



REDDING SCHOOL OF THE ARTS
WHERE EDUCATION AND THE ARTS CONNECT

Redding School of the Arts
California Nonprofit Benefit Corporation
Amended Board Meeting Agenda
Posted Friday, February 9, 2023

Date: Tuesday, February 14, 2023
Location: 955 Inspiration Place, Redding
Community Room
Open Session 5:15 p.m.

VIDEOCONFERENCE MEETING Via ZOOM

Meeting ID: 836 1511 2861

Passcode: 226008

Zoom Link: <https://us02web.zoom.us/j/83615112861?pwd=TVBHRnE3Sys0dUtQMGpQcW1ZR3JCQT09>

Dial by your location

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Meeting ID: 836 1511 2861

Passcode: 226008

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

The Rules for Conduct remain intact. If, after reviewing the agenda, you have any questions or comments, you may email your questions/concerns to rsartsboardmembers@gmail.com. Your email will be reviewed by the Governing Board as part of the board correspondence.

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

Meeting called to order by Presiding Officer

Roll Call/Establish Quorum:

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

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: 5:15 PM

Roll Call/Establish Quorum:

Public Forum for Non-Agenized Items & Closed Session:

Hearing of persons desiring to address the Board on closed session item 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

- Conference with Legal Counsel – Anticipated Litigation; pursuant to Government Code Section 54956.9 (b)
 - o Significant Exposure to Litigation: (1) Potential Cases

Resume Open Session:

Roll Call/Establish Quorum:

Report Out on Closed Session:

- Presentations:** (10 Min)
- 2021/22 SARC Presentation – Carol Wahl

Director Report: (5 Min)

Principal Report: (5 Min)

Vice Principal Report: (5 Min)

Staff Liaison Report: (5 Min)

Governing Board Report: (5 Min)

Governing Board Correspondence: (5 Min)

Public Forum:

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

CONSENT AGENDA

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

- 1.1 Approve 1/10/2023 Governing Board Minutes
- 1.2 Approve January 2023 2022 Warrants
- 1.3 Approve 2022/23 Personnel Calendars - Amended
 - 1.3.1 Business/HR Payroll Office Calendar
 - 1.3.2 Executive Director Calendar
 - 1.3.3 Facilities/Technology Calendar
 - 1.3.4 Principal Calendar
 - 1.3.5 School Registrar Calendar
- 1.4 Approve SpEd/MTSS Coordinator Job Description - Amended
- 1.5 Amended Holiday Policy (304) – *Personnel Policy*
- 1.6 Review Integrated Pest Management Plan – Annual Review

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/Action: 2022/23 Classified Salary Schedule – Amended (5 Min)
- 2.2 Discussion/Action: 2022/23 SpEd/MTSS Coordinator Salary Schedule – Amended (5 Min)

General Reporting

- 2.3 Discussion: High School Building Committee Update (10 Min)
- 2.4 Discussion: School Site Safety Committee Meeting Update (10 Min)
- 2.5 Discussion/Action: 2023 Annual Comprehensive Safe School Plan (10 Min)
- 2.6 Discussion: 2023/24 Elementary & High School Instructional Calendars – 1st Read (5 Min)

Policy Review & Amendments

- 2.7 Discussion/Action: Policy Amendments (10 Min)
 - 2.7.1 Bullying Prevention Policy – *Student Policy*
 - 2.7.2 Suicide Prevention Policy – *Student Policy*

Personnel Reporting

- 2.8 Discussion: Attendance Clerk Job Description – 1st Read (5 Min)
- 2.9 Discussion: Attendance Clerk Calendar – 1st Read (5 Min)
- 2.10 Discussion/Action: Personnel Updates (5 Min)

New Hires:

- o Elijah Brown – 1/23/2023 Custodian
- o Justine Kugel – 1/24/2023 SpEd/MTSS Paraprofessional
- o Julie York – 2/1/2023 Paraprofessional

Employment Updates

- o Julia Maire – 11/1/2023 Attendance Clerk/Lunch Recesses Paraprofessional - .75 FTE

Resignations:

- o Serina Flores – 1/16/2023 Paraprofessional

Meeting Adjournment:

Next Regular Meeting:

Date: Tuesday, March 14, 2023
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 – 1/10/2023 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, January 10, 2023

Open Session: 5:00 p.m.

Meeting called to order by Presiding Officer Jonathan Sheldon at 5:03 p.m.

Roll Call/Establish Quorum:

Jean Hatch, President	<u>X</u>
Jonathan Sheldon, Vice President	<u>X</u>
Lisa Stewart, Treasurer	<u>X</u>
Tiffany Blasingame, Secretary	<u>X</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 (arrived @ 5:21 p.m.)</u>
Sophia Zaniroli, Vice Principal/Teacher	<u>X</u>
Robyn Stamm, Business Serv Provider	<u>X (arrived @ 5:21 p.m.)</u>
Cathleen Serna, Business Serv Provider	<u>X</u>
Rebecca Lahey, Staff Liaison	<u>X</u>

Board Recorder: Adel Morfin

Onsite Guests: Margaret Johnson

PUBLIC FORUM for NON-AGENDIZED ITEMS & CLOSED SESSION:

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

- No Comments

Adjourn to Close Session at 5:04p.m.

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

Resume Open Session at 5:21 p.m.

Roll Call: Additional Non-Voting Participants Carol Wahl and Robyn Stamm joined the meeting.

Report Out on Closed Session:

- No action was taken by the board.

PRESENTATIONS:

- 2021/22 SARC Presentation – Item was tabled pending further information from CDE.

DIRECTORS REPORT:

- **Lane Carlson:**

Reported on 1/9/23 Staff In-Service day. Staff members were provided a review of RSA's Safe School Plan, CPR and First Aid recertification training, team building exercises, and WASC information. Admin also reviewed the Expanded Learning Opportunities Program (ELOP) funding guidelines and discussed potential program ideas before and after school.

PRINCIPAL REPORT:

- **Carol Wahl:**

Reported checking CDE's website for further information on the SARC, but the state has yet to publish the data files used to populate the report. Once the information becomes available it will be shared with the board.

Upcoming Events: 1/20 Chinese New Year Celebration & Assembly, 1/23 Panda Express Fundraiser to benefit the Mandarin Program, and 1/28 PTC Annual Auction.

VICE PRINCIPAL REPORT:

- **Sophia Zaniroli:**

Reported on upcoming events: 1/12 Informational Tour, 1/30 – 2/10 Great Kindness Challenge, and 2/13 – 2/24 NWEA Benchmark Testing.

STAFF LIAISON REPORT:

- **Rebecca Lahey:**

Nothing to report at this time

GOVERNING BOARD REPORT:

- **Tiffany Blasingame:** Reported PTC is looking for silent auction donations. Tiffany encouraged all board members to donate what they could in support of the school. Donations can be dropped off at the front office.
- **Jean Hatch:** Nothing to report at this time
- **Jonathan Sheldon:** Nothing to report at this time
- **Lisa Stewart:** Nothing to report at this time
- **Daria O'Brien:** Nothing to report at this time
- **Antonio Cota:** Nothing to report at this time

GOVERNING BOARD CORRESPONDENCE:

- No correspondence at this time.

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 12/13/2022 Governing Board Minutes

1.2 Approve December 2022 Warrants

Daria O'Brien moved to approve the consent agenda as listed, seconded by Lisa Stewart. Vote 5 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: 2021/22 Financial Audit Report

Cathleen Serna reviewed the 2021/22 Audit Report with the board. The audit report, provided by Eide Bailly LLP, is the financial statement ending 6/30/22.

RSA received one audit finding related to an overstatement of prior year ending net assets due to late guidance issued by the state with respect to certain categorical program revenues and the source of those revenues. Guidance was received after closing of the books. Ultimately, the revenues should have been recognized in 2021-2022 instead of 2020-2021.

Cathleen stated this was a common audit finding other area schools were facing as well. She and Robyn Stamm completed an audit adjustment to correct the issue, which had no financial impact on RSA, and recorded it in the appropriate year.

Overall RSA's financial statements are "in accordance with accounting principles generally accepted in the USA."

2.2 Discussion/Action: 2020/21 North State Charter JPA Funds Transfer

Wendy Sanders reported the North State Charter JPA dissolved 6/30/2021. According to the 6/3/2020 North State Charter JPA Advisory Board meeting minutes, it was the intention of the JPA board to disburse any remaining funds back to RSA & RSTEM, based on final ADA.

SCOE Business Services is seeking RSA board approval to proceed with the transfer of \$75,227.89 to RSA and \$30,726.89 to RSTEM, since the JPA board is no longer active.

The funds will be used towards Special Education programs and services within RSA's organization.

Jean Hatch moved to approve the funds transfer of remaining 2020/21 North State Charter JPA Funds between RSA and RSTEM, as previously directed by the North State Charter JPA Advisory Board, seconded by Tiffany Blasingame. Vote 5 Ayes: 0 Nays.

2.3 Discussion/Action: Directions to Finance Committee for 2nd Interim Budget Development & MYP

Lane Carlson reviewed the proposed directions to the Finance Committee for developing 2nd Interim Budget & Multi-Year projections:

- 1) Review 2nd Interim Budget using anticipated revenues based on anticipated P-2 ADA.
- 2) Expenditures should be reviewed to line up with anticipated revenue, such as materials/supplies, staffing, professional development, ESSER II & III funding, Expanded Learning Opportunities funding, Art/Music & Instructional Materials Grant, Learning Recovery Grant, Prop 28 funding, RABA Transportation, Federal and State, etc. (per year to date expenditures and costs associated with LCAP, Title 1, Title 2, Title 4) for remainder of year.
- 3) Ensure budget maintains a 20% board designated reserve over MYP.
- 4) Prepare/review MYP for fiscal solvency.

Daria O'Brien moved to approve the Directions to Finance Committee for 2nd Interim Budget Development & MYP as listed, seconded by Tiffany Blasingame. Vote 5 Ayes: 0 Nays.

2.4 Discussion/Action: Approve Purchase and Installation of Intercom/Paging/ Bell /Clock System

2.4.1 World Telecom & Surveillance - Valcom Quote

2.4.2 AMS.Net Technology Solution Provider - Singlewire InformaCast Fusion Quote

RSA is seeking to upgrade the current Intercom/Paging/Bell/Clock System and transition to one system. Singlewire is the software provider for the current bell system, while Valcom is the manufacturer of RSA's clocks, bells, and speaker equipment. The current software license is no longer compatible with some of the equipment which is causing technical issues. Lane Carlson introduced vendor quotes from World Telecom & Surveillance and AMS.Net Technology Solution Provider. The quotes include projected cost associated with the purchase of some new equipment, updated software license, installation, and tech support.

He reviewed cost comparisons between both vendors and recommended the board approve the World Telecom & Surveillance - Valcom Quote, as it proves to be more cost effective over a five-year period and is currently supported by SUHSD IT Dept.

Lisa Stewart moved to approve the World Telecom & Surveillance - Valcom Quote as proposed, seconded by Tiffany Blasingame. Vote 5 Ayes: 0 Nays.

2.5 Discussion: High School Update

2.5.1 High School Building

2.5.2 High School Recruitment & Enrollment

High School Building:

Lane Carlson is seeking direction from the board in order for the High School Building Committee to meet and discuss how to move forward with the construction project of the new high school building, as a result of non-funding from the Office of Public Schools Construction grant and contract termination from Gifford Construction, Inc.

Lane plans to meet with the High School Building Committee in the coming weeks to discuss new ideas and will reach out to Karl Yoder for potential financing options.

High School Recruitment & Enrollment:

Lane reported having received three additional high school applications for the current school year. He plans to visit Tree of Life International Charter next month and promote the high school program.

The next high school informational night is scheduled for 1/18/2023.

2.6 Discussion: RSA Governance & Board Development Guidebook – 1st Read

Tiffany Blasingame reviewed the RSA Governance & Board Development Guidebook draft with the board.

The guidebook will serve as a toolkit for new board members and will be used for reference as part of the onboarding process.

A final draft will be presented for board approval next month.

2.7 Discussion/Action: Personnel Updates

New Hires:

- **Monique Reynolds – 1/10/2023 Special Ed/MTSS Administrative Assistant**

Employment Update/Changes:

- **Rosanna Redding – 12/16/2023 School Secretary**

Terminations/Resignations:

- **Julie David – 12/22/2022 School Secretary**
- **Jacob Wegner – 12/10/2022 Custodian**

Lane Carlson reported the changes in personnel. He noted Monique Reynolds first date of employment was 1/10/2023.

