harassment Policy & Grievance Procedures

**REFERENCE:**  
RSA Policies & Procedures/Governing Board Policies/Policy Adoption

**TITLE IX SEXUAL -HARASSMENT POLICY AND GRIEVANCE PROCEDURES****Definitions**

***Accused*** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

***Actual knowledge*** means notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any other employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School with actual knowledge is the individual accused of harassment ("Accused"). The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in 34 C.F.R. § 106.8(a).

***Complainant*** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

***"Education program or activity"*** includes locations, events, or circumstances over which the School exercised substantial control over both the accused and the context in which the sexual harassment occurs.

***Formal complaint*** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against an accused and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the School.

The phrase "***document filed by a complainant***" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the School) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party.

***Accused*** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

***Sexual harassment*** means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the accused before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the complainant or accused, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### **General Response to Sexual Harassment**

If the School has actual knowledge of sexual harassment in an education program or activity of the School against a person in the United States, the School must respond promptly in a manner that is not deliberately indifferent. A School is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

A School's response must treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies those processes identified herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures against an accused.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

### **Response to a Formal Complaint**

In response to a formal complaint, a School must follow a grievance process outlined below. With or without a formal complaint, a School must comply with the School's General Response to Sexual Harassment process identified above.

### **Emergency Removal**

The School may remove an accused from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis,

determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

### **Administrative Leave**

The School may place an accused non-student employee on administrative leave during the pendency of a grievance process identified below.

## **Grievance Process for Formal Complaints of Sexual Harassment**

### **Discrimination on the Basis of Sex**

The School's treatment of a complainant or an accused in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under title IX.

### **Grievance Process Generally**

The School shall treat complainants and those accused equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the accused, and by following a grievance process that complies with this policy before the imposition of any disciplinary sanctions or other actions that are not supportive measures against an accused. Remedies are to be designed to restore or preserve equal access to the School's education program or activity. Such remedies may include the same individualized services described above as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the accused.

The School shall require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, accused, or witness.

**Title IX Coordinator:** Any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or any person designated by the School to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or those accused generally or an individual complainant or accused. The School shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The School shall ensure that decision-makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth below. The School also shall ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth below. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

**Presumption:** The School shall include a presumption that the accused is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

**Time Frames:** The School shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the School offers informal resolution processes, and a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the accused of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

**Disciplinary Sanctions and Remedies:** Following the determination of responsibility, the following reflect the range of possible disciplinary sanctions and remedies the School may implement: Restorative Justice Practices, Mediation, Counseling, Suspension, Writing Assignments, etc.

**Standard of Evidence:** For all formal complaints of sexual harassment against students, employees, and faculty, the standard of evidence to be used to determine responsibility is clear and convincing evidence, meaning that the evidence presented must be highly and substantially more probable to be true than not.

**Appeals:** The following include the procedures and permissible bases for the complainant and accused to appeal: An appeal is a written and signed request by either the complainant or the accused to review the determination of the decision maker. Either party may send an appeal request to the Executive Director of RSA within 30 days from receipt of the final determination of the decision maker regarding the Formal Complaint. The Executive Director will have 30 days to review the appeal. During the appeal process both parties will be provided with a reasonable, equal opportunity to submit a written statement. The Executive Director will review all investigative materials, statements and documents from the investigator(s) and decision maker's findings, as well as any new evidence or states that have been provided by either party. At the conclusion of his review, the Executive Director will provide a written decision describing the result and the rationale for the final determination to both parties simultaneously. Decisions regarding Formal Sexual Harassment complaints will become final on the date that the school provides the parties with written result of any appeal, or the deadline for the appeal. Permissible appeals include:

- Procedural irregularity that affected the outcome of the matter.
- New Evidence that was not reasonably available at the time the complaint was made, that could affect the outcome of the matter.
- Title IX coordinator, investigator, or decision makers had a conflict of interest or bias for or against complainants or respondents that affected the outcome of the matter.

**Supportive Measures:** The following supportive measures are available to complainants and those accused:

- Counseling;



- Extensions of deadlines or other course-related adjustments, modifications of work or class schedules;
- Mutual restrictions on contact between the parties;
- Changes in work locations
- Leaves of absence;
- Increased security and monitoring of certain areas of the campus;
- Restorative Justice opportunities;
- Or Other measures deemed appropriate

**Privileged Evidence:** When making a determination of responsibility, the School will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

**Notice of allegations:** When the School receives a formal complaint, the School will provide written notice to the parties who are known. Such written notice will contain the following:

- 1) Notice of the School's grievance process, including any informal resolution process;
- 2) Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined above, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.

Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

The written notice shall include a statement that the accused is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties of any provision in the School's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or the accused that are not included in the notice provided above, the School must provide notice of the additional allegations to the parties whose identities are known.

**Dismissal of a Formal Complaint:**

The School shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined above even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under title IX and implemented regulations; such a dismissal does not preclude action under another provision of the School's code of conduct.

The School may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: A complainant notifies the Title IX Coordinator in writing that the

complainant would like to withdraw the formal complaint or any allegations therein; the accused is no longer enrolled or employed by the School; or specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal described above, the School must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

**Consolidation of Formal Complaints.** A School may consolidate formal complaints as to allegations of sexual harassment against more than one accused, or by more than one complainant against one or more accused, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

**Investigation of a Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the School shall:

- 1) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process under this policy. If a student is under the age of 18, the School must obtain the voluntary, written consent of the student's parent/guardian/education rights holder.
- 2) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- 3) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- 4) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or the accused in any meeting or grievance proceeding. The school restricts any advisor from participating in the grievance proceedings unless the Title IX investigators or Decision makers initiate a response.
- 5) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 6) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School must send to each party

and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The School must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

7) Create an investigative report that fairly summarizes relevant evidence of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

After the School has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the accused committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the accused and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

### **Determination Regarding Responsibility**

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility applying the standard of evidence described above.

The written determination must include—

- 1) Identification of the allegations potentially constituting sexual harassment as defined above.
- 2) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
- 3) Findings of fact supporting the determination.
- 4) Conclusions regarding the application of the School's code of conduct to the facts.
- 5) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the accused, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and
- 6) The School's procedures and permissible bases for the complainant and the accused to appeal.

The School shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides

the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

### **Appeals**

The School shall offer both parties an appeal from a determination regarding responsibility, and from the School's dismissal of a formal complaint or any allegations therein, on the following bases:

- 1) Procedural irregularity that affected the outcome of the matter;
- 2) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- 3) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant or accused that affected the outcome of the matter.

As to all appeals, the School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

**Informal Resolution** The School may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy. Similarly, the School may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the School—

- 1) Provides to the parties a written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any

time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

- 2) Obtains the parties' voluntary, written consent to the informal resolution process; and
- 3) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

### **Recordkeeping**

1) A School must maintain for a period of seven years records of—

(A) Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript of any hearing (if applicable), any disciplinary sanctions imposed on the accused, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity;

(B) Any appeal and the result therefrom;

(C) Any informal resolution and the result therefrom; and

(D) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by members of the public.

(ii) For each response to a formal complaint required by this policy, the School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If a School does not provide a complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

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

**Policy Review & Amendments**

**SUBJECT:**

Agenda Item 2.4 – Policy Amendments

- 2.4.1 Non-Discrimination in RSA Programs & Activities (with Title IX Policy)  
(Governing Board Policy)
- 2.4.2 Notice of Non-Discrimination  
(Governing Board Policy)
- 2.4.3 Title IX Rights & Responsibilities  
(Governing Board Policy)
- 2.4.4 Uniform Compliant Procedure  
(Governing Board Policy)
- 2.4.5 Curriculum Development & Modification Policy  
(Curriculum & Instruction Policy)
- 2.4.6 Home School / Independent Study Policy  
(Curriculum & Instruction Policy)
- 2.4.7 Identification & Education Under Section 504  
(Student Policy)
- 2.4.8 Temporary/Substitute Personnel Policy  
(Personnel Policy) – Retro to 7/1/2022

**PREPARER:**

Lane Carlson / Carol Wahl

**RECOMMENDATION:**

Discussion/Action to Approve Policy Amendments

**BACKGROUND:**

The policies have been amended to reflect new mandated California and Federal laws as recommended by CSDC.