Lisa Stewart moved to approve the personnel updates as listed, seconded by Daria O'Brien. Vote 5 Ayes: 0 Nays.

ADJOURNMENT:

Meeting adjourned at 6:15 p.m.

NEXT REGULAR MEETING:

Date: Tuesday, February 14, 2023
Time: 5:15 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 – January 2023 Warrants

PREPARER: Adel Morfin

RECOMMENDATION: Motion to Approve Warrants

BACKGROUND:

- See Attached: Warrant Summary Report (ReqPay12C)

REFERENCE:

Checks Dated 01/01/2023 through 01/31/2023

Board Meeting Date February 14, 2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010946109	01/12/2023	ACCU-Print	62-5870	Nov 2022 Fingerprint Rolling Service Fee		18.00
9010946110	01/12/2023	Amazon, Inc	62-4310	Credit for KleenexTissues	14.99-	
				Markers, Tissues, Fruit Snacks	44.68	
			62-4510	Keyboard & Mouse	158.37	188.06
9010946111	01/12/2023	Blick Art Materials LLC	62-4310	Elective Art Supplies	789.71	
				General Art Supplies	311.58	1,101.29
9010946112	01/12/2023	Blue Star Gas Associates	62-5515	Commercial Propane Fuel		929.14
9010946113	01/12/2023	Cal Dept of Tax & Fee Admin	62-4510	OCT-DEC 2022 USE TAX	.70-	
			62-9503	OCT-DEC 2022 USE TAX	66.70	66.00
9010946114	01/12/2023	California Charter Schools JPA CharterSAFE	62-5400	Feb 2023 CharterSafe Premium/WC/Fire Pkg		18,560.00
9010946115	01/12/2023	California Safety Company, Inc	62-5630	Jan 2023 Alarm Monitoring Fees		200.00
9010946116	01/12/2023	Charter Communications	62-5910	Jan 2023 Telephone Service		2,303.07
9010946117	01/12/2023	City of Redding Utilities Acct 0210456-0	62-5517	Dec 2022 Garbage Utility Services		700.50
9010946118	01/12/2023	Columbia Elem School District	62-5825	Qtr 2 Business Services Agreement		21,849.00
9010946119	01/12/2023	DEBREE, GAVIN M	62-5211	Dec Mileage Reimbursement		91.94
9010946120	01/12/2023	Eide Bailly LLP	62-5820	6/30/22 Final Audit Billing		4,000.00
9010946121	01/12/2023	iGym, Inc	62-5880	Dec 2022 Gymnastics Lessons & Insurance		70.00
9010946122	01/12/2023	MORFIN, AUDELIA	62-5211	Dec 2022 Mileage		80.06
9010946123	01/12/2023	ODP Business Solutions, LLC	62-4320	Office Supplies	185.74	
				Original Custome Indp Study Envelopes	246.66	
				Replace - Custome Indp Study Envelopes	246.66	
				Return - Custome Indp Study Envelopes	246.66-	
				Substitute Claim Forms Custom Printing	244.21	676.61
9010946124	01/12/2023	One Mind Jiu Jitsu	62-5880	Dec 2022 Jiu-Jitsu Lessons		80.00
9010946125	01/12/2023	Pitney Bowes Global Financial Services LLC	62-5620	Jan - Apr Postage Machine Lease		90.88
9010946126	01/12/2023	Prime Foundations Kaitlin Hutchins	62-5880	Dec 2022 Horseback Riding Lessons		80.00
9010946127	01/12/2023	Redding Music School	62-5880	Dec 2022 Piano Lessons		100.00
9010946128	01/12/2023	Redding Performing Arts Center Kenneth B. Baumann	62-5880	Dec 2022 Piano Lessons	120.00	
				Dec 2022 Theater & Dance Lessons	210.00	
				Dec 2022 Violin & Theater Lessons	100.00	430.00
9010946129	01/12/2023	Save Mart Supermarket	62-4310	12/6 Cooking Elective Groceries		10.00
9010946130	01/12/2023	Snow Mountain Natural Spring Water, Inc.	62-5610	Water Disp Rental Portable 1		12.00
9010946131	01/12/2023	Sun Oaks Tennis & Fitness The Walsh Group, Inc	62-5880	Dec 2022 Gym Membership		43.00
9010946132	01/12/2023	The Pitney Bowes Bank Inc. Purchase Power	62-5930	12/7 Postage Refill		500.00
9010946133	01/12/2023	U.S. Bank	62-4310	Amazon - Anxiety Book for Wrkshp	93.24	
				BeadMan - Beads for Anxiety Wrkshp	55.92	

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 01/01/2023 through 01/31/2023

Board Meeting Date February 14, 2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010946133	01/12/2023	U.S. Bank	62-4310	Dollar Tree - Craft Supp for Anxiety Wrkshp	16.09	
				Home Depot - Yardsticks for Lunch Signs	237.29	
				Jostens - 2023 Sch Yearbooks	89.54	
			62-4320	Office Depot - Planner & Pkg Tape	55.75	
			62-4330	From the Hearth - Mid Year Staff Mtg Lunch	268.11	
				Las Dos Marias - Board Mtg Dinner	167.99	
				Mt. Mike Pizza - Anxiety Wrkshp Dinner	149.05	
				Target - Mtg Supplies for Anxiety Wrkshp	24.10	
				Walmart - Mid Year Staff Mtg Groceries	32.23	
			62-4350	Costco - Plates & Cutlery for Break Room	44.94	
				Shell - Fuel for Pressure Washer	20.44	
			62-4400	BestBuy - Samsung LED Smart TV	681.66	
			62-4510	Amazon - Dec 2022 Personal Purchase	609.92	
				Bentronics - Universal Adapter	29.60	
				Harrison Bros - Various Tapes for Theater	633.30	
			62-4515	Home Depot - Nabbers for Trash Pickup	85.67	
				Windsor - Vacuum Handle Replacement	77.26	
			62-4540	Ace Hardware - Fastners for Zipline	3.47	
				Applied Indust Tech - Zip Line Ball Brgs	89.48	
				Giles Lock - Keys for High Sch	40.22	
				Home Depot - Hole Saw for Deck Drains	37.51	
				Home Depot - Husky Lashing Straps	19.26	
				Home Depot - HVAC Tower Insulation	52.83	
				Home Depot - Moana Set Design Supplies	33.29	
				Home Depot - Shed Supplies & Shop Supp	102.87	
				Home Depot - Washers	7.37	
				Hunts Electric - HVAC Capacitor for Port 2	37.54	
				Johnstone Supp - HVAC Capacitor for Port 2	3.43	
				Johnstone Supp - HVAC Capacitors for Port 2	18.22	
				Lowe's - Foam for Shed & Playgrnd Paint	10.68	
				Lowe's - Portables Deck Winter Maint	88.82	
				Lowe's - Round Drainage Grates for Portables	8.54	
				Lowe's - Washers & Wall Hooks	13.45	
			62-5200	SouthWest - 2023 CASBO Iskra & Morfin	529.92	

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 01/01/2023 through 01/31/2023

Board Meeting Date February 14, 2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010946133	01/12/2023	U.S. Bank	62-5610	United Rental - Generator Rental for Parade Float	62.81	
			62-5801	SpEd Zoom - Standard Pro Monthly	59.48	
				Unpaid Sales Tax	54.08-	4,537.21
9010946134	01/12/2023	US OMNI & TSACG Compliance Ser	62-5860	2022/23 TSA Admin Compliance Services		15.00
9010946135	01/12/2023	Young, Minney & Corr LLP	62-5810	Dec 2022 Legal Fees		4,382.50
9010946891	01/19/2023	Amazon, Inc	62-4310	High Sch ASB Check Binder		31.56
9010946892	01/19/2023	California Dance Company	62-5880	Dec 2022 Aerial Skills Lessons	60.00	
				Dec 2022 Ballet Lessons	122.00	
				Dec 2022 Tumbling & Hip Hop Dance Lessons	122.00	304.00
9010946893	01/19/2023	Canon Financial Services, Inc.	62-5620	Feb 2023 SPED Copier Lease & Maint Serv		472.73
9010946894	01/19/2023	CARLSON, LANE B	62-4330	Grocery Supp for 1/9 Prof Dev	62.94	
				Sandwich Platter for 1/9 Prof Dev	139.92	202.86
9010946895	01/19/2023	Columbia Elem School District	62-5850	QTR 2 Oversight Fees		16,534.75
9010946896	01/19/2023	HANAGAN, LIQIN D	62-4310	2022 Blooket E-Learning Subscription	35.88	
				Chinese Calligraphy Brush Set	17.12	
				Chinese New Year Decor	14.86	67.86
9010946897	01/19/2023	Mendes Supply Company	62-4515	Custodial Supplies		1,655.72
9010946898	01/19/2023	National Assoc for Music Ed	62-5300	2022 Dues National Assoc for Music Ed - Noble		151.00
9010946899	01/19/2023	Ninja Coalition HQ, Inc.	62-5880	Dec 2022 Ninja Training Lessons		198.00
9010946900	01/19/2023	NorCal Elite Gymnastics	62-5880	Dec 2022 Gymnastics Lessons		138.00
9010946901	01/19/2023	NorCal Trail Rides Alicia M. Ryan	62-5880	Dec 2022 Horseback Riding Lessons		160.00
9010946902	01/19/2023	Noteflight, a division of Hal Leonard, LLC	62-5801	Noteflight Learn Subscription (1 YR)		129.00
9010946903	01/19/2023	ODP Business Solutions, LLC	62-4310	High Sch ASB Deposit Ink Stamp		24.66
9010946904	01/19/2023	Rachel Dressel	62-4310	1/10 Costco Cooking Elective Groceries	135.13	
				1/10 US Chef Store Cooking Elective Groceries	9.25	
				1/8 99 Cent - Cooking Elective Groceries	16.16	
				1/9 FoodMaxx - Cooking Elective Groceries	17.31	177.85
9010946905	01/19/2023	Redding Performing Arts Center Kenneth B. Baumann	62-5880	Nov 2022 Piano Lessons	219.00	
				Nov 2022 Theater & Dance Lessons	210.00	
				Nov 2022 Violin & Theater Lessons	100.00	529.00
9010946906	01/19/2023	Shasta - Trinity Schools Insurance Group - Dental	62-9551	Feb 2023 Dental Preimiums		6,046.15
9010946907	01/19/2023	Shasta - Trinity Schools Insurance Group - Vision	62-9552	Feb 2023 Vision Preimiums		1,237.50
9010946908	01/19/2023	Shasta -Trinity Schools Insurance Group - Medical	62-9550	Feb 2023 Medical Preimiums		47,824.00
9010946909	01/19/2023	SPINA, CAITLYN	62-5211	Dec 2022 MILEAGE		153.13

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 01/01/2023 through 01/31/2023