- See Attached: Amended Policies

**REFERENCE:**

RSA Policies & Procedures/Governing Board Policies/Policy Adoption

## **NONDISCRIMINATION IN REDDING SCHOOL OF THE ARTS PROGRAMS AND ACTIVITIES (with Title IX Policy)**

The Governing Board is committed to providing equal opportunity for all individuals in education. school programs, activities, and practices shall be free from unlawful discrimination including discrimination against an individual or group based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one of these actual or perceived characteristics.

School programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Periodically, the Executive Director or designee shall review school programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing school programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Executive Director or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in school programs and activities shall be investigated and resolved in accordance with the procedures specified in Redding School of the Arts Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, Executive Director or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the school's policy on nondiscrimination and related complaint procedures. Such notification shall be included in handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the school's web site, when available, school-supported social media.

The school's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

### **Access for Individuals with Disabilities**

School programs and facilities shall be in compliance with the Americans with Disabilities Act, and any implementing standards and/or regulations. When structural changes to existing school facilities are needed to provide individuals with disabilities access to programs, services, activities or facilities, the Executive Director or designee shall develop a transition plan that sets forth the steps for completing the changes.

**NONDISCRIMINATION IN REDDING SCHOOL OF THE ARTS PROGRAMS AND ACTIVITIES (continued)**

The Executive Director or designee shall ensure that the school provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to school and school websites, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Executive Director or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The individual listed below as the employee responsible for coordinating the school's response to complaints and for complying with state and federal civil rights law is hereby designated as the school's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to school programs, services, activities, or facilities.

Sarah Spaschak  
High School Counselor  
955 Inspiration Place  
Redding, CA 96003  
(530) 247-6693  
[spaschak@rsarts.org](mailto:spaschak@rsarts.org)

or

Sophia Zaniroli  
Vice Principal  
955 Inspiration Place  
Redding, CA 96003  
(530) 247-6693  
[szaniroli@rsarts.org](mailto:szaniroli@rsarts.org)  
[CW2]

Adopted: 2/15/2018 Title IX Non-Discrimination in RSA Arts Programs & Activities  
Contact Updated: 5/22/2020  
Amended: 11/8/2022 Non-Discrimination in RSA Arts Programs & Activities (with Title IX)



## NONDISCRIMINATION IN REDDING SCHOOL OF THE ARTS PROGRAMS AND ACTIVITIES (continued)

### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English 51007 Legislative intent: state policy

#### GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state 11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act PENAL CODE

422.55 Interference with constitutional right or privilege

422.6 Interface with constitutional right or privilege CODE OF REGULATIONS,

#### TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

#### UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act 1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act 6311 State plans

6312 Local education

agency plans UNITED

#### STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973 UNITED STATES CODE, TITLE

42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended 2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities

Act CODE OF FEDERAL

#### REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

#### CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI 104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

NOTICE OF NON-DISCRIMINATION

The Redding School of the Arts does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other legally protected category in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Sarah Spaschak  
High School Counselor  
955 Inspiration Place  
Redding, CA 96003  
(530) 247-6693  
[spaschak@rsarts.org](mailto:spaschak@rsarts.org)

or

Sophia Zaniroli  
Vice Principal  
955 Inspiration Place  
Redding, CA 96003  
(530) 247-6693  
[szaniroli@rsarts.org](mailto:szaniroli@rsarts.org)

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Board Adopted: 2/9/2021

Amended: 11/8/2022

The following is information regarding your rights and responsibilities regarding filing a Title IX Complaint.

### **Title IX Coordinator Contact Information**

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Sarah Spaschak, School Counselor; [sspaschack@rsarts.org](mailto:sspaschack@rsarts.org)

or

Sophia Zaniroli, Vice Principal; [szaniroli@rsarts.org](mailto:szaniroli@rsarts.org)

(530) 247-6933

### **Your Rights and Responsibilities Under Title IX**

- (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the RSA.
- (c) You have the right to inquire of the athletic director or other appropriate RSA administrator as to the athletic opportunities offered by the School.
- (d) You have the right to receive equitable treatment and benefits in the provision of all of the following:
  - Equipment and supplies.
  - Scheduling of games and practices.
  - Transportation and daily allowances.
  - Access to tutoring.
  - Coaching.
  - Locker rooms.
  - Practice and competitive facilities.
  - Medical and training facilities and services.
  - Publicity.
- (e) You have the right to have access to our Title IX Coordinator regarding gender equity laws. Please see above for the Coordinator's contact information.
- (f) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

- (g) You have the right to pursue civil remedies if you have been discriminated against.
- (h) You have the right to be protected against retaliation if you file a discrimination complaint.
- (i) You can find out more information regarding your rights, RSA's responsibilities, and access information on gender equity laws from the following resources:
- California Interscholastic Federation: <http://www.cifstate.org/governance/equity/index>
  - California Department of Education, Office for Equal Opportunity: <http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>
  - United States Department of Education, Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html>

### **How to File a Complaint Under Title IX**

- (a) You can find more information regarding how to file a complaint as follows:
- The United States Office for Civil Rights website: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>
  - California Department of Education website: <http://www.cde.ca.gov/re/di/eo/complaint.asp>
  - RSA's Uniform Complaint Procedures ("UCP") can be found on the schools website. <http://www.rsarts.org>
- (b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with RSA under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.
- (c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with RSA under our UCP or Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.
- (d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by

facsimile, your own letter, or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>
- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

**San Francisco Office  
Office for Civil Rights  
U.S. Department of Education  
50 United Nations Plaza  
Mail Box 1200, Room 1545  
San Francisco, CA 94102**

**Telephone: 415-486-5555  
FAX: 415-486-5570; TDD: 800-877-8339  
Email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov) or [ocr@ed.gov](mailto:ocr@ed.gov)**

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with RSA, please follow procedures set forth in those policies.

Updated: 6/16/2020  
Updated: 11/8/2022

**Redding School of the Arts**  
**Uniform Complaint Procedures (UCP)**  
**Policies and Procedures**

November 18, 2022 *REVISED*

Redding School of the Arts  
955 Inspiration Place  
Redding, CA 96003  
530-247-6933  
www.rsarts.org

Adopted by our Governing Board or authorized designee (here and after “the board”) on November 10, 2020

**Uniform Complaint Procedures (UCP)**

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Redding School of the Arts of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Redding School of the Arts developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and *Government Code* Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the our UCP complaint procedures set forth in this document:

(a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

(b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.

(c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

### **The Responsibilities of *Redding School of the Arts***

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with the our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

### **The UCP Annual Notice**

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our UCP complaint procedures.

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;

### **Filing UCP Complaints**

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints

***Carol Wahl***  
***Principal***

*955 Inspiration Place, Redding CA 96001*



530-247-6933  
cwahl@rsarts.org

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

### **Investigating UCP Complaints**

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the *Redding School of the Arts* to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

## **UCP Complaint Resolution**

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
  - including complaints of Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
  - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
  - With respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

## **UCP Complaint Appeal Process**

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- The Redding School of the Arts failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

#### Legal References

20 United States Code [20 U.S.C.] Section 6301 et seq.

34 Code of Federal Regulations [34 CFR] Sections 106.8, 34 CFR 299.10-11

California Education Codes [EC] Sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200-8498, 8235.5, 8235-8239.1, 8261, 8482-8484.65, 8500-8538, 17002(d), 17592.72, 32280-32289, 32289, 33126(b)(5)(A), 33126(b)(5)(B), 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010-49013, 49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3, 51228.1-51228.3, 52059, 52075, 52300-52462, 52334.7, 52355, 52451, 52460-52462, 52500-52617, 54440-54445, 54445, 56100(a), 56100(j), 60010, 64001, 65000.

California Government Code [GC] Sections 11135, 11136, 12960

California Penal Code [PC] Section 422.55, 11166

5 California Code of Regulations (CCR) Sections 4600-4640, 4690-4694

RSA Adopted: 12/11/2008 (Universal Complaint)

RSA Amended: 1/16/2014 (Universal Complaint)

RSA Adopted: 1/22/2009 (Internal Compliant)

RSA Amended: 2/20/2014 (Internal Compliant)

RSA Amended: 4/21/2016 (Internal Compliant)

RSA Amended: 11/12/2019 (Universal/Internal Complaint)

RSA Amended: 5/26/2020 (Uniform Complaint Procedures Policy)

RSA Amended: 11/10/2020 (Uniform Complaint Procedures Policy)

RSA Amended: 11/8/2022 (Uniform Complaint Procedures Policy)

## Curriculum Development and Modification

Development and implementation of curriculum shall be a top priority of the Board and an on-going process which is part of the routine operation of the Board. The Board shall provide a comprehensive instructional program to serve the educational needs of the charter school's students. The Board accepts responsibility for establishing what students should learn.