Board Meeting Date February 14, 2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
9010946910	01/19/2023	WANG, YIXING	62-4310	Chocolates for Class Prizes	17.91	
				Donuts for Class Party	60.75	78.66
9010948037	01/26/2023	Amazon, Inc	62-4310	4 Inch Round Labels for Lunch Tables	23.32	
				Classroom Supplies	103.46	
				Office Supplies	46.28	
				Picks, Adapter, Bungee Cord	98.00	271.06
9010948038	01/26/2023	Batteries Plus Bulbs	62-4510	AA Batteries		67.95
9010948039	01/26/2023	Evapco, Inc.	62-5890	Jan - Mar 2023 Evapco Cooling Tower Service (YR 1 of 3)		869.50
9010948040	01/26/2023	FREEMAN, CAMBRIA A	62-4310	2pk LED Flashlights	64.41	
				World Globe for Earth Science	18.34	82.75
9010948041	01/26/2023	Gateway Medical Services, Inc	62-5800	12/6 Pre-Employment Physical- Abejo		125.00
9010948042	01/26/2023	Gopher Sports	62-4310	Volleyballs & Shuttlecocks		76.63
9010948043	01/26/2023	Growing Healthy Children Therapy Services, Inc.	62-5100	Dec 2022 Occupational Services		1,374.84
9010948044	01/26/2023	Mission Linen & Uniform Serv	62-5530	1/19 Logo Mat Laundry Service		165.45
9010948045	01/26/2023	NCS Pearson Inc	62-5801	Dec 2022 Psych Interactive Assessments		18.00
9010948046	01/26/2023	NOBLE, SHERI R	62-4310	Accent on Achieve Bks, Tuner, Cleaning Kits		104.88
9010948047	01/26/2023	ODP Business Solutions, LLC	62-4310	Construct Paper		43.48
9010948048	01/26/2023	Rachel Dressel	62-4310	1/12 US Chef's Store - Cooking Elective Groceries	48.24	
				1/19 US Chef's Store - Cooking Elective Groceries	34.84	83.08
9010948049	01/26/2023	Raptor Technologies Dept. 141,	62-5801	Visitor Mgmt System - Implemtation Yr 1 of 3		2,697.80
9010948050	01/26/2023	Redding Area Bus Authority	62-5806	Dec 2022 RABA Youth Bus Passes		29.00
9010948051	01/26/2023	SCHMALL, HEIDI J	62-4310	Avery Glue Sticks		104.10
9010948052	01/26/2023	Shasta Builders Exchange	62-5200	1/9/23 CPR/First Aid Training Reg		2,650.00
9010948053	01/26/2023	Tehama Co. Department of Ed. Attn: Business Services Dept.	62-5200	2022/23 Tehama Teacher Induction Program Reg		16,800.00
9010948054	01/26/2023	The Brass Reed	62-4310	Clarinet Repair		30.00
9010948055	01/26/2023	Timberline Heating & Air Conditioning	62-5630	HVAC Service/Repair Potable 1		192.00
9010948056	01/26/2023	ULINE Attn: Accounts Receivable	62-4515	WypAll Pro Kitchen Dispenser Wipes for Kitchen		201.89
9010948057	01/26/2023	W. W. Norton & Company, Inc.	62-4100	Webs of Humankind: A World History Vol.2 E-Books	209.70	
				Webs of Humankind: A World History Vol.2 Print	222.50	432.20

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 01/01/2023 through 01/31/2023

Board Meeting Date February 14, 2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					68	163,650.30

Fund Summary

<u>Fund</u>	<u>Description</u>	<u>Check Count</u>	<u>Expensed Amount</u>
62	CharterSchoolsEnterprise	68	163,704.38
	Total Number of Checks	68	163,704.38
	Less Unpaid Sales Tax Liability		54.08
	Net (Check Amount)		163,650.30

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 2022/23 Personnel Calendars - Amended

- 1.3.1 2022/23 Business/Payroll Calendar
- 1.3.2 2022/23 Executive Director Calendar
- 1.3.3 2022/23 Facilities/IT Tech Calendar
- 1.3.4 2022/23 Principal Calendar
- 1.3.5 2022/23 School Registrar Calendar

PREPARER: Lane Carlson/Nicole Iskra

RECOMMENDATION: Motion to Approve Amended Calendars

BACKGROUND:

The calendars have been amended to reflect June 19, known as “Juneteenth,” to the list of state holidays. AB 1655 specifies that holidays created by federal legislation signed by the President are considered days appointed as holidays requiring community colleges and public schools to close.

Administration calendars have been amended to reflect 6//19 as a non-work day.

- See Attached: Amended Calendars

REFERENCE:

Governing Board Policies/Acceptance of Gifts

REDDING SCHOOL OF THE ARTS 2022-2023 BUSINESS/PAYROLL CALENDAR

15

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st Quarter Ends: 10/14/2022 (42 days)
 2nd Quarter Ends: 12/22/2022 (85 days)
 3rd Quarter Ends: 3/17/2023 (131 days)
 4th Quarter Ends: 5/26/2023 (175 days)
Release Times: K - 2nd @ 2:25 PM; 3rd - 8th @ 2:45 PM
Grey Shaded = Student Attendance Days **175**
Yellow = Non-Instructional Work Days **47**
Holidays **13**
Total Contract Days **235**

23

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

23

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

15

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

22

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

17

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

HOLIDAYS/RECESSES	
Labor Day	Sept. 5th
Veteran's Day observed	Nov. 11th
<i>(by law must be Nov 11 if a weekday)</i>	
Thanksgiving Break	Nov. 21st - 25th
Christmas Holiday	Dec. 24th - 25th
Winter Break	Dec. 23rd - Jan. 9th
New Year's Holiday	Jan. 1st
Martin Luther King Day	Jan. 16th
President's Break	Feb. 20th - 21st
Spring Break	Apr. 10th - 17th
Memorial Day	May. 29th
Juneteenth	June 19th
Independence Day	July 4th

IMPORTANT DATES	
School Meet & Greet	Aug. 15th
School Starts	Aug. 17th
Back to School Night	Aug. 23rd
Moon Festival	Sep. 9th
Parent/Teacher Conferences	Oct. 17th - Oct. 21st
Veterans Assembly	Nov. 10th
Theme Day	Nov. 18th & Apr. 7th
Chinese New Year (Year of the Rabbit) ..	Jan. 23rd
Celebration of the Arts/Open House	Mar. 8th
8th Grade Promotion	May. 25th
School Ends	May. 26th
*Snow Day/Emergency Make-Up Day:	May. 30th
Professional Development Day	
Federal and State Holidays	
Minimum Days	K - 2nd @ 12:40 PM; 3rd - 8th @ 1:00 PM

RSA Board Approved: 4/19/22
 RSA Board Amended:

REDDING SCHOOL OF THE ARTS 2022-2023

EXECUTIVE DIRECTOR CALENDAR

4

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st Quarter Ends: 10/14/2022 (42 days)
 2nd Quarter Ends: 12/22/2022 (85 days)
 3rd Quarter Ends: 3/17/2023 (131 days)
 4th Quarter Ends: 5/26/2023 (175 days)
Release Times: K - 2nd @ 2:25 PM; 3rd - 8th @ 2:45 PM
Grey Shaded = Student Attendance Days **175**
Yellow = Non-Instructional Work Days **35**
Holidays **0**
Total Contract Days **210**

23

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

23

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

15

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

22

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

HOLIDAYS/RECESSES

Labor Day	Sept. 5th
Veteran's Day observed	Nov. 11th
<i>(by law must be Nov 11 if a weekday)</i>	
Thanksgiving Break	Nov. 21st - 25th
Christmas Holiday	Dec. 24th - 25th
Winter Break	Dec. 23rd - Jan. 9th
New Year's Holiday	Jan. 1st
Martin Luther King Day	Jan. 16th
President's Break	Feb. 20th - 21st
Spring Break	Apr. 10th - 17th
Memorial Day	May. 29th
Juneteenth	June 19th
Independence Day	July 4th

IMPORTANT DATES

School Meet & Greet	Aug. 15th
School Starts	Aug. 17th
Back to School Night	Aug. 23rd
Moon Festival	Sep. 9th
Parent/Teacher Conferences	Oct. 17th - Oct. 21st
Veterans Assembly	Nov. 10th
Theme Day	Nov. 18th & Apr. 7th
Chinese New Year (Year of the Rabbit) ..	Jan. 23rd
Celebration of the Arts/Open House ..	Mar. 8th
8th Grade Promotion	May. 25th
School Ends	May. 26th
*Snow Day/Emergency Make-Up Day:	May. 30th
Professional Development Day	
Federal and State Holidays	
Minimum Days	K - 2nd @ 12:40 PM; 3rd - 8th @ 1:00 PM

RSA Board Approved: 4/19/22
 RSA Board Amended:

REDDING SCHOOL OF THE ARTS 2022-2023 FACILITIES/IT CALENDAR

0

23

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st Quarter Ends: 10/14/2022 (42 days)
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 3rd Quarter Ends: 3/17/2023 (131 days)
 4th Quarter Ends: 5/26/2023 (175 days)
Release Times: K - 2nd @ 2:25 PM; 3rd - 8th @ 2:45 PM
Grey Shaded = Student Attendance Days 175
Yellow = Non-Instructional Work Days 42
Holidays 12
Total Contract Days 229

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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16

September 2022						
Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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17

January 2023						
Su	M	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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21

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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<i>(by law must be Nov 11 if a weekday)</i>	
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Martin Luther King Day	Jan. 16th
President's Break	Feb. 20th - 21st
Spring Break	Apr. 10th - 17th
Memorial Day	May. 29th
Juneteenth	June 19th

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Celebration of the Arts/Open House	Mar. 8th
8th Grade Promotion	May. 25th
School Ends	May. 26th
*Snow Day/Emergency Make-Up Day:	May. 30th
Professional Development Day	
Federal and State Holidays	
Minimum Days	K - 2nd @ 12:40 PM; 3rd - 8th @ 1:00 PM

RSA Board Approved: 4/19/22
 RSA Board Amended:

REDDING SCHOOL OF THE ARTS 2022-2023 PRINCIPAL CALENDAR

0

23

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st Quarter Ends: 10/14/2022 (42 days)
 2nd Quarter Ends: 12/22/2022 (85 days)
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Release Times: K - 2nd @ 2:25 PM; 3rd - 8th @ 2:45 PM
Grey Shaded = Student Attendance Days **175**
Yellow = Non-Instructional Work Days **35**
Holidays **0**
Total Contract Days **210**

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21

21

16

16

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16

18

23

15

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

22

19

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

HOLIDAYS/RECESSES

Labor Day	Sept. 5th
Veteran's Day observed	Nov. 11th
<i>(by law must be Nov 11 if a weekday)</i>	
Thanksgiving Break	Nov. 21st - 25th
Christmas Holiday	Dec. 24th - 25th
Winter Break	Dec. 23rd - Jan. 9th
New Year's Holiday	Jan. 1st
Martin Luther King Day	Jan. 16th
President's Break	Feb. 20th - 21st
Spring Break	Apr. 10th - 17th
Memorial Day	May. 29th
Juneteenth	June 19th

IMPORTANT DATES

School Meet & Greet	Aug. 15th
School Starts	Aug. 17th
Back to School Night	Aug. 23rd
Moon Festival	Sep. 9th
Parent/Teacher Conferences	Oct. 17th - Oct. 21st
Veterans Assembly	Nov. 10th
Theme Day	Nov. 18th & Apr. 7th
Chinese New Year (Year of the Rabbit) ..	Jan. 23rd
Celebration of the Arts/Open House	Mar. 8th
8th Grade Promotion	May. 25th
School Ends	May. 26th
*Snow Day/Emergency Make-Up Day:	May. 30th
Professional Development Day	
Federal and State Holidays	
Minimum Days	K - 2nd @ 12:40 PM; 3rd - 8th @ 1:00 PM

RSA Board Approved: 4/19/22
 RSA Board Amended:

**REDDING SCHOOL OF THE ARTS
2022-2023
REGISTRAR**

0

23

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st Quarter Ends: 10/14/2022 (42 days)
 2nd Quarter Ends: 12/22/2022 (85 days)
 3rd Quarter Ends: 3/17/2023 (131 days)
 4th Quarter Ends: 5/26/2023 (175 days)
Release Times: K - 2nd @ 2:25 PM; 3rd - 8th @ 2:45 PM
Grey Shaded = Student Attendance Days 175
Yellow = Non-Instructional Work Days 30
Holidays 12
Total Contract Days 217

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21

21

16

16

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16

18

23

15

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						




22

14

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

HOLIDAYS/RECESSES	
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School Ends	May. 26th
*Snow Day/Emergency Make-Up Day:	May. 30th
Professional Development Day	
Federal and State Holidays	
Minimum Days	 K - 2nd @ 12:40 PM; 3rd - 8th @ 1:00 PM

RSA Board Approved: 4/19/22
 RSA Board Amended:

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

Consent Agenda

SUBJECT: Agenda Item 1.4 – Approve SpEd/MTSS Coordinator Job Description – Amended

PREPARER: Wendy Sanders

RECOMMENDATION: Motion to Approve Amended Job Description

BACKGROUND:

The SpEd/MTSS Coordinator Job Description has been amended. This is a full time, certificated position, which will work in conjunction with the Executive Director to meet the Special Education needs of the elementary and high school.

➤ See Attached: SpEd/MTSS Coordinator Job Description

REFERENCE:

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

Job Responsibilities SPECIAL EDUCATION/MTSS COORDINATOR

GENERAL FUNCTIONS

Under the direction of the ~~Special Education/MTSS-Executive~~ Director, employee will assist in developing; implementing, coordinating and supporting [the mission and vision of the school specific to Special Education and General Education Intervention. specialized.](#) As an employee of Redding School of the Arts (RSA), this employee will follow the responsibilities and procedures as delineated in the RSA Personnel Handbook.