Therefore the Board shall adopt a curriculum which reflects the goals and objectives of the community to the greatest extent possible and ~~which may implement State-adopted curriculum or other support materials that address the State Standards and the requirements of the law~~ ensures the adoption of instructional materials consistent with state content standards and frameworks and have been adopted by the State Board of Education. In addition, the instructional program will include implementation of a course of instruction that sufficiently prepares pupils to meet graduation requirements.

The Director/Administrator of the charter school or his/her designee shall have the general coordinating authority over the design and development of the curriculum. The Director/Administrator of the charter school or his/her designee shall develop a process for curriculum review and development, which shall include the participation of teachers, administrators, students, parents/guardians and members of the community.

The Director/Administrator of the charter school or his/her designee shall keep the Board informed regarding current curriculum efforts and student achievement. The Director/ Administrator of the charter school or his/her designee shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the Board. Prior to adoption of curriculum, the Board shall discuss its findings with teachers, administrators, students, parents/guardians and members of the community.

Curriculum improvement is to be based upon:

1. Research that is educationally sound;
2. Change in legislation;
3. Needs of students, teachers, and parents.
- 3.4. Preparation to meet high school graduation requirements.

The following are to be considered when making any changes in program or curriculum:

1. Costs within budget approved by the Board;
2. Available facilities, material and personnel.

The Director/Administrator of the charter school or his/her designee shall have the responsibility for implementing an instructional program which is articulated at all levels.

All curriculum shall be adopted by the Board; elimination of curriculum must also be approved by the Board.

The Director/Administrator of the charter school or his/her designee shall form a joint study committee of teachers, administrators, students, parents/guardians and members of the community.

The committee is to develop an information sheet describing the curriculum/program change. Committee shall give its findings and recommendations to the Board. The Board shall either approve or reject the Committee's findings and recommendations. Any rejections must be in writing with the reasons for rejecting the Committee's findings and recommendations.

Adopted: January 14, 2011  
Amended: March 14, 2013  
Amended: November 8, 2022

Amended Draft

## Home School / 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 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 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 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 School/ 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 School.

### **RSA offers Home School and Independent Study**

These policies apply to all pupils participating in independent study at 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**

## Curriculum and Instruction

- 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 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.

## Curriculum and Instruction

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.



## Curriculum and Instruction

- 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,

**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.

**Tiered Reengagement:** For all pupils participating in independent study for 15 or more school days in a school year and 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, or~~ 10 percent of the required minimum instructional time over four continuous weeks of the School's approved instructional calendar, ~~or~~ found not participatory in required live interaction or synchronous instructional offerings for more than ~~three schooldays in a school month as applicable to the student's grade span, or found not participatory for 60-50~~ percent of the scheduled times of synchronous instruction in a school month as applicable to the student's grade span, or who are in violation of their written agreement, the School shall have local programs intended to address chronic absenteeism, as applicable, procedures including, at least, 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 recording of ~~the absence-non-attendance~~ day or day 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-participating in independent study for 15 or more school days in a school year:

## Curriculum and Instruction

- 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. 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. Teachers are available to students between regularly scheduled meetings via online office hours, by phone or e-mail, in labs for tutoring, etc.
- b. The school provides supports for parents/guardians/caregivers, and other responsible adults who work with independent study students.
- c. All students have access to counselors and/or other personnel and services that meet their academic, social, career, and emotional needs.

## Curriculum and Instruction

- d. All students have assistance with a personal learning plan to prepare them to meet their academic, personal, and school-to-career goals.

**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 who participate in independent study for 15 or more school days in a school year and whose families wish to return to in-person instructional opportunities from in independent study program, the School shall allow the student to return expeditiously, and in no case later than five instructional days.

**Exceptions for Pupils Under Professional Care:** Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

**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.

For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

For a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. 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

## Curriculum and Instruction

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

## Curriculum and Instruction

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~~Policy, ~~and upon the parent or guardian may~~ request ~~that 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

Amended: June 7, 2022

## **IDENTIFICATION AND EDUCATION UNDER SECTION 504**

The Governing Board of Redding School of the Arts recognizes the need to identify and evaluate students with disabilities, and desires to ensure that all students, including students with disabilities, have a free appropriate public education (FAPE). This means that students with disabilities will receive the same education as students without a disability.

The Executive Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a student, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the student to examine relevant records, an impartial hearing with the opportunity for participation by the student's parent/guardian and representation by counsel, and a review procedure.

The Executive Director or designee shall ensure that identified students with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

If the student is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the student. Upon reviewing the nature of the disability and how it impacts the student's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the student with a FAPE. The student shall be educated with non-disabled students to the maximum extent appropriate.

The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the student is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. Parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.

Board Approved: 11/16/2017

Amended: 11/8/2022

## **IDENTIFICATION AND EDUCATION UNDER SECTION 504**

The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Executive Director or designee shall work to identify children with disabilities who reside within the jurisdiction of the Charter School in order to ensure that they receive educational and related services required by law.

The Executive Director or designee shall provide qualified students with disabilities with a free and appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designated to meet their individual educational needs as adequately as the needs of students without disabilities are met.

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the Charter School's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

In providing services to students with disabilities under Section 504, the Executive Director or designee shall ensure the Charter School complies with the law, including providing the students and their parents/guardians with applicable procedural safeguards and required notification. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specific in the "Procedural Safeguards" section of the accompanying administrative regulation.

## **IDENTIFICATION AND EDUCATION UNDER SECTION 504**

The Executive Director is the Charter School's 504 Coordinator to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973:

For the purposes of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

*Free appropriate public education (FAPE)* means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or his/her parent/guardian except when a fee is specifically authorized by law for all students.

*Student with a disability* means a student who has a physical or mental impairment which substantially limits one or more major life activities.

*Physical impairment* means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, hemic, lymphatic, skin, and endocrine. (28 CFR 35.108)

*Mental impairment* means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. (28 CFR 35.108)

*Substantially limits major life activities* means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student's major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

### **Referral, Identification, and Evaluation**

Any action or decision to be taken by the Charter School involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification student with a disability under Section 504.
2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate.—This determination shall be based on a review of the student's school records including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. If it is determined that an evaluation is unnecessary, the principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.
3. If the student needs or is believed to need special education or related services under Section 504, the Charter School shall conduct an evaluation of the student prior to his/her initial placement.

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the Charter School shall obtain written parent/guardian consent.



The Charter School's evaluation procedures shall ensure that the tests and other evaluation materials:

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers.
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

### **Section 504 Services Plan and Placement**

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered.

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.

4. The student shall be placed in the regular educational environment, unless the Charter School can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.

5. The Charter School shall complete the identification, evaluation, and placement process within a reasonable time frame. The Charter School shall adhere to this time frame regardless of any

extended school breaks or times that school is otherwise not in session.

6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school, the charter school shall ensure that the new school receives a copy of the plan.

### **Review and Reevaluation**

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs will be conducted before any subsequent significant change in placement.

### **Procedural Safeguards**

The administrator or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the Charter School regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the Charter School's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

If a parent/guardian disagrees with any Charter School action or decision regarding the identification, evaluation or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the Charter School's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian did not request an administrative review, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the Charter School's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
  - a. The specific nature of the decision with which he/she disagrees.

- b. The specific relief he/she seeks
- c. Any other information he/she believes is pertinent to resolving the disagreement

2. Within 30 days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.

3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.

- 4. The parties to the hearing shall be afforded the right to:
  - a. Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
  - b. Present written and oral evidence
  - c. Question and cross-examine witnesses
  - d. Receive written findings by the hearing officer stating the decision by a federal court of competent jurisdiction.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

#### **Notifications**

The Executive Director or designee shall ensure that the Charter School has taken appropriate steps to notify students and parents/guardians of the Charter School's duty under Section 504.

*Board Approved: 11/16/2017*

## Temporary/Substitute Personnel

Hiring: Substitute personnel may be employed on an on-call, day-to-day basis.

In addition, after September 1 of any school year, the Governing Board of Trustees may employ substitute personnel for the remainder of the school year for positions for which no regular employee is available. The charter school shall first demonstrate to the Commission on Teacher Credentialing the inability to acquire the services of a qualified regular employee. (Education Code 44917)

The Director or designee shall ensure that substitute and temporary employees are appropriately trained, assigned, oriented and evaluated.