SPECIAL EDUCATION AND ACADEMIC SKILLS INTERVENTION SERVICES

- Provide technical assistance and consultation to charter schools and staff regarding special education [and intervention](#) program development, including, but not limited to, curriculum; service delivery; assessment tools; and child find, including kindergarten screening
- [Support the appropriate delivery of instruction and related services as stipulated on IEP/504 Accommodation Plans, sometimes chairing IEP and 504 meetings](#)
- [Chairing Student Study Team/Intervention Planning meetings](#)
- Ensure compliance with all laws, regulations and SELPA policies relating to students with disabilities and maintain a high level of knowledge regarding special education issues and changes
- Ensure direct services are provided by qualified professionals, including assisting school to contract for services when needed
- Stay current with best practices in the fields of education and special education, and provide ongoing professional development training for general and special education staff based on that information
- Consult with schools and parents to resolve difficult cases prior to formal mediation
- ~~Help schools understand and maintain~~ [Oversee maintenance of special education records, including](#) SEIS records and assist in the initial set up of hard copies of special education records in confidential files
- Establish and maintain cooperative and effective working relationships with a wide variety of colleagues and effectively communicate, both orally and in writing
- ~~Frequent, overnight, out of the area travel is required~~
- Attend core staff meetings and advisory board meetings, as requested
- Assist in hiring/supervising/evaluating paraprofessionals under the direction of the ~~Special Education/MTSS~~ [Executive](#) Director

EXPERIENCE AND EDUCATION

- Valid California certification or similar job experience
- [Two years of experience in U.S.](#)
- [Minimum five \(5\) years of experience in a special education field](#)
- Minimum ~~BB~~.A. or ~~BB~~.S. Degree

Job Description
SPECIAL EDUCATION/MTSS COORDINATOR

OTHER QUALIFICATIONS

- Possess a valid CA Driver License
- Current First Aid/ CPR certification

GENERAL QUALIFICATIONS

Ability to:

- Establish and maintain cooperative working relationships
- Interpret and apply legal mandates, policies and regulations pertaining to Special Education and safe school operations
- Maintain confidentiality
- Understand and carry out oral and written instructions
- Communicate effectively in oral and written form
- Work with students
- Interpersonal skills using tact, patience and courtesy
- Operation of a computer and assigned software

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to walk and stand; sit; use hands and/or fingers to handle or feel; and reach with hands and arms; the employee is occasionally required to stoop, kneel, crouch or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. Specific hearing abilities are required by this job.

Exposure to hot, cold, wet, humid, or windy conditions caused by weather may occasionally be experienced.

Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

RSA Board Adopted: 4/20/2017

RSA Amended: 6/16/2020

[RSA Amended:](#)

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

Consent Agenda

SUBJECT: Agenda Item 1.5 – Amended Holiday Policy (304) –
Personnel Policy

PREPARER: Lane Carlson

RECOMMENDATION: Motion to Approve Policy Amendment

BACKGROUND:

The Holiday Policy (#304) has been amended to reflect June 19, known as “Juneteenth,” to the list of state holidays. AB 1655 specifies that holidays created by federal legislation signed by the President are considered days appointed as holidays requiring community colleges and public schools to close.

- See Attached: Policy Amendment

REFERENCE:

RSA Policies & Procedures/Governing Board Policies/Policy Adoption

304 Holidays

RSA INC. will grant holiday time off to all eligible employees on the holidays listed below:

- * New Year's Day (January 1)
- * Martin Luther King, Jr. Day (third Monday in January)
- * Lincoln's Birthday (second Monday in February)
- * Presidents' Day (third Monday in February)
- * Memorial Day (last Monday in May)
- * Juneteenth Day (June 19th)
- * Independence Day (July 4)
- * Labor Day (first Monday in September)
- * Veterans' Day (November 11)
- * Thanksgiving (fourth Thursday in November)
- * Day after Thanksgiving
- * Christmas Eve (December 24)
- * Christmas (December 25)

RSA INC. will grant paid holiday time off to all eligible employees immediately upon assignment to an eligible employment classification. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day. Employees in the following classification(s) and assigned calendar are eligible for paid holiday time off:

- * Regular full-time employees
- * Regular part-time employees (30 hours/ week)
- * Introductory employees working 30 to 40 hours/ week

A recognized holiday that falls on a Saturday will be observed on the preceding Friday. A recognized holiday that falls on a Sunday will be observed on the following Monday.

The employee will be ineligible for holiday pay if a recognized holiday falls during an eligible employee's paid absence (e.g., vacation, sick leave), or if that holiday is not contained in their work calendar.

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

Consent Agenda

SUBJECT: Agenda Item 1.6 – Integrated Pest Management Plan –
Annual Review

PREPARER: Lane Carlson

RECOMMENDATION: Motion to Approve

BACKGROUND:

The Integrated Pest Management Plan is presented for annual review.

- See Attached: Integrated Pest Management Plan

REFERENCE:

RSA Policies & Procedures/Governing Board Policies/Policy Adoption

School District Integrated Pest Management Plan

When completed, this template meets the Healthy Schools Act requirement for an integrated pest management (IPM) plan. An IPM plan is required if a school district uses pesticides¹

Contacts

Redding School of the Arts	955 Inspiration place	
School District Name	Address	
Blake Schack	(530) 247-6933	bschack@rsarts.org
District IPM Coordinator	IPM Coordinator's Phone Number	Email Address

IPM statement

It is the goal of Redding School of the Arts to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to: *(Example: Focus on long-term pest prevention)*

To prevent rodents and insects from inhabiting the building.

IPM team

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements, include:

Name and/or Title	Role in IPM program
Lane Carlson / Executive Director	Oversite
Black Schack / Facilities Supervisor	Coordinator & Oversee (IPMP)
Gavin deBree / Facilities Maintenance	Maintain and Spray Chemicals

Pest management contracting

- Pest management services are contracted to a licensed pest control business.
Pest Control Business name(s): Marksmen Pest Control
- Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirement and other requirements of the Healthy Schools Act.

Pest identification, monitoring and inspection

Pest Identification is done by: School Staff and Maintenance / Custodian Staff

(Example: College/University staff, Pest Control Business, etc.)

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by

Maintenance & School Staff and results are communicated to the IPM Coordinator.

(Example: District staff title, e.g. Maintenance staff)

Specific information about monitoring and inspecting for pests, such as locations, times, or techniques include:

(Example: Sticky monitoring boards are placed in the kitchen and are checked weekly by custodial staff.)

Scheduled inspection of facility grounds, staff emails letting us know of any issues, kitchen staff monitoring cooking facility and reporting potential concerns to maintenance staff, maintenance staff inspecting HVAC overhead space when performing filter changes.

Pests and non-chemical management practices

This school district has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level:

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Insects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rodents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Bats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wasps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Spectracide Pro
Nesting Birds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Chemical pest management practices

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

This school district expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This list includes pesticides that will be applied by school district staff or licensed pest control businesses.):

Spectracide Pro- Active Ingredients: Tetramethrin 0.10%, Permethrin 0.25%, Piperonyl Butoxide 0.50%

Healthy Schools Act

- This school district complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (Education Code Sections 17608 - 17613, 48980.3; Food & Agricultural Code Sections 13180 - 13188)

Training

Every year school district employees who make pesticide applications receive the following training prior to pesticide use:

- Pesticide specific safety training (Title 3 California Code of Regulations 6724)
- School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

Submittal of pesticide use reports

- Reports of all pesticides applied by school district staff during the calendar year, except pesticides exempt¹ from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at www.cdpr.ca.gov/schoolipm. (Education Code Section 16711)

Notification

This school district has made this IPM plan publicly available by the following methods (check at least one):

- This IPM plan can be found online at the following web address: www.rsarts.org
- This IPM plan is sent out to all parents, guardians and staff annually.

Review

- This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct.

Date of next review: February 4th 2024

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

Signature: 

Date: 1/11/2023

¹ These pesticides are exempt from all Healthy Schools Act requirements, except the training requirement: 1) products used in self-contained baits or traps, 2) gels or pastes used as crack and crevice treatments, 3) antimicrobials, and 4) pesticides exempt from U.S. EPA registration. (Education Code Section 17610.5)

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

Financial Reporting

SUBJECT: Agenda Item 2.1 – 2022/23 Classified Salary Schedule –
Amended

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve the Amended Salary Schedule

BACKGROUND:

RSA is proposing to amend the classified salary schedule to reflect the addition of the new Attendance Clerk to the list of Category C positions.

- See Attached: Amended Classified Salary Schedule

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Finance & Budget

Redding School of the Arts

Classified Salary Schedule

2022/2023

Effective January 1, 2023

Step	Elect *					
Step	A	B	C	D	E	F
1	\$ 15.96	\$ 16.12	\$ 16.28	\$ 18.22	\$ 23.88	\$ 31.12
2	\$ 15.98	\$ 16.14	\$ 16.30	\$ 18.68	\$ 24.52	\$ 36.44
3	\$ 16.01	\$ 16.17	\$ 16.33	\$ 19.18	\$ 25.20	\$ 41.76
4	\$ 16.03	\$ 16.19	\$ 16.70	\$ 19.69	\$ 25.90	
5	\$ 16.06	\$ 16.43	\$ 17.14	\$ 20.23	\$ 26.61	
6	\$ 16.08	\$ 16.86	\$ 17.59	\$ 20.77	\$ 27.33	
7	\$ 16.16	\$ 17.31	\$ 18.05	\$ 21.33	\$ 28.09	
8	\$ 16.24	\$ 17.77	\$ 18.52	\$ 21.91	\$ 28.87	
9	\$ 16.32	\$ 18.00	\$ 18.78	\$ 22.21	\$ 29.27	
10	\$ 16.41	\$ 18.25	\$ 19.01	\$ 22.49	\$ 29.67	
11	\$ 16.57	\$ 18.47	\$ 19.28	\$ 22.81	\$ 30.09	
12	\$ 16.74	\$ 18.74	\$ 19.53	\$ 23.12	\$ 30.49	
13	\$ 16.76	\$ 18.97	\$ 19.79	\$ 23.44	\$ 30.93	
14	\$ 16.78	\$ 19.22	\$ 20.11	\$ 23.75	\$ 31.37	
15	\$ 16.81	\$ 19.48	\$ 20.32	\$ 24.08	\$ 31.79	
16	\$ 16.81	\$ 19.73	\$ 20.61	\$ 24.38	\$ 32.26	
17	\$ 16.81	\$ 20.00	\$ 20.89	\$ 24.75	\$ 32.70	
18	\$ 16.81	\$ 20.00	\$ 20.89	\$ 25.08	\$ 33.15	
19	\$ 16.81	\$ 20.00	\$ 20.89	\$ 25.08	\$ 33.25	
20	\$ 16.81	\$ 20.00	\$ 20.89	\$ 25.08	\$ 33.36	

RSA - Categories

Grade A - After Sch Care Para 1, Classroom Para, Student Supervision Para

Grade B - After Sch Care Para II, Classroom Para II, Custodian/Maint 1, Lead Yard Supv Para, Office Clerk, Teach Assist

Grade C - After Sch Care Supervisor, Attendance Clerk, Health Clerk, Library Info Specialist, Receptionist, SpEd Para

Grade D - Ampitheater Tech, Facilities Mech Tech, School Secretary, Tech Support

Grade E - Administrative Assistant, Registrar, IT Supervisor, Payroll/HR Tech

Grade F - Speciality Elective Paraprofessionals/Instructors i.e. Mandarin, Drama, etc. applies to those working

* Elective Not Step related

* Elective Hourly Substitute Pay Rate: \$25.00

Stipends: \$250 AA Degree
 \$500 BA Degree

Effective July 1, 2022, Employees will be eligible for longevity pay of 3% for 21-24 years of service and 5% for 25+ years of service. Longevity pay is to be implemented as of July 1 after the year the employee completes the required 20 or 24 years of consecutive service with RSA

RSA Board Approved: 06/07/2022

Board Amended: 09/13/2022

Board Amended: 12/13/2022

Board Amended:

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

Financial Reporting

SUBJECT: Agenda Item 2.2 – 2022/23 SpEd/MTSS Coordinator Salary Schedule – Amended

PREPARER: Lane Carlson/Wendy Sanders

RECOMMENDATION: Discussion/Action to Approve the Amended Salary Schedule

BACKGROUND:

RSA is proposing to amend the SpEd/MTSS Coordinator salary schedule (approved 5/22/17). The amended schedule includes the previously board adopted 3% salary increase from 6/7/2022 and 3.33% increase from 12/13/2022.

The salary schedule also reflects the addition of two additional column steps.

- See Attached: Amended SpEd/MTSS Coordinator Salary Schedule

REFERENCE:

Governing Board Policies/Board Duties & Responsibilities/Finance & Budget

**REDDING SCHOOL OF THE ARTS
SPECIAL EDUCATION/MTSS COORDINATOR
Effective January 1, 2023
195 Work Days**

STEP	1-2	3-4	5-6	7-8	9-10	11-13	14-15+	16-18+	19+
Salary	73,030	76,300	79,298	81,750	84,838	88,270	90,465		
	77,726	81,206	84,397	87,006	90,293	93,946	96,282	99,282	102,282

Stipends:

\$1,500 Admin Credential or Doctorate
 \$1,000 Masters Stipend
 \$1,500 Autism Stipend

Note: Employee may be required to travel between sites/schools.

JPA Board Approved: 4/19/2017
 RSA Board Approved: 5/22/2017
 RSA Amended:

Amended Draft

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

General Reporting

SUBJECT: Agenda Item 2.3 –High School Building Committee Update

PREPARER: Lane Carlson

RECOMMENDATION: Discussion

BACKGROUND:

Administration will provide the board with an update on the high school & theater building plans & construction.

REFERENCE:

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

General Reporting

SUBJECT: Agenda Item 2.4 – School Site Safety Committee Meeting Update

PREPARER: Lane Carlson

RECOMMENDATION: Discussion

BACKGROUND:

The board will review and discuss the School Site Safety Committee meeting minutes from 1/11/2023.

REFERENCE:
School Site Safety Committee Minutes

School Site Safety Committee

Minutes

Redding School of the Arts

January 11th, 2023 8:15am

RSA Community Room



Attendees

Lane Carlson, Blake Schack, Carol Wahl, Gavin deBree, Candice Percia, Sophia Zaniroli.

Minutes

Old Business

1. Updating safety protocols for the high school.
 - a. More fire hose barricades need to be obtained and distributed.
 - b. Staff training is paramount as improperly used barricades are a fire hazard.
2. The wood piles out back have been burned. We will continue to pick up nails throughout the year.

New Business

1. CharterSafe inspection to occur 01/18/2023
 - a. Pest Management binder is up to date.
 - b. Playground Safety Binder is up to date.
2. Update on Cameras for high school.
 - a. The committee decided to move ahead with purchasing additional cameras.
3. The direction of the committee is all encompassing of campus and students.
4. The Raptor system has been installed and implemented. Staff are learning how to use the system.

Next Meeting:

The Next meeting is scheduled for May 2nd, 2023 at 8:15 AM to begin in the Community Room.

Submitted by: Blake Schack 1/26/23

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

General Reporting

SUBJECT: Agenda Item 2.5 – 2023 Annual Comprehensive Safe School Plan

PREPARER: Administration

RECOMMENDATION: Discussion/Action to Approve the REMS Safe School Plan

BACKGROUND:

Administration will present the board with an updated Comprehensive Safe School Plan. The Governing Board will review the changes/updates to RSA's Comprehensive Safe School Plan before taking action to approve.

**A hard copy of the Comprehensive Safe School Plan will be made available at the Governing Board Meeting. This document is available for public inspection during regular business hours.*

NOTE: Tactical information is excluded from the public inspection document.

REFERENCE:

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

General Reporting

SUBJECT: Agenda Item 2.6 – 2023/24 Elementary & High School
Instructional Calendars – 1st Read

PREPARER: Lane Carlson

RECOMMENDATION: Discussion

BACKGROUND:

The Governing Board will review/discuss the proposed 2023/24 Instructional Calendars for Elementary and High School. Final drafts will be presented for board approval in March.

- See Attached: 2023-24 K-8 Instructional Calendar Draft
- See Attached: 2023-24 High School Instructional Calendar Draft

REFERENCE:

RSA Policies & Procedures Manual/Curriculum & Instructional Policies/School Calendar Policy

REDDING SCHOOL OF THE ARTS 2023-2024 K-8 INSTRUCTIONAL CALENDAR

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July 2023						
Su	M	Tu	W	Th	F	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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1st Trimester Ends 11/03/23 (57 Days)
2nd Trimester Ends 02/16/24 (113 Days)
3rd Trimester Ends: 05/30/24 (175 days)

Grey/Green Shaded = Student Attendance Days **175**
School Starts @ 8:00 AM
Release Times: K - 2nd @ 2:25 PM; 3rd - 8th @ 2:45 PM
Minimum Day Release K - 2nd @ 12:55 PM; 3rd - 8th @ 1:15 PM

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August 2023						
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April 2024						
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May 2024						
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HOLIDAYS/RECESSES

Labor Day	Sept. 4th
Veteran's Day observed	Nov. 10th
<i>(by law must be Nov 11 if a weekday)</i>	
Thanksgiving Break	Nov. 20th - 24th
Winter Break	Dec. 22nd - Jan. 8th
New Year's Holiday	Jan. 1st
Martin Luther King Day	Jan. 15th
President's Break	Feb. 19th - Feb 23rd
Spring Break	Mar 29 - April 5th
Memorial Day	May. 27th

IMPORTANT DATES

School Meet & Greet	Aug. 14th
School Starts	Aug. 16th
Back to School Night	Aug. 22nd
Moon Festival	Sep. 29th
Parent/Teacher Conferences	Oct. 16th - Oct. 20th
Veterans Assembly	Nov. 9th
Theme Days	Nov. 17th & Apr. 26th
Chinese New Year (Year of the Dragon) ..	Feb. 9th
Celebration of the Arts/Open House	TBD
8th Grade Promotion	May. 29th
School Ends	May. 30th
*Snow Day/Emergency Make-Up Day:	March 29th
Staff Professional Development Day	
Federal and State Holidays	
Minimum Days	

RSA Board Approved:
RSA Board Amended:

REDDING SCHOOL OF THE ARTS 2022-2023 HIGH SCHOOL INSTRUCTIONAL CALENDAR

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July 2023						
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1st Quarter Ends: 10/13/2023 (42 days)
 2nd Quarter Ends: 12/21/2023 (85 days)
 3rd Quarter Ends: 3/20/2024 (131 days)
 4th Quarter Ends: 5/30/2024 (175 days)

Grey/Green Shaded = Student Attendance Days **175**
School Starts @ 8:20 AM

Release Times: 9-12 (6th Period) @ 2:45 PM; (7th Period) @ 3:37 PM
Min. Day Release: 9-12 (6th Period) @ 1:00 PM; (7th Period) @ 2:00 PM

August 2023						
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January 2024						
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February 2024						
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March 2024						
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April 2024						
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June 2024						
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HOLIDAYS/RECESSES	
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President's Break	Feb. 19th - Feb 23rd
Spring Break	Mar 29 - April 5th
Memorial Day	May. 27th

IMPORTANT DATES	
School Meet & Greet	Aug. 14th
School Starts	Aug. 16th
Back to School Night	Aug. 22nd
Veterans Assembly	Nov. 10th
Fall Semester Finals	Dec. 19th - 21st
Spring Semester Finals	May. 28th - 30th
School Ends	May. 30th
*Snow Day/Emergency Make-Up Day:	May. 29th
Staff Professional Development Day	
Federal and State Holidays	
Minimum Days	

RSA Board Approved:
 RSA Board Amended:

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

Policy Review & Amendments

SUBJECT: Agenda Item 2.7 – Policy Amendments

2.7.1 Bullying Prevention Policy – *Student Policy*

2.7.2 Suicide Prevention Policy – *Student Policy*

PREPARER: Carol Wahl

RECOMMENDATION: Discussion/Action to Approve Amended Policies

BACKGROUND:

The board will review the proposed changes to the Bullying Prevention Policy & Suicide Prevention Policy. The policies have been amended to reflect new mandated California and Federal law.

- See Attached: Amended Policies

REFERENCE:

RSA Policies & Procedures/Governing Board Policies/Policy Adoption

Bullying Prevention Policy

Redding School of the Arts believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. Redding School of the Arts will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; use of technology to harass or intimidate another student and social isolation or manipulation.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Director or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Redding School of the Arts expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff persons who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, Redding School of the Arts will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to maintain a safe and healthy learning environment.

[For purposes of bullying prevention, the following definition and actions will be utilized by Redding School of the Arts:](#)

[Definition: Bullying happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose repeatedly. Bullying is unfair and one-sided. Bullying behaviors include, but are not limited to the following:](#)

- [Hurting someone physically by hitting, kicking, tripping, or pushing](#)

Student Policy

- Stealing or damaging another person's belongings
- Ganging up on someone
- Teasing someone in a hurtful way
- Using forms of social media to bully or threaten someone
- Using put-downs, such as insulting someone's race, religion, or making fun of someone for being a boy/girl
- Limiting a student's access to educational tools
- Spreading rumors or untruths about someone

Students at Redding School of the Arts will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Report bullying to an adult

Teachers and staff at Redding School of the Arts will do the following things to prevent bullying and help students feel safe at school:

- Closely supervise students in all areas of the school
- Watch for signs of bullying and stop it when it happens
- Character education to prevent bullying
- Any student who feels that he/she is being bullied should immediately contact their teacher or the principal (and/or designee).

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The school has a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

In addition to following the Student Code of Conduct, students will be advised of the following expectations:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

Student Policy

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Student Policy for Conflict Resolution

Redding School of the Arts believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, Redding School of the Arts will incorporate conflict resolution education and ~~problem solving~~ [problem-solving](#) techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

Redding School of the Arts will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. RSA has a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct for Conflict Resolution includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict resolution, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact any adult on campus for assistance.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

Procedure:

Training for students from teachers shall include a discussion, at an age appropriate level, on the following:

Student Policy

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

When a student reports an incident to staff:

1. Staff member shall talk with student privately.
2. Staff member will use active listening techniques such as paraphrasing statements, eye contact with student, and using open ended questions.
3. Staff member will report the incident to administration for further action.
4. Staff members shall not conduct the investigation with other students or make initial contact with parents.

Staff witness incident:

1. Staff persons are expected to immediately intervene when they see a bullying incident occur, when it is safe to do so.

Administration Role:

1. Administration shall conduct the investigation unless they appoint a staff member to collect additional information.
2. Administration shall contact parents or proper authority after discussing with student the incident(s) that has occurred.
3. Administration shall follow up with all parties (staff, student and parents) upon completion of the investigation and final outcome.
4. Administration will handle the final disciplinary actions as necessary including but not limited to parent conference, suspension, and contact with police, etc.

Redding school of the Arts will annually review the procedures for preventing acts of bullying which includes making available the online training module developed by the California Dept. of Education to employees that interact with students. The Bullying Module is as follows:

Bullying Module



California Department of Education
1430 N Street
Sacramento, CA 95814-5901

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Amended Draft

Chapter 1: What Is Bullying?

Bullying is an unwanted, aggressive behavior that involves an imbalance of real or perceived power between individuals with the intent to cause harm. Students who are the targets of bullying behavior and those who exhibit bullying behavior toward others may suffer serious, lasting consequences. In order to be considered bullying, the behavior must include:

A **Deliberate Act**: To cause emotional or physical harm to another individual.

An **Imbalance of Power**: Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and vary in different situations, even if they involve the same people.

Repetition: Bullying behaviors that display more than one time or have the potential to happen more than once.

Verbal, Social/Psychological/Relational, and Physical are three types of bullying outlined by the federal government and the U.S. Department of Health and Human Services.

Verbal Bullying is saying or writing hurtful things. Examples include:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social Bullying, sometimes referred to as relational bullying, involves harming someone's reputation or relationships. Examples include:

- Leaving someone out of an activity on purpose
- Influencing others not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical Bullying involves inflicting harm upon a person's body or damaging their possessions. Examples include:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's possessions
- Making cruel or rude hand gestures

Students can play the role of bully (instigator/perpetrator of bullying behavior), of target (recipient/object of bullying behavior), or of bystander (witness/observer of bullying behavior). Students may play one or more of these roles at different times.

Cyberbullying can involve all three types of bullying and takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and website. This type of bullying is becoming more prevalent every day. Examples include:

- Demeaning or hateful text messages or emails
- Rumors sent by email or posted on social networking sites
- Embarrassing pictures, videos, website, or fake profiles posted online

Why is Cyberbullying Different? Students who are being cyberbullied are often bullied in person as well. Additionally, students who are cyberbullied have a more difficult time escaping the negative behavior.