Qualifications: Any person employed on a substitute or temporary basis in a position requiring certification qualifications shall possess the appropriate credential or permit authorizing his/her employment in such position and shall meet all other requirements of law for certificated positions.

Qualifications for Special Education: A non-credentialed person shall not substitute for any special education certificated position. (Education Code 56060)

A person holding a valid credential authorizing substitute teaching may serve as a substitute for a special education teacher for a period not to exceed 20 cumulative school days for each special education teacher absent during each school year. Upon application by the charter school, the Director of Public Instruction may approve an extension of 20 school days. In extraordinary circumstances the charter school may seek an extension beyond the initial 20 school days. (Education Code 56061)

The Director or designee shall recruit and maintain lists of appropriately credentialed substitute teachers. (Education Code 56063)

### Salary/Benefits:

Full day \$155/ day

½ day \$77.50/ day

Long-Term ~~\$200/ day~~; Daily Rate Formula =- Certificated Salary Schedule Step A1 / Certificated Calendar Contracted Days

Rate starts on the 21<sup>st</sup> day of the consecutive substitute work for the same teacher and is not retroactive to the beginning of the substitute assignment.

\*Temporary/Substitute employees are not eligible for medical, dental, and vision care benefits through RSA Inc's health insurance plan.

### Release from Employment/Dismissal

The Governing Board may dismiss a substitute employee at any time at its discretion. (Education Code 44953)

Approved: April 21, 2011

Amended: June 18, 2015

Amended: September 13, 2018

Personnel Policy

Amended: September 14, 2021

Amended: November 8, 2022 (Retro to 7/1/2022)

Amended Draft

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

**Personnel Reporting**

SUBJECT: Agenda Item 2.5 – Approve Declaration of Need for Fully Qualified Educators

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve Declaration of Need for Fully Qualified Educators

BACKGROUND:

RSA Administration is requesting board approval to submit a Declaration of Need for Fully Qualified Educators to the state. The declaration certifies that, after a diligent search, if a suitable fully prepared teacher is not available to the school district, the district can employ a candidate who is in an approved internship program or scheduled to complete the initial preparations requirements.

Area of need includes: CLAD/English Learner Authorization

- See Attached: Declaration of Need for Fully Qualified Educators

REFERENCE:

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



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-23

Revised Declaration of Need for year: \_\_\_\_\_

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

Name of District or Charter: Redding School of the Arts District CDS Code: 0134122

Name of County: Shasta County CDS Code: 45

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

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 11/8/22 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

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

Lane Carlson \_\_\_\_\_ [Signature] \_\_\_\_\_ Executive Director \_\_\_\_\_  
 Name Signature Title

530-243-4318 \_\_\_\_\_ 530-247-6933 \_\_\_\_\_ 11/8/2022 \_\_\_\_\_  
 Fax Number Telephone Number Date

955 Inspiration Pl, Redding, CA 96003 \_\_\_\_\_  
 Mailing Address

L.Carlson@RSARTS.org \_\_\_\_\_  
 EMail Address

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

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

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

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

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

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

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

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

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

1

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

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



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

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

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
<i>Music</i>	<del>0</del> /

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

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

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

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?

Yes  No

If no, explain.

*Utilize college or university programs*

Does your agency participate in a Commission-approved college or university internship program?

Yes  No

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

*1*

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

*University of Redlands*

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

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

**Personnel Reporting**

SUBJECT: Agenda Item 2.6 – Personnel Updates

New Hires:

Serina Flores – 10/31/2022 Lunch/Recess Paraprofessional - Part-Time

PREPARER: Lane Carlson

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

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

**General Reporting**

**SUBJECT:** Agenda Item 2.7 – 2022/23 Governing Board Goals – 1<sup>st</sup>  
Draft

**PREPARER:** Lane Carlson/Carol Wahl/Tiffany Blasingame

**RECOMMENDATION:** Discussion

**BACKGROUND:**

The Governing Board will review and discuss a preliminary draft of proposed goals for the academic school year. The goals have been streamlined and updated with help from Tiffany Blasingame, Lane Carlson, and Carol Wahl, into a new template.

A final draft of the Governing Board Goals will be presented at the Dec 13<sup>th</sup> meeting for final review and adoption.

- 2022/23 Governing Board Goals – 1<sup>st</sup> Draft to be provided under separate cover.

**REFERENCE:**

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