- Cyberbullying can occur 24 hours a day, 7 days a week, and reach a student when he or she is alone and/or when in their own home.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Common Signs that a Student is a Target of Bullying Include:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Important Fact: The Centers for Disease Control and Prevention have found 20 percent of high school-aged students have experienced some form of bullying on school grounds in their lifetime. It is also alarming to note that more than 160,000 United States students stay home from school each day for fear of being bullied; 8 percent of students miss one day of class per month due to fear of being targeted by a bully; and more than 280,000 students are physically attacked in secondary schools each month.

Adults and bystanders (those who witness incidents) need to step up and help students and classmates who are being bullied. Students are often reluctant to report bullying

Student Policy

incidents out of fear of being labeled as a “snitch” or fear that bullying will increase if it is reported. Students should be encouraged to report bullying incidents and be praised when they do so.

Resources

Please visit the federal government’s Stopbullying.gov website at <https://www.stopbullying.gov/>

Please visit the U.S. Department of Health and Human Services website at <https://www.hhs.gov/>

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the Eyes on Bullying website at <http://eyesonbullying.org/>

Please visit the OLWEUS Bullying Prevention Program website at <http://www.violencepreventionworks.org>

Please visit the PACER’s National Bullying Prevention Center website at <http://www.pacer.org/bullying/>

Please visit the Keenan School Safety Center and receive free training at <https://www.keenan.com/bullying-prevention-2/>

Please visit the National Alliance for Youth Sports and receive free training at <http://www.nays.org/resources/more/free-bullying-prevention-training/>

Chapter 2: What Is Cyberbullying and How Can We Address It?

Cyberbullying is bullying that takes place via electronic communications or digital devices such as cell phones, tablets, or computers. It is deliberate harassing, intimidating, shaming, or otherwise targeting another person via electronic devices. Cyberbullying is a serious act that has lasting consequences.

Cyberbullying commonly occurs on social media as: text messaging through devices; instant messaging through devices; email provider services; social media message features; diary sites; interactive games; online profiles; Apps; and more. With easy access and the prevalence of such media and digital forums, personal content can be viewed by strangers as well as acquaintances. Racism, intolerance, and fear can also play a role.

Cyberbullying has special aspects. It can be persistent, permanent, and/or hard to notice. When it is persistent, it can be difficult for students experiencing it to find relief. When the cyberbullying is posted online, it becomes publicly available and may lead to a negative online reputation impacting college admissions, employment, and other areas of life. Cyberbullying is harder to recognize since educators and parents may not overhear or see it taking place. Similar to acts of bullying, students may be reluctant to report cyberbullying due to humiliation or embarrassment.

Some types of online or electronic conduct are crimes. The underlying challenge to determining criminal acts is that cyberbullying can take many forms and can violate a number of disparate criminal statutes dependent on the underlying content. As examples, but not an exhaustive list, statutory violations can include:

- Identity Theft, Penal Code section 530.5; here the harasser assumes the identity of the victims and creates a social media page or communication that appears to come from the victim. This is also a violation of Penal Code section 529, false personation.
- Unlawful recording, Penal Code section 632; here the harasser records the victim without their knowledge and posts the conversation.
- Cyber exploitation generally. See <https://oag.ca.gov/cyberexploitation>. A list of crimes can be found at <https://oag.ca.gov/sites/all/files/agweb/pdfs/ce/cyber-exploitation-post.pdf>.

Unfortunately, cyberbullying is not limited to a specified form of conduct. It's only limit is that of the human imagination to cause harm and perpetrators are consistently adopting new technology and innovate techniques to accomplish their goals.

How Can Cyberbullying Be Prevented?

- **Administrators, trusted adults, and parents can advise students**
 - To never share passwords, personal data, or private photos online.
 - To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
 - That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
 - To consider how it would feel receiving such comments before making comments about others online.

What Can Be Done about Cyberbullying?

- Targets should be encouraged to tell parents or a trusted adult. Targets should be encouraged to talk to someone at school such as a counselor, teacher, nurse, coach, or principal. Targets should be assured they do not have to deal with cyberbullying alone.
- In order to secure evidence of cyberbullying for reporting purposes, targets should be encouraged to save all communications, including emails, posts, screenshots, and messages, and not to delete them.
- Targets should be encouraged to report to social media sources any harassing comments, inappropriate photos or information, or fake profiles.\
- Social media has been a source of bullying and conflicts that can carry over into the school setting and contribute to an emotionally or physically unsafe environment. When this occurs, school administrators are obligated to take action.
- School administrators need to provide assistance to students who are bullied online.
 - By encouraging students not to share, “like,” or participate in online bullying.
 - By encouraging students to report the incident(s) to a trusted adult.
 - By encouraging students to reach out to targets of bullying and respond with positive support.

Online behavior through social media channels has been a growing source of bullying and conflicts that carry over into the school setting, which can contribute to an

environment that can be emotionally or even physically unsafe. When this occurs school administrators are obligated to take disciplinary action.

Resources

Please see the PACER CENTER's Teens Against Bullying: Cyberbullying—What is Cyberbullying? web page at <https://www.pacerteensagainstbullying.org/experiencing-bullying/cyber-bullying/>

Please see Stopbullying.gov's—Official United States Government Anti-Bullying and Anti-Cyberbullying Laws and Policies for California web page at <https://www.stopbullying.gov/laws/california/index.html>

Please see the California Attorney General's Cyberbullying web page at <https://oag.ca.gov/cybersafety/children/cyberbullying>

Please see the Connect Safely—Tips to Help Stop Cyberbullying web page at <http://www.connectsafely.org/tips-to-help-stop-cyberbullying/>

Please see the National Suicide Prevention Lifeline website at <https://suicidepreventionlifeline.org/>

Please visit the End to Cyberbullying Organization at <http://www.endcyberbullying.org/5-different-types-of-cyberbullying/>

Chapter 3: What Roles Do Students Play?

There are many roles a student can play when it comes to bullying. For example, they can be both a target of bullying and the instigator of bullying or they may witness bullying and even defend against bullying in some cases. This is important to note as studies have shown cases involving students who are both bullied and who bully others are often at a greater risk of having an unstable mental and physical state in their lifetime.

It is important to understand the difference between the roles of the target, the witness/bystander, and the perpetrator, and how a student can play different roles depending on the circumstances. Understanding these roles will help prevent bullying from occurring and help in reacting properly when it does occur.

Students Directly Involved in Bullying: A student is directly involved in bullying when they are the one who is bullying others or is the target of bullying. These students are often perceived as the only two individuals involved in the bullying situation.

- **Students Who Engage in Bullying Behavior:** These are students engaging in bullying behavior toward their peers. There are many factors that contribute to this behavior, including: parenting styles, domestic violence in homes, siblings or peers who engage in bullying, tolerance in the community, and school climate, among many others. Often, these students require the support of educators to

explain the consequences of bullying and to put an end to the inappropriate behavior. Adults should also address other challenges the student may be facing that are influencing their inappropriate behavior.

- **Students Who Are Bullied:** These are students who are the target of bullying behavior. Some factors put students at greater risk of being bullied, such as low self-esteem, not being a member of a strong social group, being perceived as weak or different, and countless other factors. However, not all students with these characteristics are targets of bullying. Sometimes, these students may need a parent, teacher, school counselor, or coach to listen and focus on their needs, or they may need to be assured that bullying is not their fault and learn how to respond to being bullied.

Students Indirectly Involved in Bullying (Bystanders): A student might not be directly involved in bullying but they can often be affected by observing the behavior. Through witnessing bullying, a student may experience an increased likelihood of distress, school absenteeism or truancy, and depression throughout their lifetime. Therefore, it is important for each student to learn what to do when they witness bullying or other forms of abuse. Roles students play when they witness bullying include:

- **Students Who Assist:** These are students who may not initiate the bullying or instigate the action, but serve as an "assistant" to their peers who are bullying others. These students may cheer the bullying behavior to continue and occasionally join in.
- **Students Who Reinforce:** These are students who are not directly involved in the bullying behavior but who give the student who bullies an audience by standing by and watching. Oftentimes they will laugh or provide support for the individuals who are engaging in bullying. As a result, this frequently encourages the inappropriate behavior to continue.
- **Outsiders:** These are students who are bystanders to the bullying but do not support the bullying behavior or in any way protect the student being bullied. They often watch what is going on but do not provide feedback about the situation for fear of taking sides. Nonetheless, by being an outsider and providing an audience to the student who bullies, this frequently encourages the bullying behavior to continue. Outsiders often want to help the individual who is being bullied, but do not know how or are fearful of getting involved because they do not want to experience retaliation.
- **Students Who Defend:** These are students who actively console the student being bullied and may come to the student's defense either through verbal or physical means when bullying occurs.

Administrators should inform students that they have an important and urgent responsibility to alert appropriate adults when they witness bullying. Every situation and student is different. It is important that all students learn the dangerous outcomes that bullying presents and how they can help prevent it from happening in their everyday life.

Try Not to Label Students: When referring to students involved in bullying, do not categorize students as “bullies” or “victims.” These terms send the message that a student will be identified by these roles. As previously stated, students play multiple roles in different bullying situations over time. Peer pressure and school environment can also contribute to student behavior. Refer to those individuals involved as “the student who bullied,” “the student who was the target of bullying” or “the student who was both bullied and bullied others.”

Resources

Please visit the Stopbullying.gov–Bullying Prevention Training Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the PACER’s National Bullying Prevention Center web page at <http://www.pacer.org/bullying/>

Amended Draft

Chapter 4: Where Does Bullying Occur?

Bullying can occur anywhere and at any time. It can happen before, during, or after school hours, and before, during, or after events, athletic practices, and games. While most reported bullying occurs in a school building, a significant percentage also occurs on the playground, on the bus, in bathrooms, at school-sponsored dances and events, and during athletic events. It can also occur while travelling to or from school, in the youth's neighborhood, or on social media.

At School: Bullying occurs most often at school, whether it is on the playground, in the classroom, in the bathroom, in the cafeteria, or in hallways. Statistics show that every seven minutes a student is bullied on a playground and 43 percent of students fear harassment in the bathroom at school. Bullying can also occur on the way to school as students of different ages ride the school bus and are forced to be in close contact with one another. Also, many students struggle to be accepted by their peers at school and unfortunately, this setting provides an audience for bullying behavior to occur. School faculty members cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. In addition, during school hours students need to report any type of bullying to a faculty member. It is important to monitor known bullying situations, and pay close attention to any tension that carries over from school to outside venues.

During an Athletic Event: The student who bullies others may try to prove their power by targeting a perceived weaker student through one of the three forms of bullying. The student who bullies, unfortunately, will often gain the support of other students on the team who do not wish to be bullied or perceived as unpopular. Examples of what may instigate bullying include: difference in equipment and clothing, appearance, social skills, and even athletic ability during the activity.

At Home: This type of bullying often includes cyberbullying. In the past, a student could escape being bullied by other students by returning to the security of their home. Today with the range of electronic devices to which students have access, bullying can occur 24 hours a day, seven days a week with no safe haven, not even in one's home. Social media, emails, cell phones, texting, and online profiles have given those students who bully a large audience to whom they express their negative and hurtful comments. It is alarming to note that 19 percent of students admit to saying something hurtful to or about others online. In recent years, this type of bullying has had serious impact, including depression and even suicides in children and young adults. Students should try to limit their exposure to students who bully and report to authorities when bullying does not cease.

Student Policy

Resources

Please visit the StopBullying.gov–Facts About Bullying web page at <https://www.stopbullying.gov/media/facts/index.html>

Please visit the Keep Your Child Safe–Bullying Prevention Programs web page at <http://www.keepyourchildsafe.org/bullying/where-bullying-occurs.html>

Please visit the National Alliance for Youth Sports web page at <http://www.nays.org/resources/more/free-bullying-prevention-training/>

Amended Draft

Chapter 5: How Do We Prevent Bullying?

Include and practice the following bullying prevention strategies to help prevent students from developing bullying behaviors:

Stop Bullying at a Young Age: Some students engage in aggressive behavior at an early age that may be a precursor to bullying. It is important to address and stop this behavior before it becomes an established pattern with the student.

Teach Prevention: Do not assume that only aggressive or vulnerable students are involved in bullying. Most students, regardless of their demeanor, will experience bullying to some degree at some point during their childhood. All students can benefit from learning the difference between appropriate and inappropriate behaviors. They should also learn how to advocate for themselves and others, and when to go to an adult for help.

Take Bullying Seriously: Many dismiss bullying as “kids just being kids” or as it being a normal part of growing up, however, bullying needs to be taken seriously. If you notice warning signs that a student is bullying or is the target of bullying, you should discuss the matter with the student immediately. Students must know that bullying in any form will not be tolerated. Regardless if the student is the instigator of the bullying, or is the target of the bullying, it is the adult’s responsibility to address the issue with the student to ensure the behavior stops.

Encourage Compassion: Students should be aware that bullying is hurtful both emotionally and physically. When a student practices compassion and realizes the repercussions of one’s actions, they are more likely to come forward and help a student who is being bullied.

Model Desired Behavior: As a child matures, they learn how to behave by watching and imitating the adults in their lives. By adults demonstrating effective problem-solving, anger management, and self-confidence skills, youth are more likely to behave in a similar manner.

Clarify Media Violence: Students are exposed to many types of violence in video games, movies, and television every day, and without proper adult direction may think aggressive responses are acceptable in real life. Adults need to emphasize to students that this hateful and/or demeaning behavior is inappropriate and unacceptable in our society. If a student begins to act out in a violent or hurtful manner, you need to immediately intervene.

Demonstrate Desired Qualities: Helping students gain confidence is important. Use sample situations to help students learn and practice appropriate behavior. Students with the confidence to stand up to bullying will be less likely to be bullied and they will often come to the defense of others. Students develop confidence through developing techniques and strategies to respond in a non-aggressive way to bullying-type behaviors.

Student Policy

Talk About and Report Bullying: Students should not be afraid to report bullying to an administrator, a school faculty member, a coach, or any significant adult in their life. Students need to feel secure about reporting bullying and feel free from retaliation for reporting. Adults should listen carefully and provide support to students who come forward to report bullying or other similar issues.

Build Strong Relationships with Students: Students will be less likely to bully if they respect and trust the adults in their lives. They will also be more likely to confide in those adults.

Follow School Rules: Parents should be advised of school policies on the use of technology in and out of the classroom and help their children understand and comply with the rules.

Communicate and Implement Bullying Prevention Policies: Parents, students, and all school personnel should know and follow bullying prevention program policies. Policies should be included in Parent/Student Handbooks. California Department of Education recommends that these policies also be included in the Comprehensive School Safety Plan.

Be Aware of Protected Student Groups: All students are allowed to attend public school. It is an inclusive educational environment. Be prepared to educate students to accept all student peers regardless of sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, and religion.

Resources

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the Eyes on Bullying–Toolkit website at <http://eyesonbullying.org/>

Please visit the OLWEUS Bullying Prevention Program and Resources web page at <http://www.violencepreventionworks.org/public/index.page>

Please visit the PACER's National Bullying Prevention Center web page at <http://www.pacer.org/bullying/>

Chapter 6: How Do We Respond to Bullying?

Intervene Immediately: Disregarding bullying will send the message that it is acceptable or even encouraged. By ignoring the problem, or not taking it seriously, students who are being bullied may feel as though the adults in their lives do not understand or care for them. If they find themselves dealing with a dangerous situation in the future, they are less likely to seek help. If there is no adult intervention, a student who witnesses an act of bullying also may not intervene. When adults see bullying occur, it is critical to intervene immediately.

Intervene Even If You Suspect: You may be unsure whether a situation involves bullying or not, but you should not hesitate to act if you sense a problem, even if you are unsure whether or not the situation involves bullying. You should be able to determine if bullying is occurring through observation of student behavior, body language, and facial expressions.

Respond Decisively: If you notice a student exhibiting bullying behavior, remain calm, talk with them privately, and express the seriousness of the situation you have witnessed. Explain why the behavior is unacceptable and point out that they would not like being the target of bullying behavior.

Do not Overreact: Using aggressive behavior or loud tones sends the wrong message to a student and it is not the proper way to solve the problem. Remain calm and in control of your emotions when dealing with bullying individuals. If you cannot remain calm, then move the discussion to the office of another adult who can remain calm, like a school counselor or school administrator.

Avoid Lecturing a Student: Do not lecture a student who bullies in front of their peers. You want to end the behavior, but not demean or shame the student. Discuss the situation with the student in private to resolve it.

Do not Ask the Student to “Work Things Out” for Themselves: For a student, bullying is a serious problem in their life and without help they are not likely to be able to resolve the matter on their own. In these situations they will often feel inferior to the other students involved and will need adult intervention to help resolve the issue.

Give Praise When it is Due: If you notice a student or another bystander helping a bullying victim or stopping unacceptable behavior, praise them for their actions. Far too often, witnesses stand by and do nothing when someone is being bullied.

Coach Students to Advocate for Themselves: Following are some helpful tips to empower students to appropriately respond to bullying:

- Take a deep breath and exhale slowly.
- Stand tall with their head held high.

Student Policy

- Keep hands at their sides and stand slightly sideways to an aggressor. Do not face the aggressor with squared shoulders, as a front-facing stance may be perceived as posturing for a fight.
- Have a relaxed and focused facial expression, not angry or laughing.
- Maintain eye contact.
- Speak with a calm voice but loud enough to be heard by the student who is bullying or those who are witnesses.
- Use non-confrontational words but with a confident tone of voice.
- Avoid name-calling or making threats.
- Avoid finger-pointing or other threatening gestures.
- Be brief and direct with your responses.
- Avoid discussing old grudges.

What Students Should Be Told about Bullying

- Bullying will not be tolerated or accepted.
- Stand up for yourself, walk away, or ask a friend or adult for help if a student bothers you.
- Do not fight back as this will usually make the situation worse and it rarely solves the problem.
- Report bullying when you see it or hear about it.
- Work together and treat others with respect so bullying does not happen.
- Report any cyberbullying to a trusted adult immediately.

What To Tell Students if They Witness Bullying

- Do not stand by and watch—your involvement makes a difference.
- Stand up for those being bullied. Tell the person doing the bullying to stop by using phrases such as “Stop teasing!” “Do not fight!” “Leave them alone!” and “It is not funny!”
- Do not laugh, participate, or watch the bullying occur as this encourages the behavior to continue.
- Help the student being bullied walk away. A student being bullied may be afraid to leave on their own. In addition, someone who bullies will often not harass multiple students.
- Encourage outsiders to help the student being bullied.
- Tell others who are assisting or reinforcing the behavior to stop immediately and not to join in.
- Report or seek immediate help from a school staff member, coach, or trusted adult.
- After an incident, console the student being bullied by expressing your compassion for them and encourage them to talk with an adult; you might accompany them to speak with the adult to lend moral support.
- Report any cyberbullying of which you are aware; do not forward or like online messages that are acts of cyberbullying.

Resources

Please visit the Stopbullying.gov—Respond to Bullying: Stop Bullying on the Spot web page at <https://www.stopbullying.gov/respond/on-the-spot/index.html>

Please visit the Kids Health—Helping Kids Deal with Bullies web page at <https://kidshealth.org/en/parents/bullies.html>

Please visit the OLWEUS Bullying Prevention Program and Resources web page at <http://www.violencepreventionworks.org/public/index.page>

Please visit the PACER’s National Bullying Prevention Center web page at <http://www.pacer.org/bullying/>

Chapter 7: Bullying and Students with Disabilities

Every student deserves to thrive in a safe school and classroom free from fear, disrespect, violence, and bullying of all kinds. This includes students with disabilities, who are more likely to be bullied and cyberbullied than students without disabilities.

Top 10 Facts that Parents, Educators, and Students Should Know:

1. The definition—Bullying includes repeated hateful acts and a real or perceived imbalance of power. Bullying can be physical, verbal, or psychological/relational. Cyberbullying is a distinct type of bullying in which the victim is targeted online. It can also take the form of sexual harassment.

The Office for Civil Rights and the Department of Justice have stated that bullying may also be considered harassment when it is based on a student's race, color, national origin, sex, disability, or religion.

Harassing behaviors may include:

- Unwelcome conduct such as verbal abuse, name calling, epithets, or slurs
 - Graphic or written statements
 - Threats
 - Physical assault
 - Other conduct that may be physically threatening, harmful, or humiliating
2. The statistics—Students with disabilities are more likely to be bullied than their nondisabled peers.

Although only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities, all of these studies found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers. (Disabilities: Insights from Across Fields and Around the World; Marshall, Kendall, Baniks and Gover [Eds.], 2009)

3. The impact—Bullying affects a student's ability to learn. When students are bullied, it can directly impact all aspects of their education and social-emotional development.

Bullying is not a harmless rite of childhood that everyone experiences. Research shows that bullying can negatively impact a child's access to education and lead to:

- School avoidance and higher rates of absenteeism
- Decrease in grades
- Inability to concentrate
- Loss of interests in academic achievement
- Increase in dropout rates

Student Policy

Deaf and hard-of-hearing youth are confronted with daunting challenges socially, academically, physiologically, and are highly prone to bullying. Due to language deprivation, they experience cognitive limitations and psycho-social difficulties and are unable to communicate with others without the use of sign language interpreters.

Resources

Please visit the U.S. Department of Education–Disability Bullying and Harassment web page at <https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/dis-issue08.html>

Please visit the California Department of Education Position Statement on Language Access web page at <https://www.cde.ca.gov/sp/ss/dh/positionstmt.asp>

Please visit the PACER National Bullying Prevention Center–Bullying and Harassment of Students with Disabilities web page at <http://www.pacer.org/bullying/resources/students-with-disabilities/>

Please visit the American Society for Deaf Children web page at <http://deafchildren.org/about/>

Please visit the National Association of the Deaf web page at <https://www.nad.org/about-us/>

Please visit the Stopbullying.gov–Keeping Students with Disabilities Safe from Bullying web page at <https://www.stopbullying.gov/blog/2013/08/23/keeping-students-disabilities-safe-bullying.html>

Please visit the Stopbullying.gov–Keeping Students with Special Needs Safe from Bullying web page at <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>

Chapter 8: Bullying and Lesbian, Gay, Bisexual, Transgender, and Questioning Youth

Lesbian, gay, bisexual, transgender, and questioning youth (LGBTQ) and those youth perceived as LGBTQ are disproportionately harassed and bullied and continue to experience an increased risk of being bullied and cyberbullied.

California also has two data sources that can further illuminate what LGBTQ face in California's public school:

1. The California Healthy Kids Survey at <https://www.cde.ca.gov/ls/he/re/>
2. The Youth Risk Behavior Survey at <https://www.cde.ca.gov/ls/he/re/>

Additional data specifically related to LGBTQ youth can be found on the Chapman University web page at <https://www.chapman.edu/education/research/health-and-safety.aspx/>

LGBTQ youth experience high rates of substance use, depression, self-harm behavior, and suicide. According to Mental Health America, gay teen in U.S. schools are often subjected to such intense bullying that they are unable to receive an adequate education. LGBTQ youth identify bullying problems as the second most important problem in their lives, after non-accepting families. They experience academic decline, higher absenteeism due to feeling unsafe, and often have nowhere to turn for support.

Strategies to prevent and address bullying of LGBTQ youth require special consideration. It is essential to create a safe environment for all youth.

Creating a Safe Environment for Lesbian, Gay, Bisexual, Transgender, and Questioning Youth

It is important to build a safe environment for all youth, whether they are straight or LGBTQ. All youth can thrive when they feel supported. Parents, schools, and communities can all play a role in helping LGBTQ youth feel physically and emotionally safe:

- Build strong connections and keep the lines of communication open. Some LGBTQ youth often feel rejected. It is important for them to know that their families, friends, schools, and communities support them.
- Establish a safe environment at school. Schools can send a message that no one should be treated differently because they are, or are perceived to be, LGBTQ. Sexual orientation and gender identity protection can be added to school policies.
- Create gay-straight alliances (GSAs). GSAs help create safer schools. Schools must allow these groups if they have other "non-curricular" clubs or groups.

Student Policy

Protect privacy. Be careful not to disclose or discuss issues around being LGBTQ with parents or anyone else.

According to Mental Health America, the Following Actions Can Help

- Be alert to signs of distress.
- Work with student councils to have programs on respect, school safety, and anti-bullying.
- Ask school personnel to have a discussion at an assembly or after-school activity about gay prejudice.
- Help start a Gay Lesbian Straight Educational Alliance chapter at your local high school.
- Encourage anyone who is being bullied to tell a teacher, counselor, coach, nurse, or parent or guardian. If the bullying continues, report it yourself.

Resources

Please visit the California Department of Education–Statewide and Natural Sexual Health Resources web page at <https://www.cde.ca.gov/ls/he/se/resources.asp>

Please visit the California Department of Education–Legal Advisor regarding application of California’s antidiscrimination statutes to transgender youth in schools web page at <https://www.cde.ca.gov/re/di/eo/legaladvisory.asp>

Please visit the GSA Network (Gay Straight Alliance Network) web page at <https://gsanetwork.org/ca>

Please visit the GLSEN (Gay Lesbian Straight Educator Network) website at <https://www.glsen.org/>

Please visit the Health and Safety of LGBT Youth in California web page at <https://www.chapman.edu/education/research/health-and-safety.aspx>

Please visit the Human Rights Campaign (HRC)–How to be an LGBTQ Ally web page at <https://www.hrc.org/blog/how-to-be-an-lgbt-ally>

Please visit the Los Angeles LGBT Center–Out for Safe Schools web page at <https://lalgbtcenter.org/out-for-safe-schools>

Please visit the Stopbullying.gov–LGBTQ Youth web page at <https://www.stopbullying.gov/at-risk/groups/lgbt/index.html>

Please visit the Mental Health America–Bullying and LGBT Youth fact sheet at <http://www.mentalhealthamerica.net/sites/default/files/BACK%20TO%20SCHOOL%20014%20-%20Bullying%20and%20LGBT%20Youth.pdf>

Student Policy

Please visit the Mental Health America–Bullying and LGBT Youth web page at <http://http://www.mentalhealthamerica.net/bullying-and-gay-youth.mentalhealthamerica.net/bullying-and-gay-youth>

Please see the Centers for Disease Control and Prevention website <https://www.cdc.gov/lgbthealth/youth.htm>

Please see U.S. Department of Education–to learn more about the right to form a GSA under the Equal Access Act <https://www2.ed.gov/policy/elsec/guid/secletter/110607.html>

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Amended Draft

Suicide Prevention Policy

The Governing Board of Redding School of the Arts recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, Redding School of the Arts has developed measures and strategies for suicide prevention, intervention, and postvention.

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In developing measures and strategies for use by the district, the Executive Director or designee has consulted with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

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Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Redding School of the Arts and is characterized by caring staff and harmonious interrelationships among students.

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The Redding School of the Arts instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

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Administration or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, Redding School of the Arts suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or Redding School of the Arts and community resources that can help youth in crisis.

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Redding School of the Arts comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. The suicide prevention instructional curriculum shall be incorporated into the health education curriculum at appropriate K-12th may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. The suicide prevention instruction shall be designed to help students:

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- Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
- Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.
- Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
- Identify trusted adults, Redding School of the Arts resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other Redding School of the Arts employees who interact with students at the secondary level. The training shall be offered under the direction of a Redding School of the Arts counselor/psychologist and/or in cooperation with one or more community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials.

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.
2. Research identifying individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors.
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent.
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community.
5. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

6. Redding School of the Arts and community resources and services, including resources and services that meet the specific needs of high-risk groups.
7. Redding School of the Arts procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
8. Materials approved by the MTSS team for training shall include how to identify appropriate mental health services, both at the Redding School of the Arts campuses and within the larger community, and when and how to refer youth and their families to those services.
9. Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor and principal shall report to the student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. The school counselor or principal may also refer the student to mental health resources at Redding School of the Arts or in the community.

Redding School of the Arts shall ensure a school employee acts only within the authorization and scope of his/her credential or license. Nothing in this Policy shall be construed as authorizing or encouraging a Redding School of the Arts employee to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

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1. Immediately securing medical treatment and/or mental health services as necessary.
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
4. Removing other students from the immediate area as soon as possible.
5. Designating specific individuals to be promptly contacted, for example, the Redding School of the Arts counselor, psychologist, nurse, other administrator, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
6. The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.
7. The Principal or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.
8. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident.
9. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

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Postvention

In the event a suicide occurs or is attempted on a Redding School of the Arts campus, the principal or designee shall follow the crisis intervention procedures contained in Redding School of the Arts safety plan. The principal or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. After consultation with the principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Redding School of the Arts staff may receive assistance from Redding School of the Arts counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

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The principal or designee shall implement procedures to address students' and staff's grief and to minimize the risk of further suicides or crises. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

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Any response to media inquiries shall be handled by the Redding School of the Arts designated spokesperson who shall not divulge confidential information. Redding School of the Arts response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

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After any suicide, the principal or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

~~The Redding School of the Arts Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Director or designee shall develop preventive strategies and intervention procedures.~~

~~The Director or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.~~

Prevention and Instruction

~~Suicide Prevention strategies shall include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.~~

~~The school's instructional and student support program shall promote the healthy mental, emotion, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.~~

~~The Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.~~

Staff Development

~~Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a school counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:~~

~~1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors~~

~~2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior~~

~~3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health~~

~~4. School and community resources and services~~

~~5. District procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide~~

Intervention

~~Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Director, school psychologist or school counselor. The principal or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.~~

~~Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.~~

~~The Director or designee shall establish crisis intervention procedures, as found in the school's comprehensive safety plan, to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school sponsored activity.~~

Adopted: 4-20-17

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

Personnel Reporting

SUBJECT: Agenda Item 2.8 – Attendance Clerk Job Description – 1st
Read

PREPARER: Lane Carlson

RECOMMENDATION: Discussion

BACKGROUND:

Administration will present the board with the Attendance Clerk job description for initial review. This is a new, part-time, classified position, which will work in conjunction with the School Registrar to meet the needs of the elementary and high school. A final draft will be provided to the board for approval in March.

➤ See Attached: Attendance Clerk Job Description

REFERENCE:

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

Job Responsibilities Attendance Clerk

POSITION PURPOSE/SUMMARY: Under general direction of Administration this position will provide and maintain accurate and timely entry of a variety of attendance and other data into various computer software programs. This position must work efficiently with service-oriented attitude in a fast paced, multiple interruption school environment; must maintain confidential student information and has direct contact with students, instructional staff, parents, and the public. The Attendance Clerk performs a variety of difficult, prescribed clerical duties requiring good communication skills; utilizes specialized knowledge and independent judgment involving frequent and responsible public contact. As an employee of Redding School of the Arts (RSA), this employee will follow the responsibilities and procedures as delineated in the RSA Employee Handbook.

PRINCIPLE RESPONSIBILITIES

- Provides for accurate and timely entry of a variety of attendance, tardy, early release, daily lunch count;
- Prepares and provides a daily list of absence students;
- Prepares and maintains data related to attendance logs, free and reduced lunch information, and daily lunch count, including any necessary correspondence;
- Monitors, prepares and submits monthly attendance reports including: P1, P2, Annual Attendance Reports, PENSEC, 5th day Attendance Report for Charter authorizer, 20-Day Attendance Report for the county office, and other reports as needed by Charter authorizer;
- Completes independent study requests and corresponding paperwork;
- Prepares and sends out donation requests for elective classes;
- Prepares, assists and mails Truancy & Suspension Notifications / Dismissal Documents;
- Schedules and prepares paperwork for student meetings, i.e., Student Study Team Meetings, 504 Meetings, all other general education student meetings, etc.
- Use of Aeries:
 - To communicate information with our school families (daily, texts, weekly phone calls);
 - Prints student attendance reports for teacher for End of Year filing;
 - Records/credits elective donations related to electives;
- Prepares and types letters, forms, records, reports, and other documents;
- Assists office staff in answering phones, greeting the public, and other routine activities as needed;
- Provides first aid and basic health care to ill and injured students; contact parents, the nurse or public safety agencies according to established guidelines; administer medications according to physician's directions;
- Communicates effectively with parents or guardians of students;
- Performs related duties as assigned;

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Modern office practices, procedures and equipment;
- Applicable sections of the State Education Code and other applicable laws;
- Correct English usage, grammar, spelling, punctuation and vocabulary both oral and written;
- Record-keeping techniques;
- Interpersonal skills using tact, patience and courtesy;
- Alpha and numeric filing systems;
- Telephone techniques and etiquette;

ABILITY TO:

- Communicate and understand effectively both orally and in writing;
- Compose correspondence and written materials independently;
- Establish and maintain cooperative and effective working relationships with others;
- Maintain records and prepare reports;
- Meet schedules and time lines;
- Answer telephones and greet the public courteously;

EDUCATION AND EXPERIENCE:

- Any combination equivalent to: graduation from high school and three years of increasingly responsible clerical or secretarial experience.

LICENSE AND CERTIFICATES:

- Must possess a valid California Driver's License

PHYSICAL DEMANDS:

- Dexterity of hands and fingers to operate a computer keyboard;
- Hearing and speaking to exchange information in person and on the telephone;
- Seeing to read a variety of materials;
- Sitting for extended periods of time;
- Bending at the waist, kneeling or crouching to retrieve and maintain files;
- Reaching overhead, above the shoulders and horizontally to retrieve files;
- Persons performing service in this position classification-will exert 10 to 25 pounds of force occasionally to lift, carry, push, pull, or otherwise move objects;
- May occasionally lift and stack heavy objects not to exceed 25 lbs;

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

Personnel Reporting

SUBJECT: Agenda Item 2.9 – Attendance Clerk Calendar – 1st Read

PREPARER: Lane Carlson

RECOMMENDATION: Discussion

BACKGROUND:

Administration will present the board with the Attendance Clerk personnel calendar for initial review. This classified position is scheduled to work a total of 197 days (Aug – Jun). A final draft will be provided to the board for approval in March.

- See Attached: Attendance Clerk Personnel Calendar

REFERENCE:

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

REDDING SCHOOL OF THE ARTS 2022-2023 ATTENDANCE CLERK

0

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st Quarter Ends: 10/14/2022 (42 days)
 2nd Quarter Ends: 12/22/2022 (85 days)
 3rd Quarter Ends: 3/17/2023 (131 days)
 4th Quarter Ends: 5/26/2023 (175 days)

Release Times: K - 2nd @ 2:25 PM; 3rd - 8th @ 2:45 PM

Grey Shaded = Student Attendance Days 175

Yellow = Non-Instructional Work Days 11

Holidays 11

Total Contract Days 197

13

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21

September 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21

October 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16

November 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16

December 2022						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

23

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

15

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

22

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

HOLIDAYS/RECESSES

Labor Day	Sept. 5th
Veteran's Day observed	Nov. 11th
<i>(by law must be Nov 11 if a weekday)</i>	
Thanksgiving Break	Nov. 21st - 25th
Christmas Holiday	Dec. 24th - 25th
Winter Break	Dec. 23rd - Jan. 9th
New Year's Holiday	Jan. 1st
Martin Luther King Day	Jan. 16th
President's Break	Feb. 20th - 21st
Spring Break	Apr. 10th - 17th
Memorial Day	May. 29th
Juneteenth	June 19th

IMPORTANT DATES

School Meet & Greet	Aug. 15th
School Starts	Aug. 17th
Back to School Night	Aug. 23rd
Moon Festival	Sep. 9th
Parent/Teacher Conferences	Oct. 17th - Oct. 21st
Veterans Assembly	Nov. 10th
Theme Day	Nov. 18th & Apr. 7th
Chinese New Year (Year of the Rabbit) ..	Jan. 23rd
Celebration of the Arts/Open House	Mar. 8th
8th Grade Promotion	May. 25th
School Ends	May. 26th
*Snow Day/Emergency Make-Up Day:	May. 30th
Professional Development Day	
Federal and State Holidays	
Minimum Days	K - 2nd @ 12:40 PM; 3rd - 8th @ 1:00 PM

RSA Board Approved:
 RSA Board Amended:

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

Personnel Reporting

SUBJECT: Agenda Item 2.10 – Personnel Updates

New Hires:

- Elijah Brown – 1/23/2023 Custodian
- Justine Kugel – 1/24/2023 SpEd/MTSS Paraprofessional
- Julie York – 2/1/2023 Paraprofessional

Employment Updates

- Julia Maire – 11/1/2023 Attendance Clerk/Lunch Recesses Paraprofessional - .75 FTE

Resignations:

- Serina Flores – 1/16/2023 Paraprofessional

PREPARER: Lane Carlson

RECOMMENDATION: Discussion/Action to Approve Personnel Updates

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